



**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**September 19, 2023**  
**364 S Park St**  
**Walla Walla, WA 99362**

Watch Live: <https://wwps-org.zoom.us/j/94146269776>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 941 4626 9776

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:** *Mrs. Terri Trick, Board of Directors*

**III. ROLL CALL:**

- Mr. Derek Sarley, President
- Ms. Kathy Mulkerin, Vice President
- Mrs. Ruth Ladderud
- Mr. Eric Rindal
- Mrs. Terri Trick
- Ms. Hailey Thrall, Student Board Representative

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

**V. CONSENT AGENDA:** *Mr. Sarley*

- |  |    |
|--|----|
| 1. Personnel Report  | 3  |
| 2. Extracurricular Athletic Contracts  | 4  |
| 3. Non-Athletic Extra & Co-Curricular Contracts  | 5  |
| 4. September 19 Accounts Payable   | 6  |
| 5. June & July Financial Reports   | 7  |
| 6. August Financial Report   | 15 |
| 7. Resolution 10-2023 - Transfer of ESSER III Funds from General Fund to Capital Projects Fund | 19 |
| 8. Regular Study Meeting Minutes of September 5, 2023  | 20 |

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

1. National FFA Conference & Fair Update: *Ms. Jessica Johnson*

**VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT:** *Finley Reed*

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

**22**

**IX. REPORTS:** (6:00 p.m.) *Mr. Sarley*

1. Board of Directors Report: *Mr. Sarley*
2. Superintendent's Report: *Dr. Wade Smith*

a. Monthly Enrollment Report	23
3. Strategic Plan Strategies 9 and 10: <i>Mr. Chris Gardea, Mrs. Christy Krutulis and Committee Members</i>	25
4. Monthly Financial Dashboard Report: <i>Mrs. Janette Jeffris</i>	47
5. Policy 5253-Maintaining Professional Staff/Student Boundaries, Second Reading: <i>Mr. Derek Sarley</i>	50
X. <b>ACTION:</b> (6:55 p.m.) <i>Mr. Sarley</i>	
1. Policy 5253-Maintaining Professional Staff/Student Boundaries, Second Reading:	60
XI. <b>ADJOURNMENT:</b> (7:00 p.m.) <i>Mr. Sarley</i>	

**PERSONNEL REPORT**

September 19, 2023 – Board Meeting

Date: September 19, 2023

**EMPLOYMENT**

Administrative: Donald “Don” Davis, Interim Principal, Berney Elementary School  
• (2023-2024 school year)

Classified: Amber Bagley, Para-Educator, Berney Elementary School  
Jamie Belknap, Head Start Associate Teacher, WWCCF  
Clark Covey, Bus Driver, SE Washington Transportation Co-Op  
Sebastian Cruz, Bilingual Para-Educator, Green Park Elementary School  
Dawn Uebelacker, Para-Educator, Green Park Elementary School

**RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT**

Classified: Michele Turley, Para-Educator, Sharpstein Elementary School, 2 years

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Madeleine Blackburn	Lincoln High School	Head Volleyball
Carolina Saldana	Pioneer Middle School	Volleyball 6th Grade
Teagan Wilke	Pioneer Middle School	Head Girls Soccer 7th/8th Grades
Shawna Wolford	Walla Walla High School	Assistant Volleyball

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

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Ryan Campeau	W	Play Assistant Director - 1st Semester
Carrie Diede	W	Play Producer - 1st Semester
Zoe White	LI	Play Director Semester 1

## 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 19th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		<b>General Fund</b>		
9/19/2023	230148	Through	230275	\$ 1,394,781.55
9/19/2023	232400033	Wire Transfer	232400056	\$ 1,859.97

		<b>Capital Projects</b>		
9/19/2023	230010	Through	230013	\$ 24,029.71
		Wire Transfer		

		<b>ASB</b>		
9/19/2023	230015	Through	230024	\$ 18,349.37
		Wire Transfer		

		<b>Transportation Vehicle</b>		
9/19/2023	230001	Through	230001	\$ 362,514.44
		Wire Transfer		

		<b>Payroll</b>		
		Through		
		Wire Transfer		
	NA	Payroll Taxes	NA	

<b>TOTAL:</b>	<b>\$ 1,801,535.04</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY OF THE BOARD:**

\_\_\_\_\_  
Derek Sarley

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



TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: July 21, 2023  
RE: June's Financial Report

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Attached is the June financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 9.7% of expenditures.
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

JJ

# Walla Walla School District

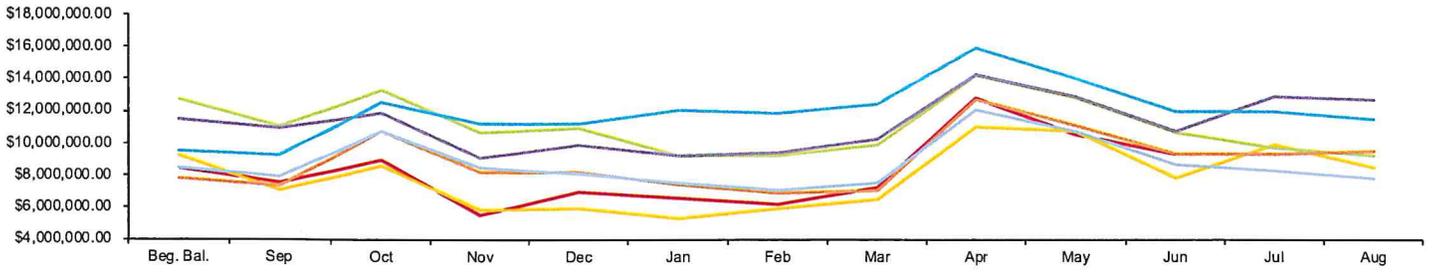
Monthly Financial Report

June 2023

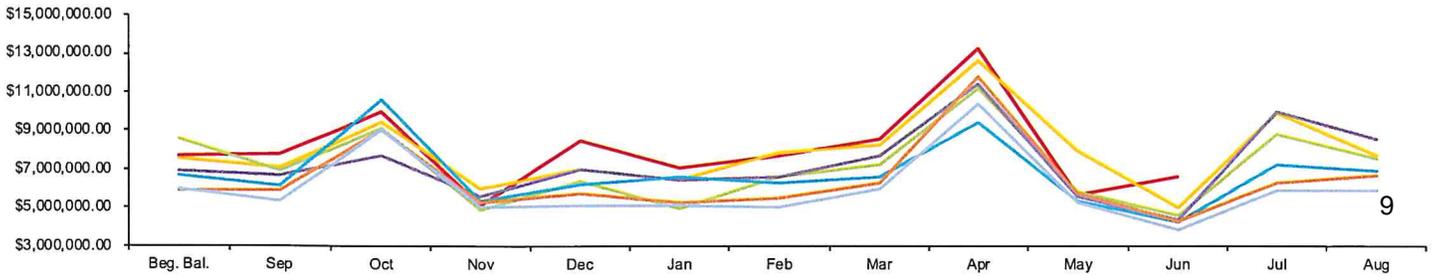
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 6,879,949	\$ 8,768,380	\$ 8,754,173
Revenues	\$ 95,098,347	\$ 95,098,347	\$ 78,378,873
Expenditures	\$ (93,468,217)	\$ (93,468,217)	\$ (78,051,978)
Transfers	\$ (800,000)	\$ (800,000)	\$ -
Ending Fund Balance	\$ 7,710,079	\$ 9,598,510	\$ 9,081,068 <sup>9.7%</sup>
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 3,743,645	\$ 3,743,645	\$ 10,074,032
Revenues	\$ 15,405,004	\$ 15,405,004	\$ 6,335,204
Expenditures	\$ (15,300,000)	\$ (15,300,000)	\$ (7,731,158)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 3,848,649	\$ 3,848,649	\$ 8,678,079
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 2,474,250	\$ 2,559,814	\$ 2,461,107
Revenues	\$ 4,737,399	\$ 4,737,399	\$ 4,665,890
Expenditures	\$ (4,553,325)	\$ (4,553,325)	\$ (4,552,625)
Ending Fund Balance	\$ 2,658,324	\$ 2,743,888	\$ 2,574,372
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 536,300	\$ 515,855	\$ 515,855
Revenues	\$ 181,000	\$ 116,020	\$ 383,518
Expenditures	\$ (301,000)	\$ -	\$ (336,832)
Ending Fund Balance	\$ 416,300	\$ 631,875	\$ 562,541
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 284,905	\$ 284,739	\$ 284,739
Revenues	\$ 1,323,463	\$ 321	\$ 15,929
Expenditures	\$ (1,429,358)	\$ -	\$ -
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 179,010	\$ 285,060	\$ 300,669

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

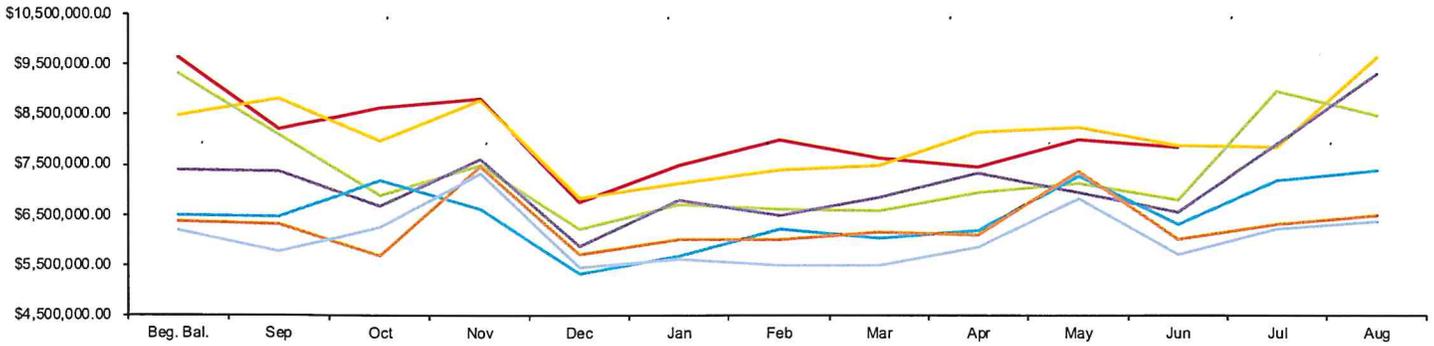
### NET CASH & INVESTMENTS



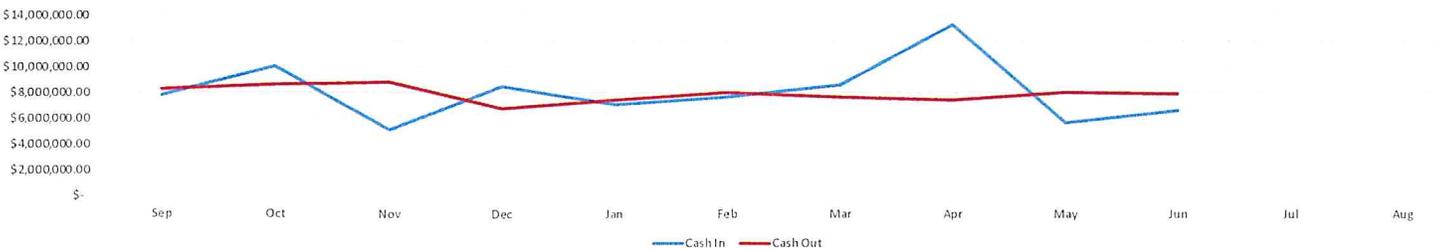
### RECEIPTS



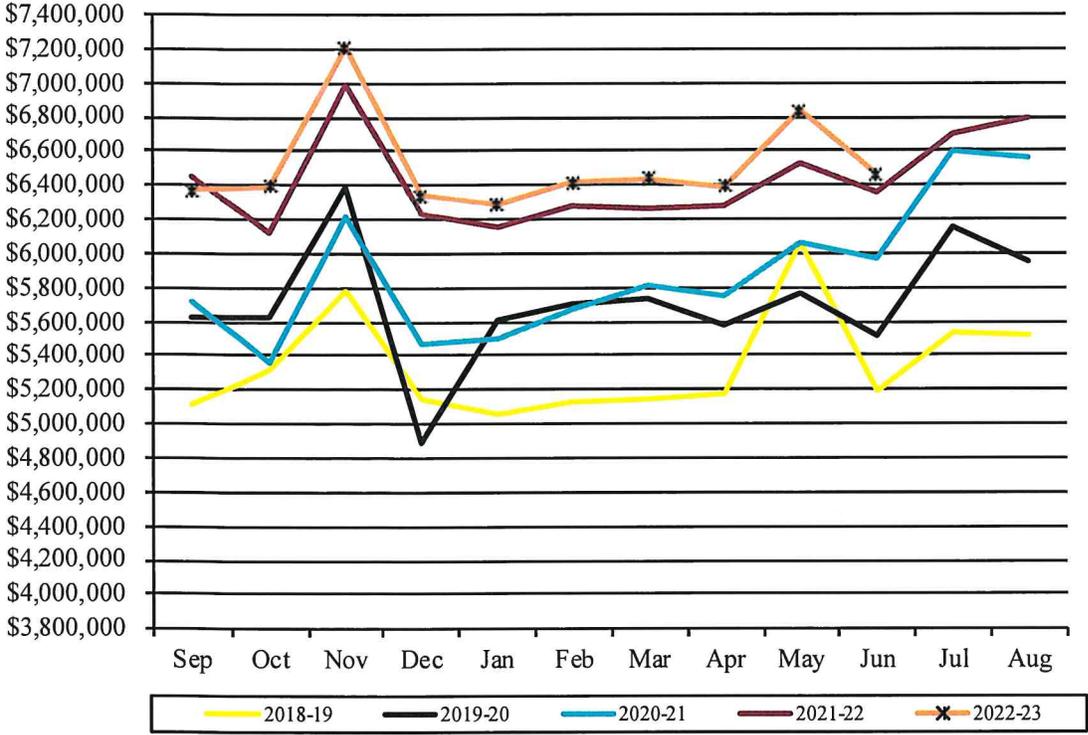
### EXPENDITURES



### 2022-23 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: August 21, 2023  
RE: July's Financial Report

Attached is the July financial report consisting of:

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- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 12.7% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

JJ

# Walla Walla School District

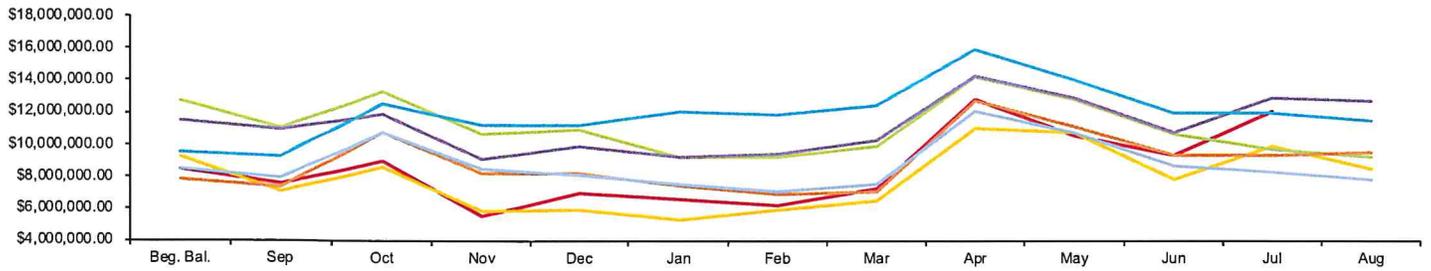
Monthly Financial Report

July 2023

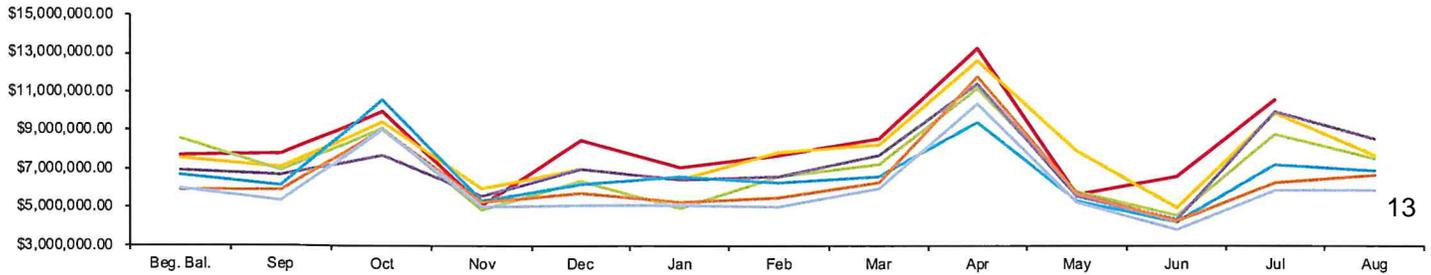
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 6,879,949	\$ 8,754,173	\$ 8,754,173
Revenues	\$ 95,098,347	\$ 96,993,817	\$ 89,009,495
Expenditures	\$ (93,468,217)	\$ (96,140,417)	\$ (85,903,378)
Transfers	\$ (800,000)	\$ (800,000)	\$ -
Ending Fund Balance	\$ 7,710,079	\$ 8,807,573	\$ 11,860,290 12.3%
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 3,743,645	\$ 3,743,645	\$ 10,074,032
Revenues	\$ 15,405,004	\$ 15,405,004	\$ 6,360,403
Expenditures	\$ (15,300,000)	\$ (15,300,000)	\$ (8,064,187)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 3,848,649	\$ 3,848,649	\$ 8,370,248
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 2,474,250	\$ 2,559,814	\$ 2,461,107
Revenues	\$ 4,737,399	\$ 4,737,399	\$ 4,689,221
Expenditures	\$ (4,553,325)	\$ (4,553,325)	\$ (4,552,625)
Ending Fund Balance	\$ 2,658,324	\$ 2,743,888	\$ 2,597,704
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 536,300	\$ 515,855	\$ 515,855
Revenues	\$ 181,000	\$ 381,000	\$ 386,273
Expenditures	\$ (301,000)	\$ (401,000)	\$ (384,062)
Ending Fund Balance	\$ 416,300	\$ 495,855	\$ 518,067
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 284,905	\$ 284,739	\$ 284,739
Revenues	\$ 1,323,463	\$ 1,323,463	\$ 15,866
Expenditures	\$ (1,429,358)	\$ (1,429,358)	\$ (725,029)
Transfers			\$ -
Ending Fund Balance	\$ 179,010	\$ 178,844	\$ (424,423)

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

### NET CASH & INVESTMENTS

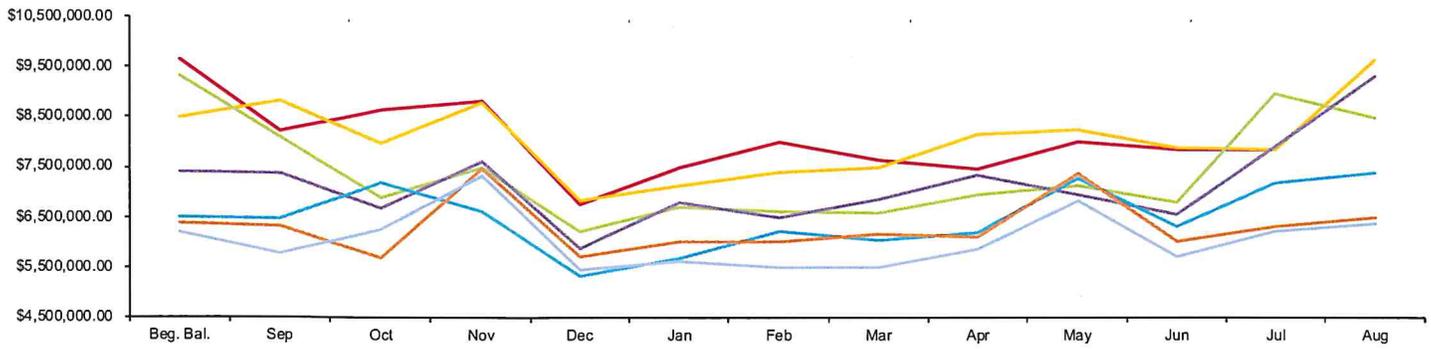


### RECEIPTS



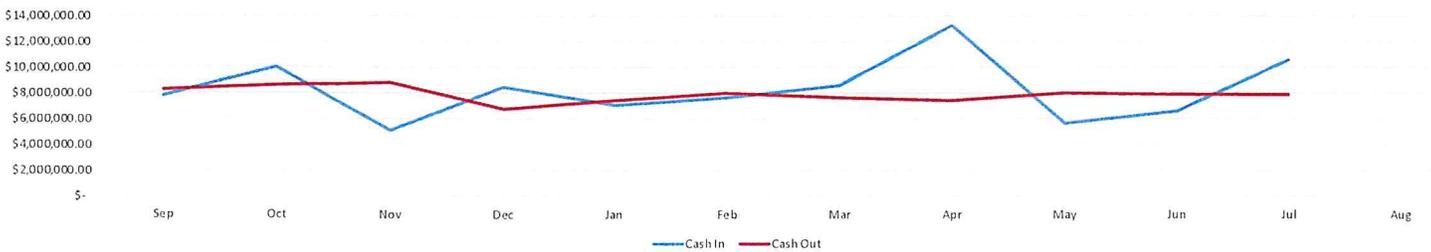
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### EXPENDITURES

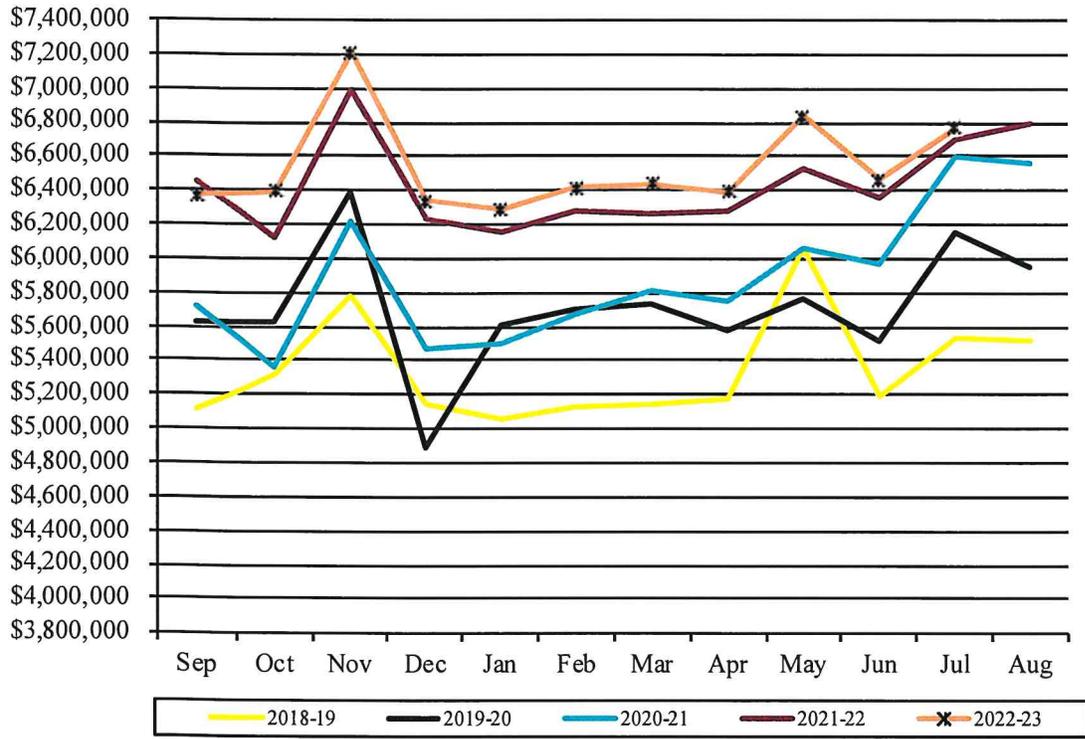


— 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19   
 — 17-18   
 — 16-17

### 2022-23 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: September 18, 2023  
RE: August's Financial Report

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Attached is the August financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 10.6% of expenditures
- General Fund trend charts
- Payroll trend chart

As a reminder, this report is NOT the final financial report for August 2023. A final report will be presented to the board in late Fall 2023. Please let me know if you have any questions.

Attachments

JJ

# Walla Walla School District

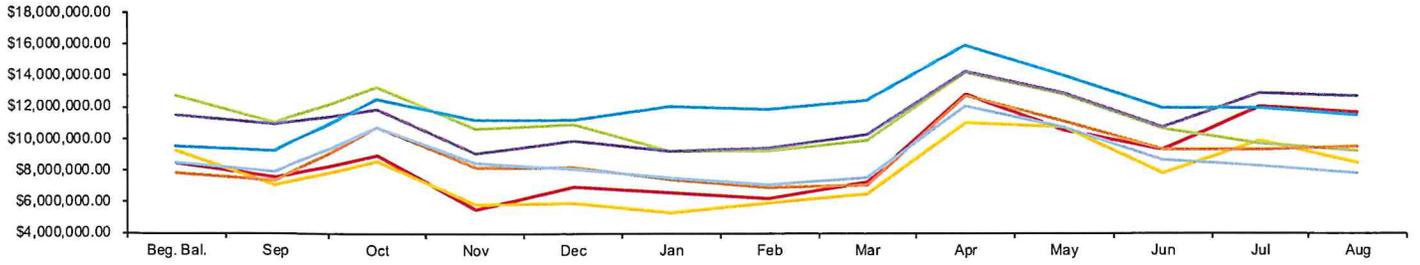
Monthly Financial Report

August 2023

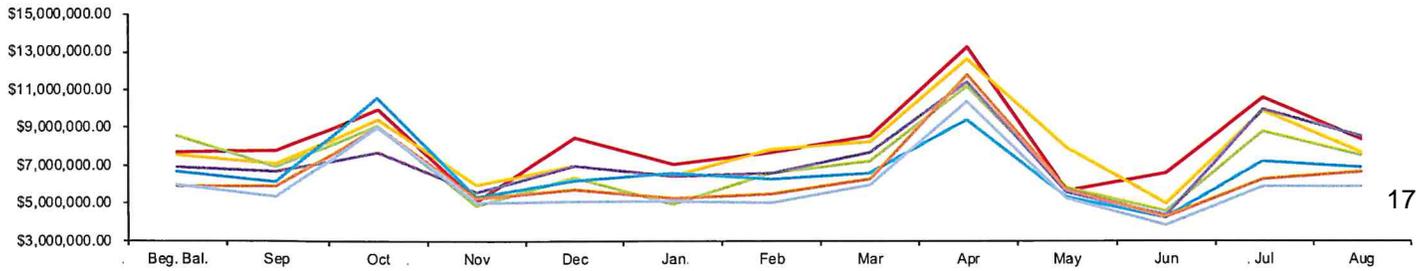
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 6,879,949	\$ 8,754,173	\$ 8,754,173
Revenues	\$ 95,098,347	\$ 96,993,817	\$ 97,390,238
Expenditures	\$ (93,468,217)	\$ (96,140,417)	\$ (95,156,911)
Transfers	\$ (800,000)	\$ (800,000)	\$ (800,000)
Ending Fund Balance	\$ 7,710,079	\$ 8,807,573	\$ 10,187,500 10.6%
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 3,743,645	\$ 3,743,645	\$ 10,074,032
Revenues	\$ 15,405,004	\$ 15,405,004	\$ 7,254,432
Expenditures	\$ (15,300,000)	\$ (15,300,000)	\$ (9,268,522)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 3,848,649	\$ 3,848,649	\$ 8,059,942
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 2,474,250	\$ 2,559,814	\$ 2,461,107
Revenues	\$ 4,737,399	\$ 4,737,399	\$ 4,737,480
Expenditures	\$ (4,553,325)	\$ (4,553,325)	\$ (4,552,625)
Ending Fund Balance	\$ 2,658,324	\$ 2,743,888	\$ 2,645,962
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 536,300	\$ 515,855	\$ 515,855
Revenues	\$ 181,000	\$ 381,000	\$ 391,605
Expenditures	\$ (301,000)	\$ (401,000)	\$ (438,244)
Ending Fund Balance	\$ 416,300	\$ 495,855	\$ 469,216
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 284,905	\$ 284,739	\$ 284,739
Revenues	\$ 1,323,463	\$ 1,323,463	\$ 966,148
Expenditures	\$ (1,429,358)	\$ (1,429,358)	\$ (1,087,543)
Transfers			\$ -
Ending Fund Balance	\$ 179,010	\$ 178,844	\$ 163,344

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

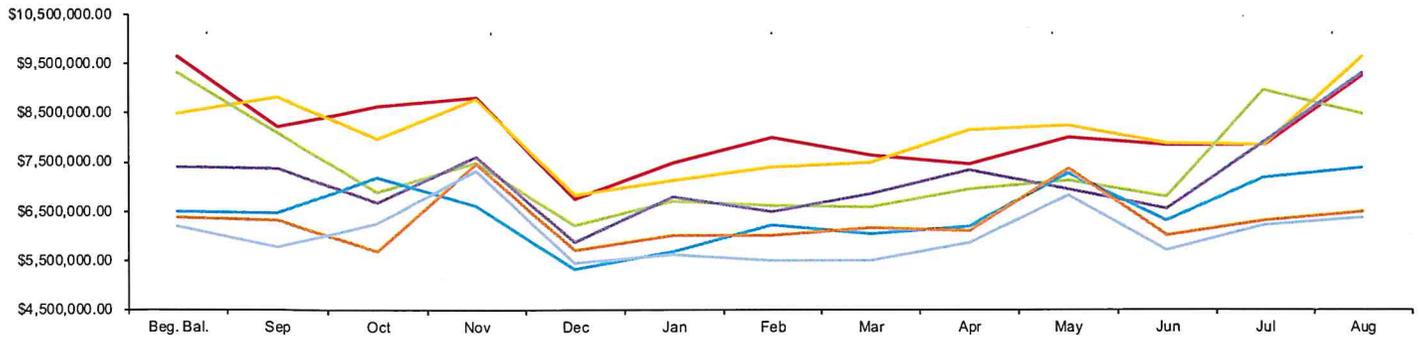
### NET CASH & INVESTMENTS



### RECEIPTS

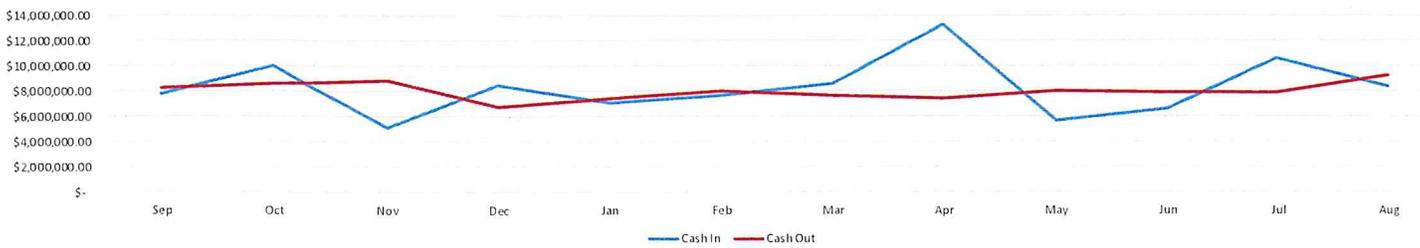


### EXPENDITURES

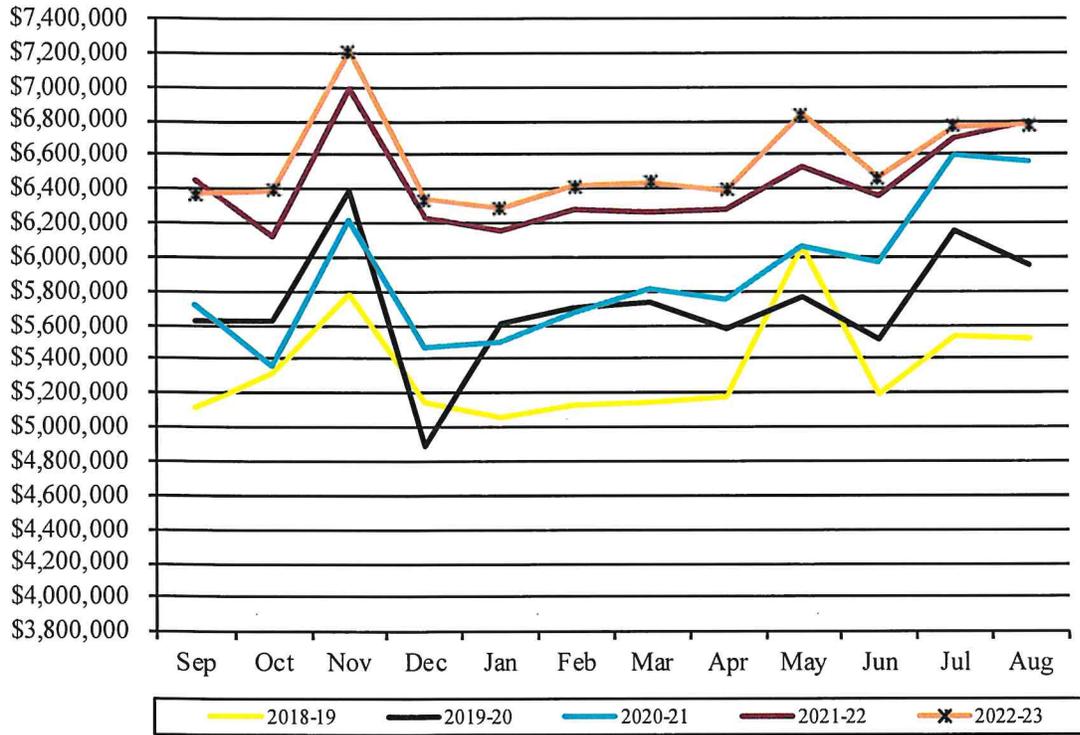


— 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19   
 — 17-18   
 — 16-17

### 2022-23 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





**RESOLUTION #10-2023**  
**September 19, 2023**

**Transfers ESSER III Funds from General Fund to Capital Projects Fund**

WHEREAS, the Board of Directors of the Walla Walla School District #140 has approved the Prospect Point Elementary fire system repairs and the District Office HVAC replacement; and

WHEREAS, the American Rescue Plan (ARP) Elementary and Secondary Schools Emergency Relief Fund (ESSER III) 80% allocation is being used to support these projects, and

WHEREAS, the Walla Walla County Treasurer's Office receives funds distributed by the Washington Office of Superintendent of Public Instruction (OSPI) on behalf of the Walla Walla School District #140,

WHEREAS, when funds are received by Walla Walla County Treasurer's Office they are directed to the Walla Walla School District #140 General Fund, and

WHEREAS, per OSPI School District Accounting Manual guidelines the funds for said projects should be reflected in the Capital Projects Fund;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Walla Walla School District #140 authorizes the transfer of funds from the General Fund (10) to the Capital Projects Fund (20) to align ESSER III revenue with the associated expenditures.

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

\_\_\_\_\_  
Derek Sarley, School Board President

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

**Adopted at a regular meeting of the Board of Directors September 19, 2023**

**BOARD OF DIRECTORS**  
**Regular Study Meeting – 5:30 p.m.**  
**September 5, 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  
Ms. Hailey Thrall, Student Board  
Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Mr. Chris Gardea, Assistant Superintendent  
Mrs. Christy Krutulis, Executive Director of Teaching & Learning  
Mrs. Janette Jeffris, Director of Fiscal Services  
Mr. John Schumacher, Principal of Walla Walla High School  
Mrs. Marci Knauff, Principal of Lincoln High School  
Mrs. Kim Doepker, Principal of Garrison Middle School  
Mrs. Kris Duncan, Principal of Pioneer Middle School  
Mrs. Lisa Franklin, Assistant Principal of Pioneer Middle School  
Mrs. Michelle Carpenter, Principal of Berney Elementary School  
Mrs. Marlene Perez, Principal of Edison Elementary School  
Mr. Cesar Hernandez, Principal of Green Park Elementary School  
Mr. Justin Vernon, Principal of Prospect Point Elementary School  
Mrs. Maria Garcia, Principal of Sharpstein Elementary School  
Mr. Brent Cummings, Dir, Early Learning & Family Engagement  
Mr. Rob Ahrens, Director of Alternative Learning Programs  
Mr. Jerry Maher, Director of SEATech Skills Center & CTE

**AUDIENCE**

Including board members, administrators and guests, approximately 37 were in attendance.

**I. CALL TO ORDER**

The meeting was called to order in the administration building Anne Golden Boardroom at 5:30 p.m. by President Mr. Derek Sarley.

**II. FLAG SALUTE**

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

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

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

**V. NEW STUDENT REPRESENTATIVE OATH OF OFFICE**

President Sarley administered the oath of office to Ms. Hailey Thrall, student board representative.

**VI. CONSENT AGENDA**

President Sarley asked if there were any objections to the proposed six item consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) September 5 accounts payable and August payroll; 5) Washington State School Directors' Association Boards of Distinction Application; and 6) regular business meeting minutes of August 15, 2023. Approved, as there were no objections.

**VII. STUDY ITEMS**

**Beginning of School Review:** District principals provided an update on the start of school. They reported this year's start felt like it did pre-pandemic, and that students and staff are excited and look forward to a great year.

**Strategic Plan Strategies 4 and 6:** Mr. Gardea, Mr. Maher and committee members briefed the school board on Vision 2030 progress for Strategic Initiatives 4 and 6. Goal 2 – Strategy 4: Post-Secondary Planning – Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations. Goal 2 – Strategy 6: Developing 21<sup>st</sup> Century Skills – Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21<sup>st</sup> Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnership with business and industry.

**Review of Proposed Modifications to Policy/Procedure 5253-Maintaining Professional Staff/Student Boundaries:** Dr. Smith presented Policy/Procedure 5253 for first reading.

**VIII. ADJOURNMENT**

President Sarley declared the meeting adjourned at 7:28 p.m.

Minutes to be presented for board approval on September 19, 2023.

**APPROVED:**


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

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Derek Sarley  
School Board President

## ~ CITIZENS' COMMENTS ~

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

### Citizens' Comment Script:

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

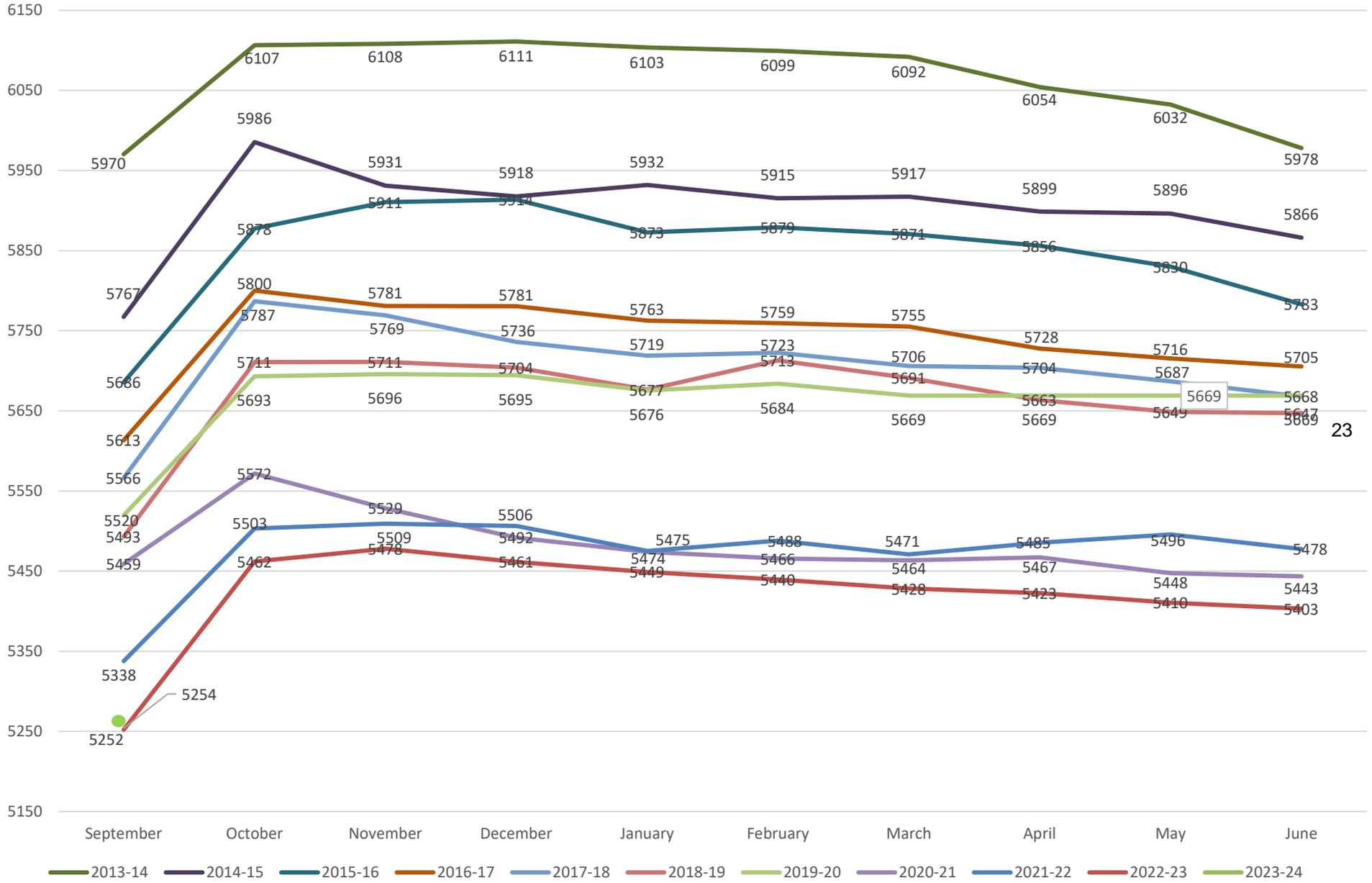
We also ask that you adhere to the following guidelines:

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

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

01/03/2022

### WWPS Enrollment Trends: 2013 to Present Student FTE Counts



Target Avg Class Size

2023-2024	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
Berney	Hubbard, K	18	Fisbeck, J	24	Kearbey, K	27	Baker, T	22	Bona, A	26	Holbrook, J	25	
	Brown, A	18	Morrison, S	24	Parodi, D	25	Gonzales, C	21	Diaz Madrigal, A	25	Clearman, D	25	
	Davenport, K	18					Davin, M	21	Hartelius, S	25	James, I	25	
	Behavior Prg K-5	Merrill, L		Merrill, L		Merrill, L		Merrill, L	1	Merrill, L	1	Merrill, L	2
<b>SECTIONS</b>	<b>16</b>			<b>48</b>		<b>52</b>		<b>64</b>		<b>76</b>		<b>75</b>	<b>369</b>
slots available	18		2		2		17		8		9		Ratio 23
Edison	Espinosa, M	21	Maycumber, Y	17	Hobbs, S	20	Aceves, J	22	Ledesma, M	25	Ochoa, F	25	
	Helm, E	21	Phillips, L	18	Parsons, S	19	Lopez, J	24	Reed, J	24	Solis, C	26	
	Matson, E	21	Moreno, J	19	Williams, N	21	Estrada, A	24	Schafer, J	25	Solis Martinez, V	25	
	Valencia, A	21	Berumen, B	18	Saldivar, C	21							
<b>SECTIONS</b>	<b>21</b>			<b>72</b>		<b>81</b>		<b>70</b>		<b>74</b>		<b>76</b>	<b>457</b>
slots available*	0		12		3		11		10		8		Ratio 22
Green Park	Bahena-Flores, R	24	Garanzuay, P	22	Salazar, I	22	Contreras, A	24	Esquivel, T	19	Maya, J	24	
	Lopez, M	24	Garcia, A	23	Chavas, R	21	Boeckman, R	27	Mora, G	18	Ambler, D	23	
	Lamanna, S	23	Collins, A	19	Shuler, A	21	Gregoire, L	26	Johnson, M	25	Lux, J	26	
	Katsel, E	21	Holgate, M	20	Real, D	21			Tobin, J	25			
Lifeskills Program	Angotti, E	1	Angotti, E		Angotti, E		Angotti, E		Angotti, E	2	Angotti, E	2	
	Goble, E		Goble, E		Goble, E	6	Goble, E		Goble, E		Goble, E		
<b>SECTIONS</b>	<b>22</b>			<b>84</b>		<b>85</b>		<b>77</b>		<b>87</b>		<b>73</b>	<b>498</b>
slots available	4		16		23		4		25		11		Ratio 23
Prospect Point	Ferraro, Amber	15	Hanson, K	20	Baldwin, W	18	McFetridge, M	19	Taylor, L	26	Mahan, L	27	
	Heinzman, A	15	James, L	20	Hudec, H	16	Jausoro, D	19	Watson, K	25	Parodi, D	27	
	Kaup Rose, S	16	Humphreys, S	18	Paul, M	18	Kuhlmann, K	20	Prull, V	23	Ambler, C	26	
	Wilson, B	14	Pederson, R	19	Babbitt, H	19	Reese, N	20			Pegel, G	26	
<b>SECTIONS</b>	<b>23</b>			<b>77</b>		<b>71</b>		<b>78</b>		<b>74</b>		<b>106</b>	<b>466</b>
slots available*	36		23		37		30		10		6		Ratio 20
Sharpstein	Cantero, H	16	Russell, J	15	Griffith, R	24	Gillin, L	18	Shirley, C	21	Keyes, K	21	
	Wilson, H	16	Locati, R	19	Berg, L	26	Hutchinson, D	19	Mendoza, L	21	James, J	20	
	Pekar, K	15	Ruvalcaba, G	19			Villanueva, S	17	Woiblet, B	21	VanDonge, B	20	
	Developmental Prog	Stimmel, M	3	Stimmel, M	5	Stimmel, M		Stimmel, M					
Autism Program	Osterhout, L	1	Osterhout, L	1	Osterhout, L	3	Osterhout, L	6	Osterhout, L		Osterhout, L	2	
<b>SECTIONS</b>	<b>17</b>			<b>53</b>		<b>50</b>		<b>54</b>		<b>63</b>		<b>61</b>	<b>328</b>
slots available	22		17		4		27		21		23		Ratio 19
WW Online/Homelink	Baker/Burt/Gentzler	6	Baker/Burt/Gentzler	5	Baker/Burt/Gentzler	3	Baker/Burt/Gentzler	10	Baker/Burt/Gentzler	7	Baker/Burt/Gentzler	10	
		6		5		3		10		7		10	
slots available													41
<b>TOT SLOTS AVAIL</b>	80		70		69		89		74		57		
<b>GRADE LVL TOTAL</b>		337		334		339		343		374		391	2118
<b>GRADE LVL SECTNS</b>	18		17		16		16		16		16		
<b>AVERAGE LOADS</b>		18.11		19.00		20.44		20.38		22.75		23.44	
<b>TOTAL SC SPED</b>		5		6		9		7		3		6	36
<b>TOTAL ENROLLED</b>		348		345		351		360		384		407	2195

Dual classes



# VISION 2030

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WALLA WALLA PUBLIC SCHOOLS

**VISION**  
**2030**

Developing Washington's Most  
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington

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SCHOOL BOARD INITIATIVE PRESENTATIONS  
STRATEGIES 9 & 10



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# 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

# 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

- A Culture of Belonging and Equity
  - “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” (Vision 2030).

# 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

### ■ Committee Makeup:

- Chris Gardea, Christy Krutulic, Barb Casey, Alex Esparza, Amira Wissenfels-Cross, Amy Ford, Barb Casey, Cesar Hernandez, Chris Gardea, Claudia Salazar, Fiona Vrapic, Hailey Thrall, Jennifer Matson, Dr. Julie Perron, Justin Vernon, Karly Saldana Diaz, Kevin De Santiago Cisneros, Kris Bland, Lisa Franklin, Liza Jacobson, Morgan Perron

### ■ Committee Process:

- The committee met several times during the spring and into fall, before and after school. The committee worked in whole group and small groups, discussing and sharing ideas and recommendations around building level expectations and data, in addition to strategies to build collective efficacy, with an emphasis on training and professional development needs and collaboration. We shared out notes at each meeting to allow for input and feedback.

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# 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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - By 2030, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.

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# 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

## ■ What specific actions will need to occur to achieve the Vision 2030 stretch goal?

### ■ Building Teams

- Establish building level teams to assist staff in a continual process of developing and maintaining a positive school environment where students behave responsibly.
- Review/define Major/Minor behavioral infractions
- Teach common expectations
- Develop systems to reinforce expected behaviors
- Building teams work with classroom teachers on implementation of best practices, trauma informed practices, and K-12 Social-Emotional Learning lessons

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# 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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
  - Data Review and Collection
    - Expand data entry into Skyward to include Minor infractions
    - Develop common protocols to review Major/Minor data
    - Meet quarterly with building level teams to review data and share best practices
    - Research and pilot data tracking systems for students on individualized plans

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# 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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
  - Professional Learning
    - Implementation training for Building Teams on Positive Behavioral Intervention and Supports with ongoing individual consultation
    - Trauma-Informed Restorative Practices
    - Training for secretaries and administrators with student discipline data entries in Skyward
    - Training for Building Teams to use Forecast5 Guided Analysis Discipline reports

# 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

- What specific resources or supports are needed?
  - Stipends for Building SEL Teams (~\$50,000)
  - Consulting services for PBIS
  - Trauma-Informed Restorative Practices
  - Green Sheet or release time for training and support for Building Social-Emotional Learning Teams

# 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

## ■ How will growth/success be measured, tracked and reported?

- Semi-annual review of student discipline data with Board
- Annual EES Survey(student) - Monitor for Progress:
  - "All students are held to the same behavior rules and expectations"
- Annual EES Survey (family)
  - "My student feels safe at school"
- Annual EES Survey (staff)
  - "Staff members enforce consistent behavior expectations and consequences in their classrooms"

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### Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Culture of Equity and Belonging		Achieved Through: Ensuring a Culture of Support and Collective Accountability		Committee Lead: Chris, Christy, Julie P, Barb C	
Strategy Statement: 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.					
Committee Membership: Alex Esparza, Amira Wissenfels-Cross, Amy Ford, Barb Casey, Cesar Hernandez, Chris Gardea, Claudia Salazar, Fiona Vrap, Hailey Thrall, Jennifer Matson, Dr. Julie Perron, Justin Vernon, Karly Saldana Diaz, Kevin De Santiago Cisneros, Kris Bland, Lisa Franklin, Liza Jacobson, Morgan Perron					
Brief Description of Committee Work and Process: The committee met several times during the spring, before and after school. The committee worked in whole group and small groups, discussing and sharing ideas and recommendations around building level expectations and data, in addition to strategies to build collective efficacy, with an emphasis on training and professional development needs and collaboration. We shared out notes at each meeting to allow for input and feedback.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? By 2030, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.					
	Themes	2023-24 School Year	2024-25 School Year and Beyond		
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<p><b>Building Teams</b></p> <ul style="list-style-type: none"> <li>-Establish building level teams to assist staff in a continual process of developing and maintaining a positive school environment where students behave responsibly.</li> <li>-Review/define major/minor behavioral infractions</li> <li>-Teach common expectations</li> <li>-Develop systems to reinforce expected behaviors</li> <li>-Building teams work with classroom teachers on implementation of best practices, trauma informed practices, and K-12 Social-Emotional Learning lessons</li> </ul> <p><b>Data Collection and Review</b></p> <ul style="list-style-type: none"> <li>-Expand data entry into Skyward to include Minor infractions</li> <li>-Develop common protocols to review Major/Minor data</li> <li>-Meet quarterly with building level teams to review data and share best practices</li> <li>-Research and pilot data tracking systems for students on individualized plans</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>-Implementation training for Building Teams on Positive Behavioral Intervention and Supports with ongoing individual consultation</li> <li>-Trauma-Informed Restorative Practices</li> <li>-Training for secretaries and administrators with student discipline data entries in Skyward</li> <li>-Training for Building Teams to use Forecast5 Guided Analysis Discipline reports</li> </ul>	<ul style="list-style-type: none"> <li>-Establish building level teams to assist staff in a continual process of developing and maintaining a positive school environment where students behave responsibly.</li> <li>-Review/define major/minor behavioral infractions</li> <li>-Teach common expectations</li> <li>-Develop systems to reinforce expected behaviors</li> <li>-Building teams work with classroom teachers on implementation of best practices, trauma informed practices, and K-12 Social-Emotional Learning lessons</li> </ul>			
			<ul style="list-style-type: none"> <li>-Implementation of recommended data tracking system for students on individualized plans.</li> <li>-Training on data tracking system for students on individualized plans</li> <li>-Professional Learning responsive to data, building teams, and needs of teachers.</li> <li>-Develop/maintain repository of best practices for students on individualized plans that can be shared cross-district.</li> </ul>		
Who are the key personnel, people who will help lead this work?	Principals and Assistant Principals, Counselors, Building level Social-Emotional Learning teams, building secretaries, and District Social-Emotional Learning Teams				
What specific resources or supports are needed to accomplish the above-described actions?	Consulting services for PBIS, Trauma-Informed Restorative Practices, Green Sheet or release time for training and support for Building Social-Emotional Learning Teams.				
How will growth/success be measured, tracked and reported?	<p>Develop, monitor and evaluate the effectiveness of building-level PBIS plans</p> <ul style="list-style-type: none"> <li>-Semi-annual review of student discipline data with Board</li> </ul> <p>EES student survey analysis</p> <ul style="list-style-type: none"> <li>- All students are held to the same behavior rules and expectations</li> </ul> <p>EES staff survey analysis</p> <ul style="list-style-type: none"> <li>- Staff members enforce consistent behavior expectations and consequences in their classrooms</li> </ul> <p>EES family survey analysis</p> <ul style="list-style-type: none"> <li>- My student feels safe at school</li> </ul>				
Estimated funding necessary	~ \$50,000 per year for stipends for Building SEL Teams, ~\$2,500 for additional hours, ~\$20,000 contracted services				

# 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

■ Questions?

# 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

- Maximizing Family Engagement
  - “Implement systems and opportunities to maximize family engagement with schools and each other.
  - Promote family involvement in after school activities/extra-curricular experiences.” (Vision 2030)

# 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

### ■ Committee Makeup:

- Wade Smith, Amy Kasanga, Andrew Sayers, Brent Cummings, Casey Richards, Chris Schumacher, Keith Ross, Ruby Romero, Rob Ahrens, Amity Priore, Becky Waggoner-Schwartz, Beth Swanson, Kim Doepker, Maria Garcia, Dr. Mindy Meyer, Paula Nichols, Pam Clayton, Ruben Alvarado, Shari Strickland, Victoria Lidzbarksi, Will Hammond, Yazmin Bahena, Matt Manley, Mark Higgins, Abby Juhasz, Sarah Bares, Cathy Gant, Stephanie Parry, Chris Leyendecker, Abby Juhasz, Jacque Richerzhagin, Mayra Vargas Risriguez, Jodi Adams, Andrea Renholds, Danielle Fichera, Dulce Leon, Rachel Lindholm, Jaime Staples, Laura Billingsley, Laura Segovia

### ■ Committee Process:

- The committee met multiple times to review and analyze data gathered from parents/community. Additionally, individual interviews with parents and group parent meetings were held to elicit feedback and input towards the needs and strategies developed.

# 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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - Through specific strategies and outreach, the district will engage and partner with parents/guardians in order to build strong relationships that will serve to maximize the school experience for every family.

# 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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
  1. Procure 3rd party consultant to perform a parent engagement audit for the school district beginning in November with 3 engagement goals: Communication, Connection and The Plan by end of school year. First tasks could include: Get staff perspective, CIS advocate perspective, and meet with a parent advisory team/focus group at each school to discuss how they want to be communicated and connected with in their schools/district
  2. Explore and find a way to display all the district wide family engagement opportunities in one location using a simple format
  3. Assist in organizing and promoting monthly family/principal meetings and partner with CIS and parents to determine topics
  4. Develop and finish individual school/parent compacts highlighting parent driven family engagement and leadership opportunities
  5. Research and identify a 'parent to parent' support program at each school
  6. Create/support specific family events geared for each school twice a year that centers around fun, learning and family. Ex: Reptile Man, Science Nights, Cinco de Mayo, Art Nights
  7. 100% transition to ParentSquare, with support for teachers, by developing a bank of communication templates
  8. Identify a Website Manager to manage all 13 websites. This person will update all sites so they are similar in form/function and geared towards parent/family usability. They will keep websites current and consistent, update events calendar, etc. Consider exploring social media possibilities.
  9. Help schools identify frequently missed opportunities to reach families and close the gap of information Ex: sporting events, concerts



# 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

- What specific resources or supports are needed?
  - Funding for a Family Engagement Consultant: est. \$20,000
  - Funding for website management/maintenance contract: est. \$30,000
  - CIS Support
  - Continued staff/parent training on ParentSquare

# 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

- How will growth/success be measured, tracked and reported?
  - EES family survey analysis (monitor for improvement):
    - “I feel welcome at this school”
  - EES student survey analysis (monitor for improvement):
    - “ My parents/family feel welcome to visit this school”
  - EES staff survey analysis (monitor for improvement):
    - “This school encourages parent involvement in their child’s learning”
  - Increase in attendance/participation at parent/family events

**Vision 2030: Strategic Planning Implementation Framework and Action Plan**

Goal: Partnerships with Family and Community	Achieved Through: Maximizing Family Engagement and Assuring Community Involvement and Volunteerism	Committee Lead: Beth Swanson and Pam Clayton	
Strategy Statements: Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.			
Committee Membership: Wade Smith, Amy Kasanga, Andrew Sayers, Brent Cummings, Casey Richards, Chris Schumacher, Keith Ross, Ruby Romero, Rob Ahrens, Amity Priore, Becky Waggoner-Schwartz, Beth Swanson, Kim Doepker, Maria Garcia, Dr. Mindy Meyer, Paula Nichols, Pam Clayton, Ruben Alvarado, Shari Strickland, Victoria Lidzbarski, Will Hammond, Yazmin Bahena, Matt Manley, Mark Higgins, Abby Juhasz, Sarah Bares, Cathy Gant, Stephanie Parry, Chris Leyendecker, Abby Juhasz, Jacque Richerzhagin, Mayra Vargas Risriguez, Jodi Adams, Andrea Renholds, Danielle Fichera, Dulce Leon, Rachel Lindholm, Jaime Staples, Laura Billingsley, Laura Segovia			
Brief Description of Committee Work and Process: The committee met multiple times to review and analyze data gathered from parents/community. Additionally, individual interviews with parents and group parent meetings were held to elicit feedback and input towards the needs and strategies developed.			
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Through specific strategies and outreach, the district will engage and partner with parents/guardians in order to build strong relationships that will serve to maximize the school experience for every family.			
	2023-24 School Year	2024-25 School Year	2025-30 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ol style="list-style-type: none"> <li>Procure 3<sup>rd</sup> party consultant to perform a parent engagement audit for the school district beginning in November with 3 engagement goals: Communication, Connection and The Plan by end of school year. First tasks could include: <ol style="list-style-type: none"> <li>Get staff perspective</li> <li>CIS advocate perspective</li> <li>Meet with a parent advisory team/focus group at each school to discuss how they want to be communicated and connected with in their schools/district</li> </ol> </li> <li>Explore and find a way to display all the district wide family engagement opportunities in one location using a simple format</li> <li>Assist in organizing and promoting monthly family/principal meetings and partner with CIS and parents to determine topics</li> <li>Develop and finish individual school/parent compacts highlighting parent driven family engagement and leadership opportunities</li> <li>Research and identify a 'parent to parent' support program at each school</li> <li>Create/support specific family events geared for each school twice a year that centers around fun, learning and family. Ex: Reptile Man, Science Nights, Cinco de Mayo, Art Nights</li> <li>100% transition to ParentSquare for core communication, with support for teachers by developing a bank of communication templates</li> <li>Identify a Website Manager to manage all 13 websites. This person will update all sites so they are similar in form/function and geared towards parent/family usability. They will keep websites current and consistent, update events calendar, etc. Considering exploring social media possibilities.</li> <li>Help schools identify frequently missed opportunities to reach families and close the gap of information Ex: sporting events, concerts</li> </ol>	<ol style="list-style-type: none"> <li>Implement the Family Engagement Plan developed from the research, including parent-parent support and staff development/ training.</li> <li>Implement new websites</li> <li>Tie in an 'at home' education opportunity with family engagement events (not homework). Ex: take home science explorations to do at home after a science night family event at school.</li> <li>Continue planning and organizing at each school: <ol style="list-style-type: none"> <li>Principal meetings focused on sharing resources and support for families</li> <li>Family Engagement Events twice a year</li> <li>Parent to Parent connection/support and resources</li> <li>Continue building and collaborating with Parent Advisory Teams at each school</li> </ol> </li> <li>Develop mechanisms/systems for parents to document concerns and for concerns to be addressed</li> <li>Continue to convene an annual meeting for parents to learn about their school's participation in Title 1, Part A.</li> </ol>	<ol style="list-style-type: none"> <li>Develop processes to enable families to share information with schools about background culture, talents and goals</li> <li>Continue expanding the use of ParentSquare/VIP at all levels of the district to provide timely and useful information and opportunities for parents</li> <li>Provide teacher and staff training on ParentSquare/VIP; incorporate into teacher induction for new hires</li> <li>Scheduled communication with parents using ParentSquare/VIP at a minimum of monthly</li> <li>Promote mechanisms for parents to document concerns and for concerns to be addressed</li> <li>Continue professional development around respectful parent engagement techniques, strategies and protocols to implement best practices for promoting open communication</li> </ol>
Who are the key personnel, people who will help lead this work?	Pam Clayton, Beth Swanson, CIS Personnel, Principals		
What specific resources or supports are needed to accomplish the above-described actions?	Family Engagement Consultant, School Website Manager to create, update and maintain all school websites and explore social media possibilities		
How will growth/success be measured, tracked and reported?	<p>EES family survey analysis (monitor for improvement): "I feel welcome at this school"</p> <p>EES student survey analysis (monitor for improvement): "My parents/family feel welcome to visit this school"</p> <p>EES staff survey analysis (monitor for improvement): "This school encourages parent involvement in their child's learning"</p> <p>Increase in attendance/participation at parent/family events</p>		
Estimated funding necessary	Funding for a Family Engagement Consultant beginning November 2023 to End of School Year: \$20,000, Funding for website management/maintenance contract: \$30,000		

# 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

■ 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

### MONTHLY REVENUE REPORT

MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 233,596	\$ 49,582	\$ 5,621,056	\$ 5,777	\$ 259,900	\$ 32,845	\$ -	\$ 6,202,755		\$ -	0.00%
SEP ACTUAL	\$ 233,596	\$ 49,582	\$ 5,621,056	\$ 5,777	\$ 259,900	\$ 32,845			\$ 6,202,755	\$ -	YTD
OCT PROJECTED	\$ 3,470,341	\$ 44,457	\$ 5,356,255	\$ 5,783	\$ 887,573	\$ 10,500	\$ -	\$ 9,774,909		\$ 133,222	1.36%
OCT ACTUAL	\$ 3,606,659	\$ 57,322	\$ 5,352,766	\$ 5,874	\$ 873,606	\$ 11,904			\$ 9,908,131	\$ 133,222	YTD
NOV PROJECTED	\$ 650,111	\$ 97,090	\$ 4,210,183	\$ 5,783	\$ 646,255	\$ 4,695	\$ -	\$ 5,614,117		\$ (499,810)	-8.90%
NOV ACTUAL	\$ 562,055	\$ 206,376	\$ 3,662,287	\$ 5,875	\$ 665,462	\$ 12,252			\$ 5,114,307	\$ (366,588)	YTD
DEC PROJECTED	\$ 64,780	\$ 36,660	\$ 5,941,119	\$ 5,783	\$ 1,145,635	\$ 9,978	\$ -	\$ 7,203,955		\$ 1,234,898	17.14%
DEC ACTUAL	\$ 45,036	\$ 39,106	\$ 6,740,070	\$ 5,875	\$ 1,593,310	\$ 15,456			\$ 8,438,853	\$ 868,310	YTD
JAN PROJECTED	\$ 27,762	\$ 31,594	\$ 5,934,562	\$ 5,783	\$ 960,651	\$ 3,320	\$ -	\$ 6,963,672		\$ 85,885	1.23%
JAN ACTUAL	\$ 24,642	\$ 60,910	\$ 5,932,083	\$ 5,530	\$ 1,017,002	\$ 9,389			\$ 7,049,557	\$ 954,195	YTD
FEB PROJECTED	\$ 38,174	\$ 21,440	\$ 5,964,039	\$ 5,783	\$ 1,214,575	\$ 6,084	\$ -	\$ 7,250,095		\$ 444,353	6.13%
FEB ACTUAL	\$ 189,031	\$ 33,629	\$ 6,186,939	\$ 6,378	\$ 1,265,665	\$ 12,806			\$ 7,694,448	\$ 1,398,547	YTD
MAR PROJECTED	\$ 1,272,458	\$ 163,065	\$ 5,957,289	\$ 5,783	\$ 1,023,851	\$ 1,660	\$ -	\$ 8,424,106		\$ 184,649	2.19%
MAR ACTUAL	\$ 1,217,366	\$ 120,495	\$ 6,005,531	\$ 6,378	\$ 1,242,498	\$ 16,487			\$ 8,608,755	\$ 1,583,197	YTD
APR PROJECTED	\$ 4,802,332	\$ 80,284	\$ 7,461,850	\$ 5,783	\$ 1,417,957	\$ 15,000	\$ -	\$ 13,783,206		\$ (634,017)	-4.60%
APR ACTUAL	\$ 4,389,182	\$ (10,496)	\$ 7,265,882	\$ 7,348	\$ 1,481,259	\$ 16,015			\$ 13,149,189	\$ 949,180	YTD
MAY PROJECTED	\$ 571,706	\$ 34,528	\$ 4,015,448	\$ 5,783	\$ 1,550,281	\$ 15,000	\$ -	\$ 6,192,746		\$ (545,614)	-8.81%
MAY ACTUAL	\$ 880,321	\$ 72,676	\$ 4,135,446	\$ 6,378	\$ 541,485	\$ 10,827			\$ 5,647,132	\$ 403,566	YTD
JUN PROJECTED	\$ 57,170	\$ 59,144	\$ 4,207,057	\$ 5,783	\$ 1,233,489	\$ 15,000	\$ -	\$ 5,577,643		\$ 990,660	17.76%
JUN ACTUAL	\$ 55,429	\$ 99,974	\$ 4,187,000	\$ 6,378	\$ 2,206,311	\$ 13,211			\$ 6,568,303	\$ 1,394,225	YTD
JUL PROJECTED	\$ 57,170	\$ 103,812	\$ 8,826,213	\$ 5,783	\$ 1,233,489	\$ 15,000	\$ -	\$ 10,241,467		\$ 389,155	4.80%
JUL ACTUAL	\$ 41,232	\$ 166,702	\$ 9,131,837	\$ 6,378	\$ 1,278,912	\$ 5,561			\$ 10,630,622	\$ 1,783,380	YTD
AUG PROJECTED	\$ 68,600	\$ 77,672	\$ 6,956,363	\$ 2,888	\$ 1,195,443	\$ 15,000	\$ -	\$ 8,315,966			0.00%
AUG ACTUAL									\$ -	\$ 1,783,380	YTD
<b>Total Projected</b>	<b>\$ 11,314,200</b>	<b>\$ 799,328</b>	<b>\$ 70,451,434</b>	<b>\$ 66,495</b>	<b>\$ 12,769,099</b>	<b>\$ 144,082</b>	<b>\$ -</b>	<b>\$ 95,544,637</b>			
<b>Adopted Budget</b>	<b>\$ 11,434,125</b>	<b>\$ 1,155,679</b>	<b>\$ 69,719,404</b>	<b>\$ 66,000</b>	<b>\$ 12,640,139</b>	<b>\$ 83,000</b>	<b>\$ -</b>	<b>\$ 95,098,347</b>			
<b>Variance</b>	<b>\$ (119,925)</b>	<b>\$ (356,351)</b>	<b>\$ 732,030</b>	<b>\$ 495</b>	<b>\$ 128,960</b>	<b>\$ 61,082</b>	<b>\$ -</b>	<b>\$ 446,290</b>			
TOTAL ACTUAL	\$ 11,244,550	\$ 896,275	\$ 64,220,898	\$ 68,166	\$ 12,425,410	\$ 156,753	\$ -	\$ 89,012,051	<b>FORECAST ACTUAL</b>	\$	<b>97,328,017</b>
% collected to PRO	99.38%	112.13%	91.16%	102.51%	97.31%	108.79%	#DIV/0!	93.16%			

**NOTES:**

<b>LEGEND</b>	Above or within 2.00% of projection	Between 2.01% & 5.00% below	Below 5.01% of projection
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## MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 6,126,524		\$ 2,586,688		\$ 8,713,212 MONTHLY	\$ - 0.00%
SEPTEMBER ACTUAL		\$ 6,126,524		\$ 2,586,688	\$ 8,713,212 YTD	\$ - 0.00%
OCTOBER PROJECTED	\$ 6,374,849		\$ 1,146,405		\$ 7,521,254 MONTHLY	\$ 0 0.00%
OCTOBER ACTUAL		\$ 6,377,085		\$ 1,144,170	\$ 7,521,254 YTD	\$ 0 0.00%
NOVEMBER PROJECTED	\$ 6,551,785		\$ 1,645,525		\$ 8,197,310 MONTHLY	\$ 584,836 7.13%
NOVEMBER ACTUAL		\$ 7,198,857		\$ 1,583,289	\$ 8,782,146 YTD	\$ 584,836 2.39%
DECEMBER PROJECTED	\$ 5,730,537		\$ 863,071		\$ 6,593,608 MONTHLY	\$ 134,322 2.04%
DECEMBER ACTUAL		\$ 6,321,727		\$ 406,203	\$ 6,727,930 YTD	\$ 719,158 2.32%
JANUARY PROJECTED	\$ 6,169,985		\$ 1,116,453		\$ 7,286,438 MONTHLY	\$ 181,229 2.49%
JANUARY ACTUAL		\$ 6,237,812		\$ 1,229,855	\$ 7,467,667 YTD	\$ 900,387 2.35%
FEBRUARY PROJECTED	\$ 6,028,640		\$ 1,044,884		\$ 7,073,524 MONTHLY	\$ 904,066 12.78%
FEBRUARY ACTUAL		\$ 6,414,691		\$ 1,562,899	\$ 7,977,590 YTD	\$ 1,804,453 3.98%
MARCH PROJECTED	\$ 6,389,930		\$ 1,232,821		\$ 7,622,751 MONTHLY	\$ (40,615) -0.53%
MARCH ACTUAL		\$ 6,440,002		\$ 1,142,134	\$ 7,582,136 YTD	\$ 1,763,838 3.33%
APRIL PROJECTED	\$ 6,239,124		\$ 1,325,251		\$ 7,564,375 MONTHLY	\$ (123,369) -1.63%
APRIL ACTUAL		\$ 6,196,678		\$ 1,244,328	\$ 7,441,006 YTD	\$ 1,640,469 2.71%
MAY PROJECTED	\$ 6,753,928		\$ 1,415,632		\$ 8,169,560 MONTHLY	\$ (176,491) -2.16%
MAY ACTUAL		\$ 6,837,101		\$ 1,155,968	\$ 7,993,069 YTD	\$ 1,463,978 2.13%
JUNE PROJECTED	\$ 6,482,792		\$ 1,546,142		\$ 8,028,934 MONTHLY	\$ (182,818) -2.28%
JUNE ACTUAL		\$ 6,465,586		\$ 1,380,530	\$ 7,846,116 YTD	\$ 1,281,160 1.67%
JULY PROJECTED	\$ 6,701,132		\$ 1,433,370		\$ 8,134,502 MONTHLY	\$ (283,102) -3.48%
JULY ACTUAL		\$ 6,763,536		\$ 1,087,864	\$ 7,851,400 YTD	\$ 998,058 1.18%
AUGUST PROJECTED	\$ 6,407,891		\$ 2,686,488		\$ 9,094,379 MONTHLY	
AUGUST ACTUAL					\$ - YTD	\$ 998,058 1.06%
TOTAL PROJECTED	\$ 75,957,117		\$ 18,042,730		\$ 93,999,847	
ADOPTED BUDGET	\$ 74,391,445		\$ 19,076,772		\$ 93,468,217	
VARIANCE	\$ (1,565,672)		\$ 1,034,042		\$ (531,630)	
TOTAL ACTUAL		\$ 71,379,598		\$ 14,523,928	\$ 85,903,526	<b>FORECAST ACT \$ 94,997,905</b>
% spent to projected		93.97%		80.50%	91.39%	
Notes:						
<b>LEGEND</b>	<b>Below or within 2.00%</b>	<b>Between 2.01% &amp; 5.00% above</b>			<b>Above 5.01% of projection</b>	

## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 6,879,949			
Beginning Fund Balance (Actual)				\$ 8,754,173			
September	PROJECTED	\$ 6,202,755	\$ 8,713,212	\$ 4,369,492			
	ACTUAL	\$ 6,202,755	\$ 8,713,212	\$ 6,243,716	\$ 1,874,224	42.89%	10.96%
October	PROJECTED	\$ 9,774,909	\$ 7,521,254	\$ 6,623,147			
	ACTUAL	\$ 9,908,131	\$ 7,521,254	\$ 8,630,592	\$ 2,007,445	30.31%	11.10%
November	PROJECTED	\$ 5,614,117	\$ 8,197,310	\$ 4,039,954			
	ACTUAL	\$ 5,114,307	\$ 8,782,146	\$ 4,962,754	\$ 922,800	22.84%	9.94%
December	PROJECTED	\$ 7,203,955	\$ 6,593,608	\$ 4,650,301			
	ACTUAL	\$ 8,438,853	\$ 6,727,930	\$ 6,673,677	\$ 2,023,376	43.51%	11.12%
January	PROJECTED	\$ 6,963,672	\$ 7,286,438	\$ 4,327,535			
	ACTUAL	\$ 7,049,557	\$ 7,467,667	\$ 6,255,566	\$ 1,928,031	44.55%	11.01%
February	PROJECTED	\$ 7,250,095	\$ 7,073,524	\$ 4,504,106			
	ACTUAL	\$ 7,694,448	\$ 7,977,590	\$ 5,972,424	\$ 1,468,318	32.60%	12.40%
March	PROJECTED	\$ 8,424,106	\$ 7,622,751	\$ 5,305,461			
	ACTUAL	\$ 8,608,755	\$ 7,582,136	\$ 6,999,044	\$ 1,693,583	31.92%	12.63%
April	PROJECTED	\$ 13,783,206	\$ 7,564,375	\$ 11,524,292			
	ACTUAL	\$ 13,149,189	\$ 7,441,006	\$ 12,707,227	\$ 1,182,935	10.26%	12.10%
May	PROJECTED	\$ 6,192,746	\$ 8,169,560	\$ 9,547,478			
	ACTUAL	\$ 5,647,132	\$ 7,993,069	\$ 10,361,290	\$ 813,812	8.52%	11.71%
June	PROJECTED	\$ 5,577,643	\$ 8,028,934	\$ 7,096,187			
	ACTUAL	\$ 6,568,303	\$ 7,846,116	\$ 9,083,476	\$ 1,987,289	28.01%	12.94%
July	PROJECTED	\$ 10,241,467	\$ 8,134,502	\$ 9,203,152			
	ACTUAL	\$ 10,630,622	\$ 7,851,400	\$ 11,862,698	\$ 2,659,546	28.90%	13.65%
August	PROJECTED	\$ 8,315,966	\$ 9,094,379	\$ 8,424,739			
	ACTUAL	\$ -	\$ -	\$ 11,862,698		0.00%	
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 95,544,637</b>	<b>\$ 93,999,847</b>	<b>\$ 8,424,739</b>			<b>8.89%</b>
<b>ACTUALS TO DATE</b>		<b>\$ 89,012,051</b>	<b>\$ 85,903,526</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$97,328,017</b>	<b>\$94,997,905</b>	<b>\$10,284,285</b>		<b>YEAR END PROJECTION</b>	<b>10.83%</b>
<b>Monthly Variance</b>	<b>Above or within 2.00% of projection</b>		<b>Between 2.01% &amp; 5.00% below projection</b>		<b>Below 5.01% of projection</b>		
<b>Yr End Projection</b>	<b>Above 8.00%</b>		<b>Between 6.00% to 7.99%</b>		<b>Below 6.00%</b>		

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



September 5, 2023

To: Walla Walla Board of Directors

Pursuant to President Sarley's request at the August 15, 2023 School Board Meeting, my staff and I have reviewed current Board Policy/Procedures 5253. As a part of our process, the following resources were accessed and/or consulted:

- Washington State School Directors Association Model Policies and Procedures
- OSPI - Recommendation for Sexual Abuse Prevention in Washington State K-12 Schools
- Professional Educator Standards Board - State Code of Professional Conduct for Educators
- Us Dept. of Ed – Addressing Adult Sexual Misconduct in the School Setting
- Review and consultation with district's legal counsel
- Review and consultation with district's risk management insurance pool
- Review by Walla Walla Chief of Police
- Review by the Board Administrative Policy Committee
- Review with WWVEA and PSE

While current Board Policy/Procedure complies with applicable state laws and guidance, we recommend specific enhancements to existing practices as outlined. These modifications:

- Improve clarity regarding use of technology and social media
- Provide proactive reporting measures that include staff, board, volunteers, contractors, parents, students and community
- Promote the utilization of our safe schools tip line for non-employees
- Provide a more robust and extensive list of potential boundary invasion violations
- Ensure clarity around familial or pre-existing social relationships and how to navigate and respond to them
- Provide a detailed list of additional, pro-active guidelines to help prevent and protect students and employees
- Include guidance for coaches/advisors
- Spell out the expectation to elevate all reports to the HR department for review and support
- Include the requirement to document for those both making and receiving a report
- Include the option to utilize an outside investigator
- Ensure more robust and timely training for all staff
- Include the dissemination of the policy/procedure to students and families
- Include the requirement to notify the superintendent if a boundary violation is substantiated so that I am informed
- Include annual board review consideration

Respectfully,

Dr. Wade Smith  
Superintendent of Schools

## 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, supervisor or Human Resources Director, whenever they suspect 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.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5253

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### Use of Technology

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 School Board may request an annual review of this policy and associated procedures, which may include, if any, the number of substantiated reports received by the district.

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

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### 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

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5253

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- 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 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

**Adopted: May 16, 2017**

**Second Reading/Revision: September 19, 2023**

## ADMINISTRATIVE PROCEDURE

No. P-5253

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### MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Educators, volunteers, students, parents, and other concerned adults are the key to stopping unprofessional conduct against students. This can be prevented by maintaining professional boundaries with students. The following information will protect students and the profession.

#### Reporting Violations

All school staff members, board members, contractors or volunteers must promptly notify their supervisor or appropriate administrator if they suspect a staff member, contractor or volunteer is suspected of engaging in a boundary invasion toward a student.

Reporters should:

- Immediately report suspicious behavior rather than trying to determine whether there is an appropriate explanation;
- Not confront or discuss the matter with the individual 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/supervisor, including to whom and what they reported.

Students, parents/guardians and community members should also immediately notify the principal (or other administrator) if they believe a staff member, contractor or volunteer might be engaging in inappropriate boundary invasion conduct with a student. If a student, parent/guardian or community member is uncomfortable reporting to the principal or administrator, they should 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/>.

#### Boundary Invasion

A boundary invasion is an act or pattern of behavior by a staff member, contractor 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.

Adults should always seek to maintain appropriate, adult-student boundaries consistent with these procedures. The board recognizes that familial or pre-existing social relationships with parents, guardians and their students outside of school may impact how staff, volunteers, and contractors interact with specific students outside of school. If a staff member, contractor, 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, contractors, and volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following:

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- 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 students. Inappropriate physical conduct includes, but is not limited to, sensual caressing that involves close, intimate physical contact beyond congratulatory-type hugs, 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 photographs of a student without any legitimate educational or professional purpose;
- D. Any kind of flirtatious or sexual communication 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, or engaging in "peer like" behavior with one or more students;
- F. Providing alcohol, drugs, or tobacco to students, or socializing where students are illegally consuming alcohol, drugs or tobacco;
- G. For non-guidance/counseling staff, soliciting intimate information about a student's personal or family problems and/or relationships. If a student initiates such discussions, when appropriate, staff members should refer the student to guidance/counseling staff;
- 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;
- K. Disclosing overly personal, sexual, or other private matters to one or more students when there is no legitimate educational value;
- L. Addressing students or permitting students to address staff members, contractors or volunteers with personalized terms of endearment;
- 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;

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- 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, legitimate school business, or when there is a familial/pre-existing social relationship exemption. If staff members have educational or legitimate school business to conduct, they shall normally use district email or a pre-approved district communication tool (e.g. ParentSquare). When it is necessary to communicate with an individual student using means other than district email or pre-approved communication tool, such as text, messenger or other form, the staff member shall ensure that the correspondence is archived and maintained pursuant to public records retention. When communicating using such alternate platforms, it is recommended that staff consider including a parent/guardian, another student, colleague or a school administrator on the communication, or notifying their school administrator of the communication to avoid the appearance of possible impropriety. All communication, regardless of platform, will respect adult-student boundaries as outlined in policy and procedures;
- O. Exchanging or providing personal gifts, cards, or personal letters with an individual student, except when there are familial or pre-existing social relationship with families, or during 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 or unless there is a familial or pre-existing social relationship with the parents or guardians and student;
- 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. Being alone with an individual student without line of site from outside the room; and/or
- U. Any home visits unless other adults are present, parental approval is given, or if there is a familial or pre-existing social relationship with the parents or guardians and student.

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### Additional Guidelines

#### A. Preventing One-on-One Access to Students

1. Interior classroom windows should not be intentionally covered, except possibly during active lockdown situations. For example, while window hangings of student work or decoration may partially block views, door windows and sidelight windows shall not be covered or obscured intentionally.
2. When an educator meets in a classroom/space alone with a student, it is recommended, but not always feasible, that a door remains open (e.g. exterior classroom door). However, if an educator is alone with a student and there is no window, door glass or sidelight that allows outside view into the room, the door must remain open.
3. When a counselor or administrator meets alone with a student, line of site through a door window, sidelight glass or other window must be maintained.
4. When possible, assign two educators to monitor inside communal bathrooms and inside locker rooms of their gender.
5. When dealing with a toileting incident, when possible, two adults should assist the student.
6. Prohibit educators from
  - a. escorting a student without another adult or student present to private areas, such as storage closets or to their hotel room when on a field trip;
  - b. taking a student to an 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.
7. When feasible, encourage staff and volunteers to use separate bathrooms. Staff should never change or use showers in the presence of students.
8. 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.

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

### C. Coaching Sports/Activities

1. In coaching/supervising any sport or activity, be mindful of touching involved from coaches/advisors, and seek ways to mitigate.
2. If applicable, coaches/advisors should inform players/participants that sometimes their activity may involve physical touch for the purpose of teaching the sport/activity, but anyone uncomfortable can ask not to be touched and the coach/advisor will strive to respect the student's wishes. Students should have the opportunity to inform the coach/advisor privately that they do not want coaching/advising to include touch, and coaches/advisors should not publicly reveal such communication, but should share it with any assistants.
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 invasion has occurred without a legitimate educational or safety purpose, that appropriate action is taken and documented. The use of an outside investigator may be

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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.

### **Reminder About Reporting Child Abuse, Sexual Abuse or Sexual Misconduct**

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, contractor 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  
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## 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, supervisor or Human Resources Director, whenever they suspect 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.

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### Use of Technology

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 School Board may request an annual review of this policy and associated procedures, which may include, if any, the number of substantiated reports received by the district.

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

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### 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

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- 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 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

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