



**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**November 19, 2024**  
**364 S Park St**  
**Walla Walla, WA 99362**

Watch Live: <https://wwps-org.zoom.us/j/96524385836>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 965 2438 5836

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.) *Ruth Ladderud*

**II. FLAG SALUTE:** *Alayna Brinton*

**III. ROLL CALL:**

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Ari Kim-Leavitt, Student Board Representative

**IV. APPROVAL OF AGENDA:** *Ruth Ladderud*

**V. CONSENT AGENDA:** *Ruth Ladderud*

- |  |    |
|--|----|
| 1. Personnel Report  | 3  |
| 2. Extracurricular Athletic Contracts                            | 4  |
| 3. Non-Athletic Extra & Co-Curricular Contracts                  | 6  |
| 4. November 5 & November 19 Accounts Payable and October Payroll | 7  |
| 5. August, September & October Financial Reports                 | 8  |
| 6. CTE Program Five-Year Plan                                    | 20 |
| 7. Resolution 11-2024 - Murr Sports Park Field Lighting Project  | 33 |
| 8. Regular Business Meeting Minutes of October 15, 2024          | 34 |
| 9. Regular Study Meeting Minutes of November 5, 2024             | 36 |

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

- |   |    |
|---|----|
| 1. American Education Week, November 18-22, 2024: <i>Dr. Wade Smith</i> | 37 |
| 2. Building Belonging Recognition: <i>Dr. Julie Perron</i>              |    |
| • Leidy Martinez and Kim Kelsay - Walla Walla High School               |    |

**VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT:** *Maddy Van Cleve*

**VIII. CITIZENS' COMMENTS:** (5:45 p.m.) *Ruth Ladderud*

**IX. REPORTS:** (5:55 p.m.) *Ruth Ladderud*

1. Board of Directors Report: *Ruth Ladderud*
2. Superintendent's Report: *Dr. Wade Smith*
  - a. Monthly Enrollment Report 39
3. Vision 2030: Goal #4; Strategy #10 - Maximizing Family Engagement: *Brent Cummings, Pam Clayton, Marlen Perez and Mark Higgins* 41
4. Monthly Financial Dashboard Report: *Janette Jeffris* 63
5. Policies First Reading: *Dr. Wade Smith* 69
  - 2401 Financial Education Mastery-Based Learning and Credit
  - 2402 English Language Arts Mastery-Based Learning and Credit
  - 2403 Math Mastery-Based Learning and Credit
  - 2404 Science Mastery-Based Learning and Credit
  - 2405 Social Studies Mastery-Based Learning and Credit
  - 2406 The Arts Mastery-Based Credit
  - 2407 Health and Physical Education Mastery-Based Credit
  - 2409 World Language Mastery-Based Credit
  - 3241 Student Discipline
  - 3419 Self-Administration of Asthma and Anaphylaxis Medications
  - 3424 Opioid Related Overdose Reversal

**X. ACTION:** (6:55 p.m.) *Ruth Ladderud*

**XI. ADJOURNMENT:** (7:00 p.m.) *Ruth Ladderud*



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**PERSONNEL REPORT**

November 19, 2024 – Board Meeting

Date: November 14, 2024

**EMPLOYMENT**

Classified: Dustin Bezdicek, Bus Driver, SE Washington Transportation Co-Op  
Tansen Branscum, Para-Educator, Sharpstein Elementary School  
Arelli Hernandez, Health Room Assistant, Green Park Elementary School  
Quiani Romero, Bilingual Assistant Secretary/Receptionist, Walla Walla High School  
Dominic Smith, Para-Educator, Walla Walla High School  
Doug Tucker, Bus Assistant, SE Washington Transportation Co-Op  
Jefte Vargas, Para-Educator, Opportunity Program

**RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT**

Certificated: Sandra Thomas, Health Science Careers Teacher, SEATech Skills Center, 11 years

Classified: Maricela Jimenez Villagomez, Para-Educator, Sharpstein Elementary School, 1 month  
Lori Montgomery, Kitchen Manager, Berney Elementary School, 24 years  
Shawna Patzkowski, Kitchen Assistant, Pioneer Middle School, 1 week  
Candice Smith, Para-Educator, Walla Walla High School, 1 month

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2024-2025**

| <u>Name</u>         | <u>School</u>           | <u>Assignment</u>                  |
|---------------------|-------------------------|------------------------------------|
| Andraya Anderson    | Green Park Elementary   | Boys Basketball                    |
| Luciano Antonio Jr. | Pioneer Middle School   | Assistant Boys Basketball 7/8th    |
| Kevin Arizmendi     | Pioneer Middle School   | Boys Basketball 6th Grade          |
| Morgan Arreola      | Walla Walla High School | Head Cheer                         |
| Mercedes Becerra    | Sharpstein Elementary   | Boys Basketball                    |
| Adam Berg           | Walla Walla High School | Head Boys Basketball               |
| David Blocklinger   | Walla Walla High School | Assistant Boys Basketball          |
| Mike Braddock       | Garrison Middle School  | Boys Basketball 6th Grade          |
| Jacob Butehoff      | Walla Walla High School | Head Girls Wrestling               |
| Jacob Butenhoff     | Walla Walla High School | Head Boys Wrestling                |
| Reginald Byrd       | Garrison Middle School  | Assistant Boys Basketball          |
| Nathaniel Carrara   | Garrison Middle School  | Head Boys Basketball 8th Grade     |
| Mike Clark          | Walla Walla High School | Head Girls Basketball              |
| Jamie Coburn        | Walla Walla High School | Head Boys Dive                     |
| Mark Coram          | Walla Walla High School | Assistant Girls Basketball         |
| Kaytlyn Dahlin      | Walla Walla High School | Assistant Cheer                    |
| Amber Davin         | Garrison Middle School  | Assistant Boys Basketball          |
| Kyle Eggers         | Pioneer Middle School   | Head Boys Basketball 7th Grade     |
| Nathan Ferraro      | Garrison Middle School  | Head Boys Basketball 7th Grade     |
| Ruben Garanzuay     | Garrison Middle School  | Boys Basketball 6th Grade          |
| Kevin Gwinn         | Walla Walla High School | Assistant Boys Basketball          |
| Justice Hart        | Sharpstein Elementary   | Boys Basketball                    |
| Lenna Henry         | Walla Walla High School | Athletic Events Coordinator Winter |
| Spencer Hessler     | Walla Walla High School | Assistant Boys Basketball          |
| Robert Hoppen       | Walla Walla High School | Head Bowling Coach                 |
| Stacey Klingenberg  | Walla Walla High School | Assistant Girls Basketball         |
| Mariano Ledesma     | Edison Elementary       | Boys Basketball                    |
| Ruben Lozano        | Walla Walla High School | Assistant Boys Wrestling           |
| James Lux           | Pioneer Middle School   | Head Boys Basketball 8th Grade     |
| Heather McLean      | Walla Walla High School | Assistant Bowling Coach            |
| Daniel Mears        | Pioneer Middle School   | Assistant Boys Basketball 8th      |
| Logan Miller        | Berney Elementary       | Boys Basketball                    |
| Ethan Naftzger      | Pioneer Middle School   | Boys Basketball 6th Grade          |
| Jordan Neher        | Walla Walla High School | Assistant Boys Wrestling           |

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2024-2025**

| <u>Name</u>       | <u>School</u>             | <u>Assignment</u>              |
|-------------------|---------------------------|--------------------------------|
| Maggie Nicholson  | Walla Walla High School   | Assistant Girls Basketball     |
| Chris O'Dell      | Walla Walla High School   | Assistant Girls Wrestling      |
| David Parodi      | Prospect Point Elementary | Boys Basketball                |
| Michael Patterson | Prospect Point Elementary | Boys Basketball                |
| Alerionna Roberg  | Walla Walla High School   | Head Dance Coach Winter        |
| Daniel Rose       | Walla Walla High School   | Assistant Boys Swimming & Dive |
| Nancy Rose        | Walla Walla High School   | Head Boys Swimming & Dive      |
| Jason Schafer     | Edison Elementary         | Boys Basketball                |
| Tyler Smith       | Walla Walla High School   | Assistant Boys Basketball      |

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2024-2025

| <u>Name</u>       | <u>School</u> | <u>Assignment</u>      |
|-------------------|---------------|------------------------|
| Elisabeth Entrena | ED            | Guiding Coalition Team |
| Brandy Ross       | ED            | Guiding Coalition Team |

## 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 November 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> |                |               |
| 11/5/2024    | 240722         | Through             | 240925         | \$ 883,977.72 |
| 11/19/2024   | 240927         | Through             | 241069         | \$ 642,015.54 |
| 11/5/2024    | 242500082      | Wire Transfer       | 242500118      | \$ 4,063.15   |
| 11/19/2024   | 242500119      | Wire Transfer       | 242500146      | \$ 5,471.30   |

|            |        |                         |        |               |
|------------|--------|-------------------------|--------|---------------|
|            |        | <b>Capital Projects</b> |        |               |
| 11/5/2024  | 240024 | Through                 | 240028 | \$ 973,621.29 |
| 11/12/2024 | 240029 | Through                 | 240029 | \$ 17,070.08  |
| 11/19/2024 | 240030 | Through                 | 240033 | \$ 248,061.55 |
|            |        | Wire Transfer           |        |               |
|            |        | Wire Transfer           |        |               |

|            |        |               |        |              |
|------------|--------|---------------|--------|--------------|
|            |        | <b>ASB</b>    |        |              |
| 11/5/2024  | 240022 | Through       | 240031 | \$ 7,970.80  |
| 11/19/2024 | 240032 | Through       | 240036 | \$ 13,447.00 |
|            |        | Wire Transfer |        |              |
|            |        | Wire Transfer |        |              |

|  |  |                               |  |  |
|--|--|-------------------------------|--|--|
|  |  | <b>Transportation Vehicle</b> |  |  |
|  |  | Through                       |  |  |
|  |  | Through                       |  |  |
|  |  | Wire Transfer                 |  |  |
|  |  | Wire Transfer                 |  |  |

|            |         |                |         |                 |
|------------|---------|----------------|---------|-----------------|
|            |         | <b>Payroll</b> |         |                 |
| 10/31/2024 | 240671  | Through        | 240721  | \$ 2,255,466.35 |
| 10/31/2024 | 1400001 | Wire Transfer  | 1401095 | \$ 3,335,695.69 |
| 10/31/2024 | NA      | Payroll Taxes  | NA      | \$ 1,124,929.54 |

|               |           |                     |
|---------------|-----------|---------------------|
| <b>TOTAL:</b> | <b>\$</b> | <b>9,511,790.01</b> |
|---------------|-----------|---------------------|

SCHOOL BOARD PRESIDENT:

SECRETARY OF THE BOARD:

\_\_\_\_\_  
Ruth Ladderud

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



TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: November 14, 2024  
RE: August's Financial Report

8

Attached is the August 2024 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 11.4% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

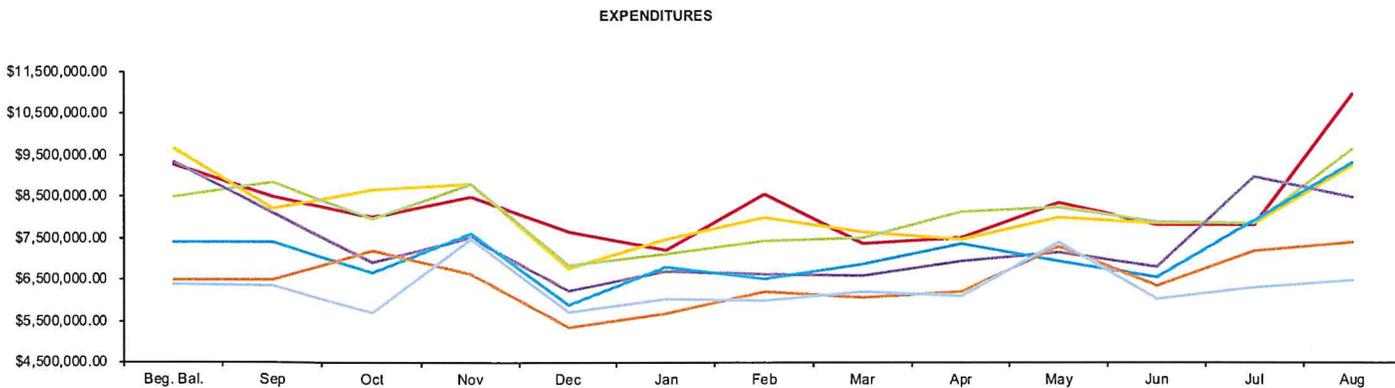
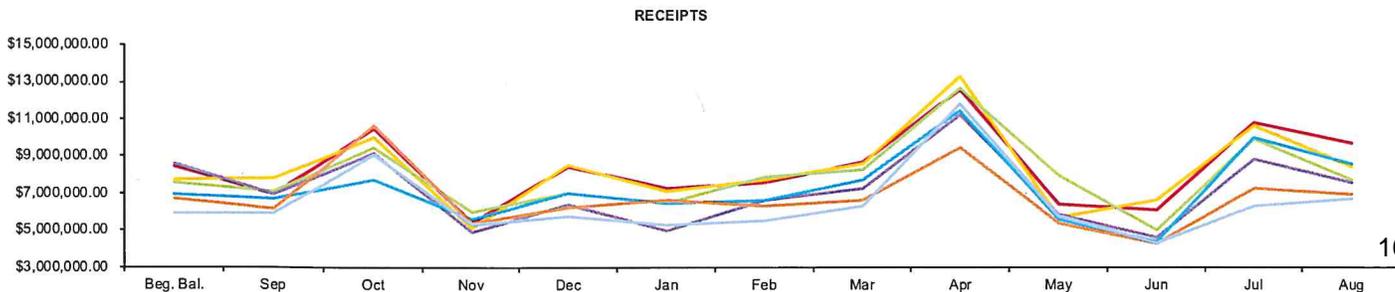
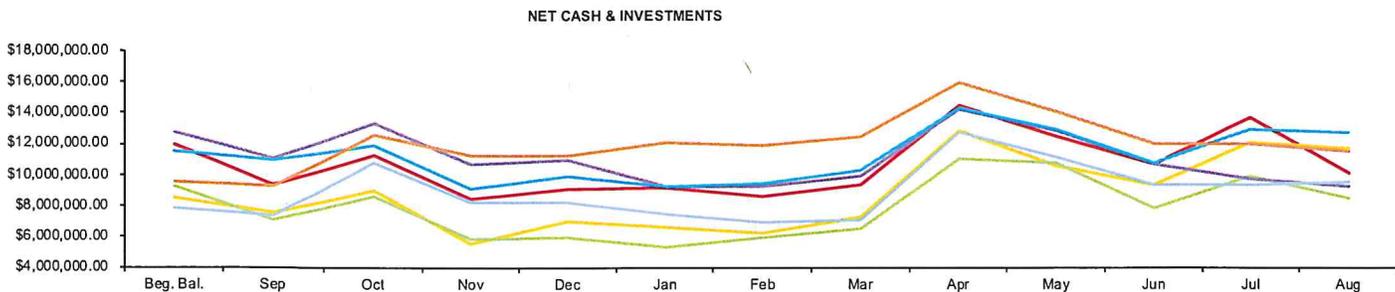
# Walla Walla School District

Monthly Financial Report

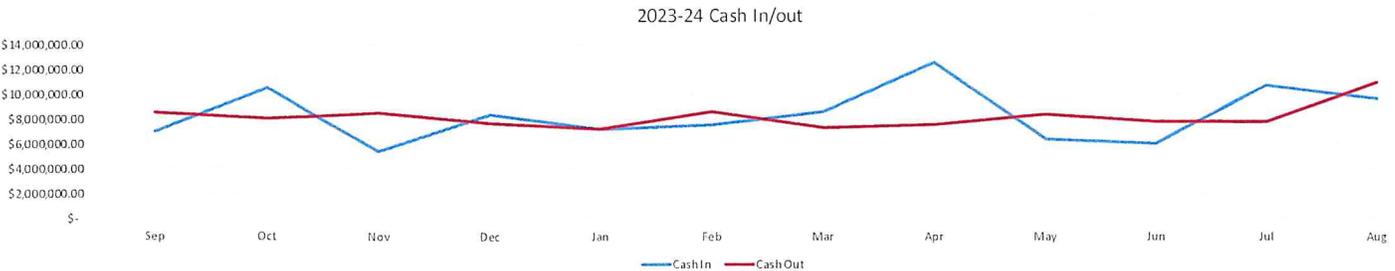
August 2024

|                                      | <u>Adopted Budget</u> | <u>Working Budget</u> | <u>Year to Date</u> |
|--------------------------------------|-----------------------|-----------------------|---------------------|
| <b><u>GENERAL FUND</u></b>           |                       |                       |                     |
| Beginning Fund Balance               | \$ 9,300,000          | \$ 10,644,524         | \$ 10,644,524       |
| Revenues                             | \$ 101,079,336        | \$ 101,079,336        | \$ 99,256,689       |
| Expenditures                         | \$ (101,087,466)      | \$ (101,087,466)      | \$ (97,907,862)     |
| Prior Period Adjustment              | \$ -                  | \$ -                  | \$ 300,303          |
| Transfers                            | \$ (800,000)          | \$ (800,000)          | \$ (800,000)        |
| Ending Fund Balance                  | \$ 8,491,870          | \$ 9,836,394          | \$ 11,493,655 11.4% |
| <b><u>CAPITAL PROJECTS</u></b>       |                       |                       |                     |
| Beginning Fund Balance               | \$ 5,000,000          | \$ 8,241,172          | \$ 8,241,172        |
| Revenues                             | \$ 865,000            | \$ 865,000            | \$ 14,200,855       |
| Expenditures                         | \$ (4,680,000)        | \$ (14,492,000)       | \$ (10,474,384)     |
| Transfers                            | \$ (320,000)          | \$ (320,000)          | \$ (320,000)        |
| Ending Fund Balance                  | \$ 865,000            | \$ (5,705,828)        | \$ 11,647,644       |
| <b><u>DEBT SERVICE</u></b>           |                       |                       |                     |
| Beginning Fund Balance               | \$ 2,550,000          | \$ 2,645,962          | \$ 2,645,962        |
| Revenues                             | \$ 5,151,111          | \$ 5,151,111          | \$ 5,141,835        |
| Expenditures                         | \$ (4,639,200)        | \$ (4,639,200)        | \$ (4,638,550)      |
| Ending Fund Balance                  | \$ 3,061,911          | \$ 3,157,873          | \$ 3,149,247        |
| <b><u>ASB FUND</u></b>               |                       |                       |                     |
| Beginning Fund Balance               | \$ 540,000            | \$ 469,216            | \$ 469,216          |
| Revenues                             | \$ 431,512            | \$ 431,512            | \$ 303,899          |
| Expenditures                         | \$ (509,742)          | \$ (509,742)          | \$ (330,709)        |
| Ending Fund Balance                  | \$ 461,770            | \$ 390,986            | \$ 442,407          |
| <b><u>TRANSPORTATION VEHICLE</u></b> |                       |                       |                     |
| Beginning Fund Balance               | \$ 300,000            | \$ 437,184            | \$ 437,184          |
| Revenues                             | \$ 455,000            | \$ 455,000            | \$ 499,394          |
| Expenditures                         | \$ (750,000)          | \$ (750,000)          | \$ -                |
| Transfers                            | \$ -                  | \$ -                  | \$ -                |
| Ending Fund Balance                  | \$ 5,000              | \$ 142,184            | \$ 936,578          |

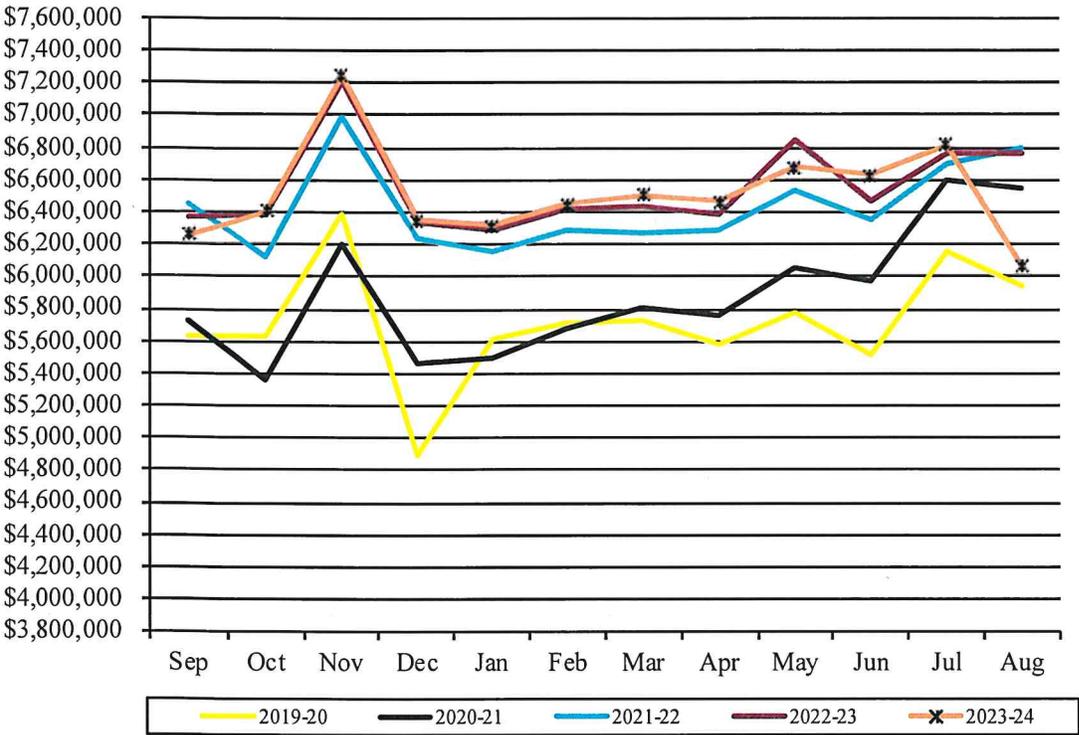
WALLA WALLA PUBLIC SCHOOLS GENERAL FUND



23-24 22-23 21-22 20-21 19-20 18-19 17-18



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: November 14, 2024  
RE: September's Financial Report

12

Attached is the September 2024 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 9.2% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

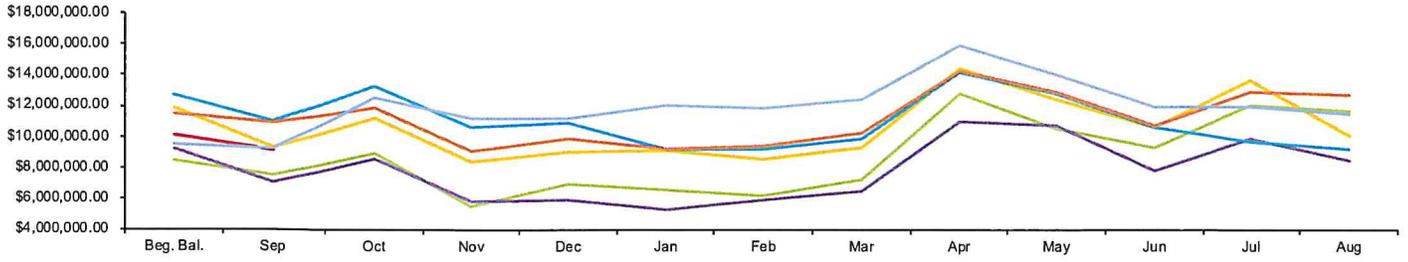
Monthly Financial Report

September 2024

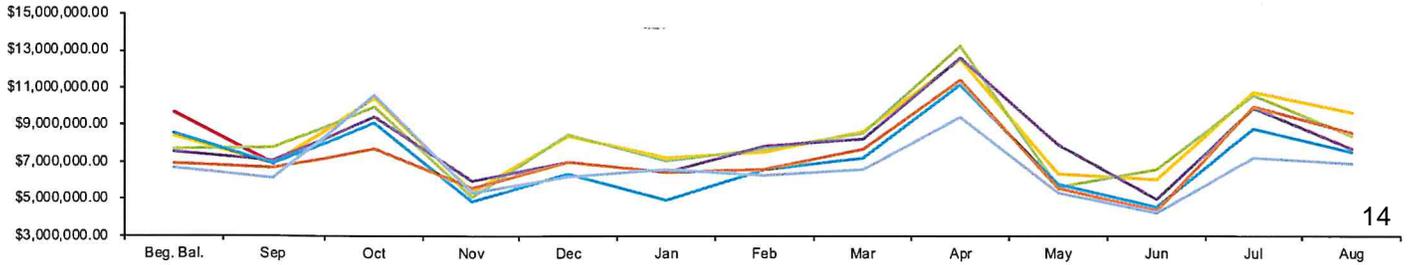
|                                      | <u>Adopted Budget</u> | <u>Working Budget</u> | <u>Year to Date</u>          |
|--------------------------------------|-----------------------|-----------------------|------------------------------|
| <b><u>GENERAL FUND</u></b>           |                       |                       |                              |
| Beginning Fund Balance               | \$ 10,500,000         | \$ 11,493,655         | \$ 11,493,655                |
| Revenues                             | \$ 100,512,346        | \$ 100,512,346        | \$ 6,885,350                 |
| Expenditures                         | \$ (101,120,371)      | \$ (101,120,371)      | \$ (9,084,712)               |
| Prior Period Adjustment              | \$ -                  | \$ -                  |                              |
| Transfers                            | \$ (800,000)          | \$ (800,000)          |                              |
| Ending Fund Balance                  | \$ 9,091,975          | \$ 10,085,630         | \$ 9,294,293 <sup>9.2%</sup> |
| <b><u>CAPITAL PROJECTS</u></b>       |                       |                       |                              |
| Beginning Fund Balance               | \$ 14,500,000         | \$ 11,647,644         | \$ 11,647,644                |
| Revenues                             | \$ 2,887,352          | \$ 2,887,352          | \$ 31,397                    |
| Expenditures                         | \$ (15,793,000)       | \$ (15,793,000)       | \$ 49,451                    |
| Transfers                            | \$ (250,000)          | \$ (250,000)          |                              |
| Ending Fund Balance                  | \$ 1,344,352          | \$ (1,508,004)        | \$ 11,728,492                |
| <b><u>DEBT SERVICE</u></b>           |                       |                       |                              |
| Beginning Fund Balance               | \$ 3,051,794          | \$ 3,149,247          | \$ 3,149,247                 |
| Revenues                             | \$ 5,432,008          | \$ 5,432,008          | \$ 107,000                   |
| Expenditures                         | \$ (5,401,417)        | \$ (5,401,417)        | \$ (565)                     |
| Ending Fund Balance                  | \$ 3,082,385          | \$ 3,179,838          | \$ 3,255,682                 |
| <b><u>ASB FUND</u></b>               |                       |                       |                              |
| Beginning Fund Balance               | \$ 427,577            | \$ 442,407            | \$ 442,407                   |
| Revenues                             | \$ 343,200            | \$ 343,200            | \$ 83,302                    |
| Expenditures                         | \$ (392,497)          | \$ (392,497)          | \$ (2,061)                   |
| Ending Fund Balance                  | \$ 378,280            | \$ 393,110            | \$ 523,648                   |
| <b><u>TRANSPORTATION VEHICLE</u></b> |                       |                       |                              |
| Beginning Fund Balance               | \$ 932,156            | \$ 936,578            | \$ 936,578                   |
| Revenues                             | \$ 5,576,078          | \$ 5,576,078          | \$ 3,122                     |
| Expenditures                         | \$ 6,503,235          | \$ 6,503,235          | \$ -                         |
| Transfers                            |                       |                       | \$ -                         |
| Ending Fund Balance                  | \$ 13,011,469         | \$ 13,015,891         | \$ 939,700                   |

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

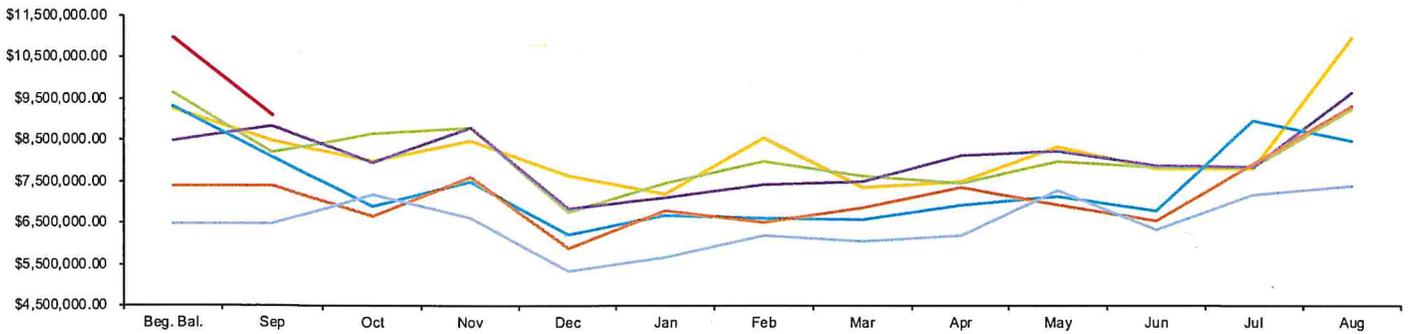
### NET CASH & INVESTMENTS



### RECEIPTS

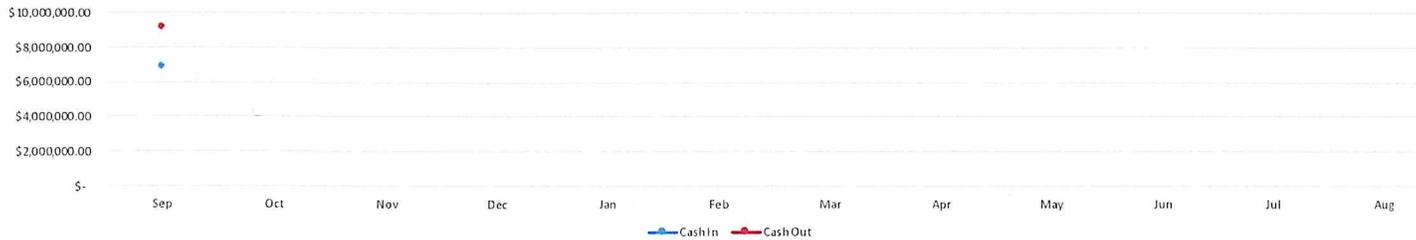


### EXPENDITURES

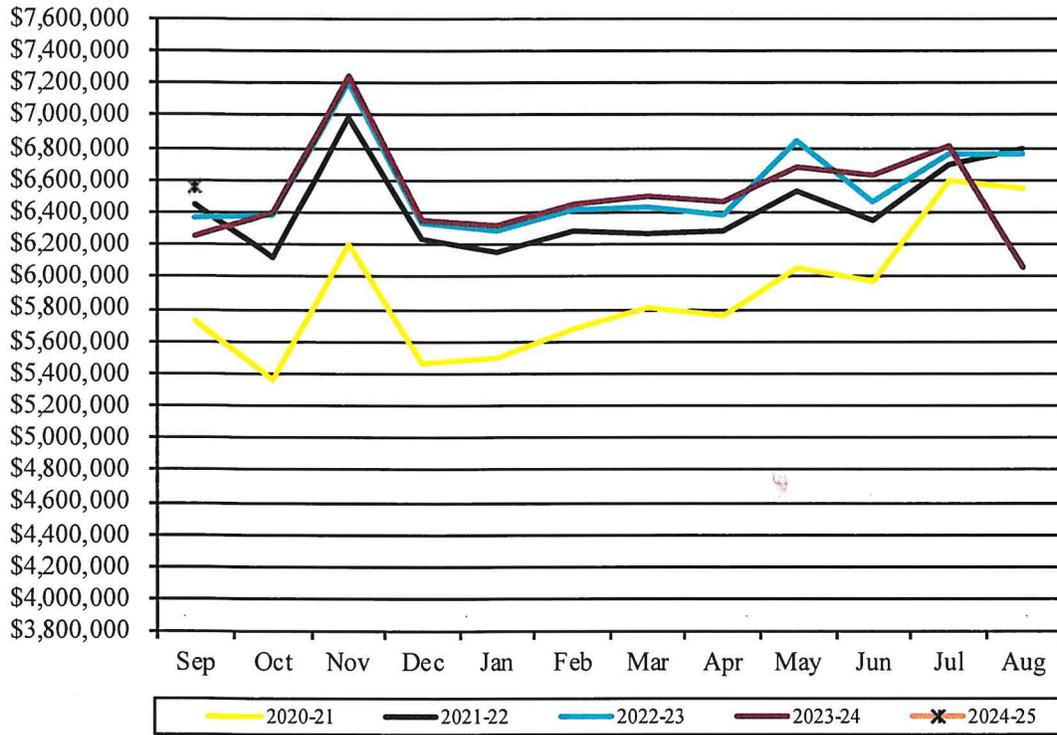


— 24-25   
 — 23-24   
 — 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19

### 2023-24 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: November 14, 2024  
RE: October's Financial Report

16

Attached is the October 2024 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 11.9% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

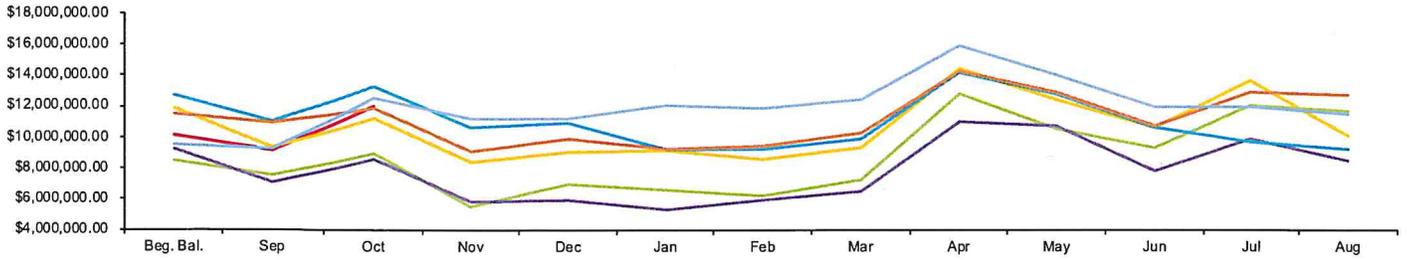
Monthly Financial Report

October 2024

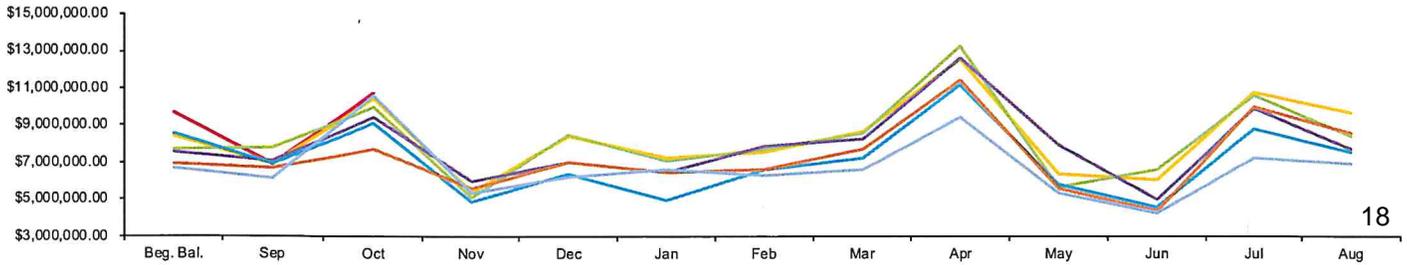
|                                      | <u>Adopted Budget</u> | <u>Working Budget</u> | <u>Year to Date</u> |
|--------------------------------------|-----------------------|-----------------------|---------------------|
| <b><u>GENERAL FUND</u></b>           |                       |                       |                     |
| Beginning Fund Balance               | \$ 10,500,000         | \$ 11,493,655         | \$ 11,493,655       |
| Revenues                             | \$ 100,512,346        | \$ 100,512,346        | \$ 17,614,720       |
| Expenditures                         | \$ (101,120,371)      | \$ (101,120,371)      | \$ (17,116,129)     |
| Prior Period Adjustment              | \$ -                  | \$ -                  |                     |
| Transfers                            | \$ (800,000)          | \$ (800,000)          |                     |
| Ending Fund Balance                  | \$ 9,091,975          | \$ 10,085,630         | \$ 11,992,246 11.9% |
| <b><u>CAPITAL PROJECTS</u></b>       |                       |                       |                     |
| Beginning Fund Balance               | \$ 14,500,000         | \$ 11,647,644         | \$ 11,647,644       |
| Revenues                             | \$ 2,887,352          | \$ 2,887,352          | \$ 38,298           |
| Expenditures                         | \$ (15,793,000)       | \$ (15,793,000)       | \$ (610,120)        |
| Transfers                            | \$ (250,000)          | \$ (250,000)          |                     |
| Ending Fund Balance                  | \$ 1,344,352          | \$ (1,508,004)        | \$ 11,075,822       |
| <b><u>DEBT SERVICE</u></b>           |                       |                       |                     |
| Beginning Fund Balance               | \$ 3,051,794          | \$ 3,149,247          | \$ 3,149,247        |
| Revenues                             | \$ 5,432,008          | \$ 5,432,008          | \$ 1,684,925        |
| Expenditures                         | \$ (5,401,417)        | \$ (5,401,417)        | \$ (565)            |
| Ending Fund Balance                  | \$ 3,082,385          | \$ 3,179,838          | \$ 4,833,608        |
| <b><u>ASB FUND</u></b>               |                       |                       |                     |
| Beginning Fund Balance               | \$ 427,577            | \$ 442,407            | \$ 442,407          |
| Revenues                             | \$ 343,200            | \$ 343,200            | \$ 107,767          |
| Expenditures                         | \$ (392,497)          | \$ (392,497)          | \$ (22,125)         |
| Ending Fund Balance                  | \$ 378,280            | \$ 393,110            | \$ 528,049          |
| <b><u>TRANSPORTATION VEHICLE</u></b> |                       |                       |                     |
| Beginning Fund Balance               | \$ 932,156            | \$ 936,578            | \$ 936,578          |
| Revenues                             | \$ 5,576,078          | \$ 5,576,078          | \$ 6,220            |
| Expenditures                         | \$ 6,503,235          | \$ 6,503,235          | \$ -                |
| Transfers                            |                       |                       | \$ -                |
| Ending Fund Balance                  | \$ 13,011,469         | \$ 13,015,891         | \$ 942,798          |

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

### NET CASH & INVESTMENTS

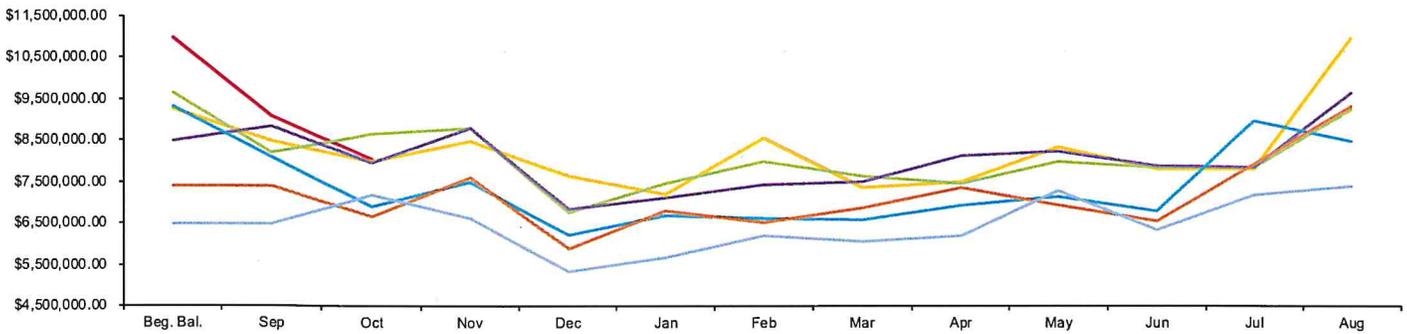


### RECEIPTS



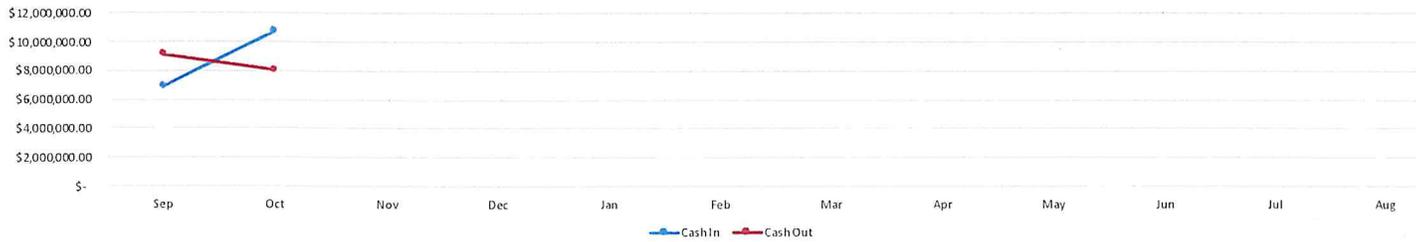
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### EXPENDITURES

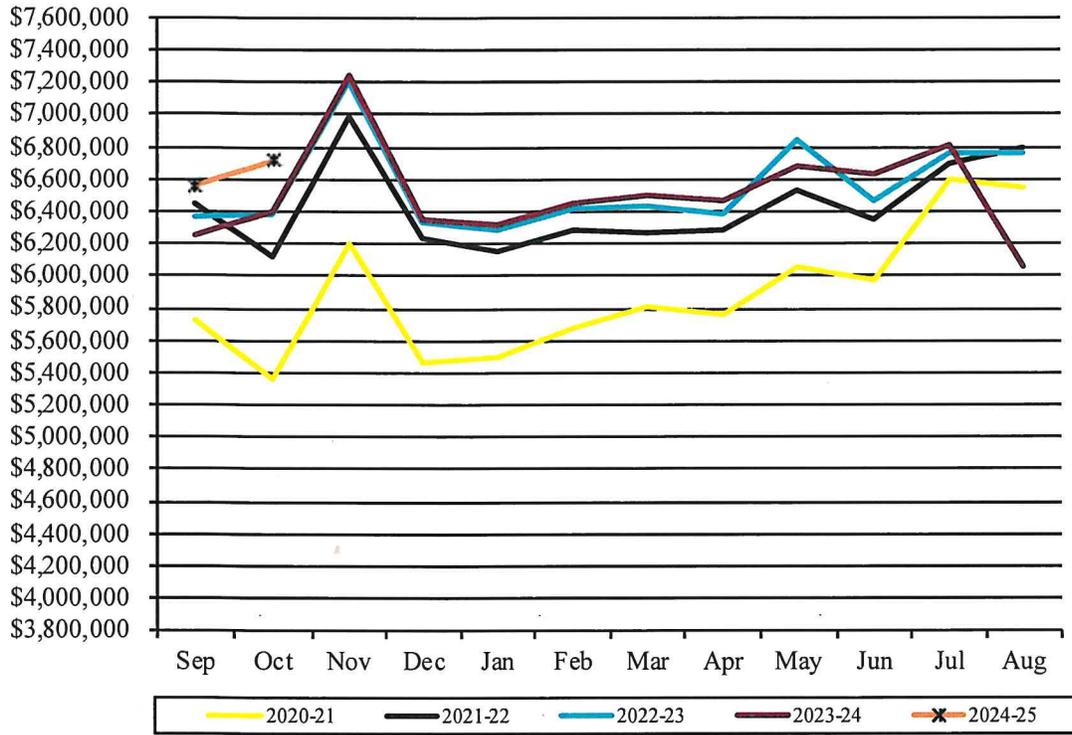


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 — 23-24   
 — 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19

### 2023-24 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll



October 24, 2024

To: Dr. Wade Smith, Superintendent

From: Jerry Maher

Re: CTE Program 5-Year Plan

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Dear Dr. Smith,

I would like to request school board review and approval of our Career and Technical Education (CTE) Five Year Plan. The plan was reviewed and approved by our General Advisory Committee during our October 23, 2024 meeting. This 5-Year Plan will continue to be reviewed annually to analyze the progress and impact in alignment with our WWPS Strategic Plan.

The approval of this 5-Year Plan will enable the CTE program to enhance curriculum and delivery of course offerings to meet the needs of our students. Thank you for your consideration of this request.

Sincerely,



Jerry Maher  
CTE and SEATech Skills Center Director  
Walla Walla Public Schools

## Career and Technical Education Walla Walla Public Schools 5 Year Program Goal Chart

**District 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.

**CTE Mission:** Preparing students—through relevant instruction and hands-on learning—to excel in technical careers, to engage in their communities, and to be lifelong learners.

**WWPS Vision:** Developing Washington’s Most Sought-After Graduates

| Quality Criteria  | 2024-2025   | 2025-2026   | 2026-2027   | 2027-2028   | 2028-2029   |
|---|---|---|---|---|---|
| <b>Educator Licensing</b><br><a href="#">WAC 181-77-014</a><br><b>(Criteria 1)*</b>                       | <ul style="list-style-type: none"> <li>Assist CTE teachers to attain and maintain certification</li> <li>Provide opportunities to update/obtain CPR and First Aid</li> <li>Encourage Type 2 Certification</li> <li>Provide/support teacher PD opportunities</li> <li>Support flexible staffing</li> </ul> | <ul style="list-style-type: none"> <li>Assist CTE teachers to attain and maintain certification</li> <li>Provide opportunities to update/obtain CPR and First Aid</li> <li>Encourage Type 2 Certification</li> <li>Provide/support teacher PD opportunities</li> <li>Support flexible staffing</li> </ul> | <ul style="list-style-type: none"> <li>Assist CTE teachers to attain and maintain certification</li> <li>Provide opportunities to update/obtain CPR and First Aid</li> <li>Encourage Type 2 Certification</li> <li>Provide/support teacher PD opportunities</li> <li>Support flexible staffing</li> </ul>                       | <ul style="list-style-type: none"> <li>Assist CTE teachers to attain and maintain certification</li> <li>Provide opportunities to update/obtain CPR and First Aid</li> <li>Encourage Type 2 Certification</li> <li>Provide/support teacher PD opportunities</li> <li>Support flexible staffing</li> </ul> | <ul style="list-style-type: none"> <li>Assist CTE teachers to attain and maintain certification</li> <li>Provide opportunities to update/obtain CPR and First Aid</li> <li>Encourage Type 2 Certification</li> <li>Provide/support teacher PD opportunities</li> <li>Support flexible staffing</li> </ul> |
| <b>Curriculum, Instruction, and Evaluation</b><br><a href="#">RCW 28A.700.010</a><br><b>(Criteria 2)*</b> | <ul style="list-style-type: none"> <li>Program re-approval per OSPI (Group 2) – Skilled and Technical Sciences</li> <li>Summer exploratory/enrichment programs</li> <li>Update CTE secondary pathways (sequence of courses)</li> <li>Review WA OSPI</li> </ul>  | <ul style="list-style-type: none"> <li>Program re-approval per OSPI (Group 2) – STEM/Health Sciences</li> <li>Summer exploratory/enrichment programs</li> <li>Update CTE secondary pathways (sequence of courses)</li> <li>Review WA OSPI Industry Recognized Credentials List</li> </ul>                 | <ul style="list-style-type: none"> <li>Program re-approval per OSPI (Group 2) – Family and Consumer Sciences</li> <li>Summer exploratory/enrichment programs</li> <li>Update CTE secondary pathways (sequence of courses)</li> <li>Review WA OSPI Industry Recognized Credentials List</li> <li>Update curriculum as</li> </ul> | <ul style="list-style-type: none"> <li>Program re-approval per OSPI (Group 2) – Business and Marketing</li> <li>Summer exploratory/enrichment programs</li> <li>Update CTE secondary pathways (sequence of courses)</li> <li>Review WA OSPI Industry Recognized Credentials List</li> </ul>               | <ul style="list-style-type: none"> <li>Program re-approval per OSPI (Group 2) – Agriculture Education</li> <li>Summer exploratory/enrichment programs</li> <li>Update CTE secondary pathways (sequence of courses)</li> <li>Review WA OSPI Industry Recognized Credentials List</li> </ul>                |

## Career and Technical Education Walla Walla Public Schools 5 Year Program Goal Chart

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  | <p>Industry Recognized Credentials List</p> <ul style="list-style-type: none"> <li>● Update curriculum as needed</li> <li>● Support research of potential CTE Pathways at Lincoln HS (i.e. Culinary Arts)</li> <li>● Implement CASE Ag Equipment Maintenance &amp; Technology Class</li> <li>● Apply for CS/eSports MS framework approval</li> <li>● Implement AJAC Machining Curriculum Partnership</li> <li>● Expand Financial Education and Traffic Safety</li> <li>● Implement curriculum extensions in middle school STEM</li> <li>● Continue implementation of TITAN CNC Curriculum (AMWT, SEATech)</li> <li>● Research Agriculture Education alignment with WWCC (i.e. Viticulture)</li> <li>● Research Cyber Security as a unit or stand-alone course</li> <li>● Implement STEM A/B</li> </ul> | <ul style="list-style-type: none"> <li>● Update curriculum as needed</li> <li>● Seek funding for potential CTE Pathways at Lincoln HS if feasible</li> <li>● Continue alignment of middle school STEM</li> <li>● Review additional Health Science course at WAHI as a sustainable pathway course</li> <li>● Research opportunities to embed robotics/automation in High School STEM courses</li> <li>● Continue rotation of AP CS Principles/AP CS A at WaHi if needed</li> <li>● Research Web Design as a unit or stand-alone course</li> <li>● Research opportunities to strengthen hospitality and tourism in current classes or as standalone courses</li> <li>● Write/submit Careers in Education/Child Development 2 framework for Skills Center (540 hour)</li> </ul> | <p>needed</p> <ul style="list-style-type: none"> <li>● Implement expanded CTE Pathways at Lincoln HS if feasible</li> <li>● Review course offerings aligned to cap stone Programs/Pathways</li> <li>● Add Health Science pathway course at WAHI, if not already completed and viable</li> <li>● Continue alignment of middle school STEM</li> <li>● Support implementation of robotics/automation in High School STEM Courses</li> </ul> | <ul style="list-style-type: none"> <li>● Update curriculum as needed</li> <li>● Continue alignment of middle school STEM</li> </ul> | <ul style="list-style-type: none"> <li>● Update curriculum as needed</li> <li>● Continue alignment of middle school STEM</li> </ul> |
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**Career and Technical Education  
Walla Walla Public Schools  
5 Year Program Goal Chart**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | <p>Rotation for CS Coding and App Creators</p> <ul style="list-style-type: none"> <li>Revise Careers in Education/Child Development framework to Skills Center (540 hour)</li> </ul>  |   |   |   |   |
| <p><b>Academic Integration</b><br/><u>RCW 28A.700.010(2)(a)</u><br/><b>(Criteria 3)*</b></p> | <ul style="list-style-type: none"> <li>Maximize course equivalency options</li> <li>Implement equivalency enrollment procedures</li> <li>Align frameworks to state standards and essential locally identified standards</li> <li>Align academic integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Maximize course equivalency options</li> <li>Implement equivalency enrollment procedures</li> <li>Align frameworks to state standards and essential locally identified standards</li> <li>Align academic integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Maximize course equivalency options</li> <li>Implement equivalency enrollment procedures</li> <li>Align frameworks to state standards and essential locally identified standards</li> <li>Align academic integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Maximize course equivalency options</li> <li>Implement equivalency enrollment procedures</li> <li>Align frameworks to state standards and essential locally identified standards</li> <li>Align academic integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Maximize course equivalency options</li> <li>Implement equivalency enrollment procedures</li> <li>Align frameworks to state standards and essential locally identified standards</li> <li>Align academic integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum</li> </ul> |
| <p><b>Student Access to Program</b><br/><u>RCW 28A.700.010</u><br/><b>(Criteria 4)*</b></p>  | <ul style="list-style-type: none"> <li>Review of course handbook (CTE)</li> <li>Promote non-traditional options/opportunities</li> <li>Support equitable and non-discriminatory registration/enrollment processes</li> <li>Communicate program updates in</li> </ul>  | <ul style="list-style-type: none"> <li>Review of course handbook (CTE)</li> <li>Promote non-traditional options/opportunities</li> <li>Support equitable and non-discriminatory registration/enrollment processes</li> <li>Communicate program updates in English and Spanish</li> </ul>  | <ul style="list-style-type: none"> <li>Review of course handbook (CTE)</li> <li>Promote non-traditional options/opportunities</li> <li>Support equitable and non-discriminatory registration/enrollment processes</li> <li>Communicate program updates in English and Spanish</li> <li>Implement 2<sup>nd</sup> year</li> </ul>   | <ul style="list-style-type: none"> <li>Review of course handbook (CTE)</li> <li>Promote non-traditional options/opportunities</li> <li>Support equitable and non-discriminatory registration/enrollment processes</li> <li>Communicate program updates in</li> </ul>  | <ul style="list-style-type: none"> <li>Review of course handbook (CTE)</li> <li>Promote non-traditional options/opportunities</li> <li>Support equitable and non-discriminatory registration/enrollment processes</li> <li>Communicate</li> </ul>   |

**Career and Technical Education  
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|   |  |  |  |   |  |
|---|--|--|--|---|--|
|   | <p>English and Spanish</p> <ul style="list-style-type: none"> <li>• Market Careers in Education at SEATech in 25-26 per Supt Adv Council support</li> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> <li>• Pursue work-study or internship partnership to educate families/students about CTE programming through marketing campaign</li> <li>• Review Skills Center Shop Tech/Para support per practices at other SC regarding feasibility to increase student access to CT (review with Sup. Adv. Council and WWPS)</li> </ul> | <ul style="list-style-type: none"> <li>• Offer Careers in Education – first year at SEATech based on guidance of SEATech Supt Adv Council</li> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> <li>• Pursue work-study or internship partnership to educate families/students about CTE programming through marketing campaign</li> </ul> | <p>delivery of Careers in Education based on guidance of SEATech Supt Adv Council</p> <ul style="list-style-type: none"> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> <li>• Pursue work-study or internship partnership to educate families/students about CTE programming through marketing campaign</li> </ul> | <p>English and Spanish</p> <ul style="list-style-type: none"> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> <li>• Pursue work-study or internship partnership to educate families/students about CTE programming through marketing campaign</li> </ul> | <p>program updates in English and Spanish</p> <ul style="list-style-type: none"> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> <li>• Pursue work-study or internship partnership to educate families/students about CTE programming through marketing campaign</li> </ul> |
| <p><b>Accountability</b><br/><a href="#">RCW 28A.700.040(1)(c)</a><br/><b>(Criteria 5)*</b></p> | <ul style="list-style-type: none"> <li>• Demonstrate that all preparatory career and technical education courses offered by the district lead to industry recognized credentials and/or offer the opportunity for students to earn Dual Credit</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrate that all preparatory career and technical education courses offered by the district lead to industry recognized credentials and/or offer the opportunity for students to earn Dual Credit</li> <li>• Maintain compliance and</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate that all preparatory career and technical education courses offered by the district lead to industry recognized credentials and/or offer the opportunity for students to earn Dual Credit</li> <li>• Maintain compliance and</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate that all preparatory career and technical education courses offered by the district lead to industry recognized credentials and/or offer the opportunity for students to earn Dual Credit</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate that all preparatory career and technical education courses offered by the district lead to industry recognized credentials and/or offer the opportunity for students to earn Dual Credit</li> </ul>  |

**Career and Technical Education  
Walla Walla Public Schools  
5 Year Program Goal Chart**

|  | <ul style="list-style-type: none"> <li>Maintain compliance and reporting in regard to CTE Program Standards</li> </ul>   | reporting in regard to CTE Program Standards   | reporting in regard to CTE Program Standards  | <ul style="list-style-type: none"> <li>Maintain compliance and reporting in regard to CTE Program Standards</li> </ul>   | <ul style="list-style-type: none"> <li>Maintain compliance and reporting in regard to CTE Program Standards</li> </ul>   |
|--|--|--|---|--|--|
| <b>Safe Practices</b><br><a href="#">RCW 28A.700.010</a><br><b>(Criteria 6)*</b> | <ul style="list-style-type: none"> <li>Collaborate with Risk Management to ensure safe practices</li> <li>Ensure student safety tests are kept on file for seven years</li> <li>Review OSPI Health and Safety Guide</li> <li>Continue to revise use of CTE Lab/Shop spaces at WAHI to maintain flexibility and support safe practices and leverage opportunities for project-based learning</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate with Risk Management to ensure safe practices</li> <li>Ensure student safety tests are kept on file for seven years</li> <li>Review OSPI Health and Safety Guide</li> <li>Implement long-term equipment layout</li> </ul> | <ul style="list-style-type: none"> <li>Conduct shop/lab consultation walk-throughs to ensure safe practices</li> <li>Ensure student safety tests are kept on file for seven years</li> <li>Review OSPI Health and Safety Guide</li> <li>Implement long-term equipment layout</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate with Risk Management to ensure safe practices</li> <li>Ensure student safety tests are kept on file for seven years</li> <li>Review OSPI Health and Safety Guide</li> <li>Implement long-term equipment layout</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate with Risk Management to ensure safe practices</li> <li>Ensure student safety tests are kept on file for seven years</li> <li>Review OSPI Health and Safety Guide</li> <li>Implement long-term equipment layout</li> </ul> |
| <b>Facilities</b><br><a href="#">RCW 28A.700.010</a><br><b>(Criteria 7)*</b>     | <ul style="list-style-type: none"> <li>Continue long-range facilities planning</li> <li>Review updates to Red Barn at WAHI</li> <li>Review long-term equipment layout aligned to curriculum at WaHi</li> <li>Utilize enhancements to land lab (i.e. Noble Panels)</li> <li>Organize WAHI Shop Spaces</li> </ul>  | <ul style="list-style-type: none"> <li>Continue long-range facilities planning</li> <li>Implement SEATech 10-year facilities plan</li> </ul>   | <ul style="list-style-type: none"> <li>Review and implement long-range facilities plan</li> <li>Implement SEATech 10-year facilities plan</li> </ul>  | <ul style="list-style-type: none"> <li>Review and implement long-range facilities plan</li> <li>Implement SEATech 10-year facilities plan</li> </ul>   | <ul style="list-style-type: none"> <li>Review and implement long-range facilities plan</li> <li>Implement SEATech 10-year facilities plan</li> </ul>   |

**Career and Technical Education  
Walla Walla Public Schools  
5 Year Program Goal Chart**

|  |   |  |   |   |   |
|--|---|--|---|---|---|
|  | <ul style="list-style-type: none"> <li>Support SEATech 10-year facilities plan</li> </ul>   |  |   |   |   |
| <b>Instructional Materials</b><br><a href="#">RCW 28A.700.010</a><br><b>(Criteria 8)*</b>      | <ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up equipment for new programs/courses</li> <li>Identification of equipment surplus and consumable waste district-wide</li> <li>Purchase industry standard equipment aligned to program needs</li> <li>Continue implementation of Anatomage Tables</li> <li>Implement zSpace laptop technology at MS, HS, SEATech</li> <li>Review/update welding equipment (AMWT, SEATech)</li> <li>Assess remote instructional equipment (CT, SEATech)</li> </ul> | <ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up equipment for new programs/courses</li> <li>Identification of equipment surplus and consumable waste district-wide</li> <li>Purchase industry standard equipment aligned to program needs</li> <li>Review/update welding equipment (AMWT, SEATech)</li> <li>Research dispatch/training simulators for Criminal Justice</li> </ul> | <ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up equipment for new programs/courses</li> <li>Identification of equipment surplus and consumable waste district-wide</li> <li>Purchase industry standard equipment aligned to program needs</li> </ul> | <ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up equipment for new programs/courses</li> <li>Identification of equipment surplus and consumable waste district-wide</li> <li>Purchase industry standard equipment aligned to program needs</li> </ul> | <ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up equipment for new programs/courses</li> <li>Renew software subscriptions</li> <li>Identification of equipment surplus and consumable waste district-wide</li> <li>Purchase industry standard equipment aligned to program needs</li> </ul> |
| <b>Leadership and Employability</b><br><a href="#">RCW 28A.700.010</a><br><b>(Criteria 9)*</b> | <ul style="list-style-type: none"> <li>Promote CTSO and extended learning to maximize student participation</li> <li>Emphasize industry and 21<sup>st</sup> Century</li> </ul>  | <ul style="list-style-type: none"> <li>Promote CTSO and extended learning to maximize student participation</li> <li>Emphasize industry and 21<sup>st</sup> Century Skills</li> </ul>  | <ul style="list-style-type: none"> <li>Promote CTSO and extended learning to maximize student participation</li> <li>Emphasize industry and 21<sup>st</sup> Century Skills</li> </ul>   | <ul style="list-style-type: none"> <li>Promote CTSO and extended learning to maximize student participation</li> <li>Emphasize industry</li> </ul>  | <ul style="list-style-type: none"> <li>Promote CTSO and extended learning to maximize student participation</li> <li>Emphasize industry</li> </ul>  |

## Career and Technical Education Walla Walla Public Schools 5 Year Program Goal Chart

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</li> <li>• Fund CTSO Student Registration and Travel</li> <li>• Align leadership and employability activities to WWPS Goal 2: Relevant and Rigorous Experience through post-secondary planning, access to rigorous curriculum and course, and developing 21<sup>st</sup> Century Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</li> <li>• Fund CTSO Student Registration and Travel</li> <li>• Align leadership and employability activities to WWPS Goal 2: Relevant and Rigorous Experience through post-secondary planning, access to rigorous curriculum and course, and developing 21<sup>st</sup> Century Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</li> <li>• Fund CTSO Student Registration and Travel</li> <li>• Align leadership and employability activities to WWPS Goal 2: Relevant and Rigorous Experience through post-secondary planning, access to rigorous curriculum and course, and developing 21<sup>st</sup> Century Skills</li> </ul> | <p>and 21<sup>st</sup> Century Skills</p> <ul style="list-style-type: none"> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</li> <li>• Fund CTSO Student Registration and Travel</li> <li>• Align leadership and employability activities to WWPS Goal 2: Relevant and Rigorous Experience through post-secondary planning, access to rigorous curriculum and course, and developing 21<sup>st</sup> Century Skills</li> </ul> | <p>and 21<sup>st</sup> Century Skills</p> <ul style="list-style-type: none"> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</li> <li>• Fund CTSO Student Registration and Travel</li> <li>• Align leadership and employability activities to WWPS Goal 2: Relevant and Rigorous Experience through post-secondary planning, access to rigorous curriculum and course, and developing 21<sup>st</sup> Century Skills</li> </ul> |
| <p><b>Long Range Planning</b><br/><a href="#">RCW 28A.700.010(2)(b)</a><br/><b>(Criteria 10)*</b></p> | <ul style="list-style-type: none"> <li>• Facilitate the ongoing development and implementation of 4-year plans for all programs</li> <li>• Update and approve SEATech Joint Operation Agreement (Superintendents, WWCC Pres.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Facilitate the ongoing development and implementation of 4-year plans for all programs</li> </ul>   | <ul style="list-style-type: none"> <li>• Facilitate the ongoing development and implementation of 4-year plans for all programs</li> <li>• Update and approve SEATech Joint Operation Agreement (Superintendents, WWCC Pres.)</li> </ul>   | <ul style="list-style-type: none"> <li>• Facilitate the ongoing development and implementation of 4-year plans for all programs</li> </ul>   | <ul style="list-style-type: none"> <li>• Facilitate the ongoing development and implementation of 4-year plans for all programs</li> <li>• Update and approve SEATech Joint Operation Agreement (Superintendents, WWCC Pres.)</li> </ul>   |

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|---|--|--|--|--|--|
| <p><b>Advisory Committee</b><br/><u>RCW</u><br/><u>28A.700.020(1)</u><br/><b>(Criteria 11)*</b></p>                 | <ul style="list-style-type: none"> <li>Utilize Advisory committees to provide up-to – date information on employment data and information</li> <li>Review Program Advisory documents to inform strategic planning</li> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>  | <ul style="list-style-type: none"> <li>Utilize Advisory committees to provide up-to – date information on employment data and information</li> <li>Review Program Advisory documents to inform strategic planning</li> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>  | <ul style="list-style-type: none"> <li>Utilize Advisory committees to provide up-to – date information on employment data and information</li> <li>Review Program Advisory documents to inform strategic planning</li> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>  | <ul style="list-style-type: none"> <li>Utilize Advisory committees to provide up-to – date information on employment data and information</li> <li>Review Program Advisory documents to inform strategic planning</li> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>  | <ul style="list-style-type: none"> <li>Utilize Advisory committees to provide up-to – date information on employment data and information</li> <li>Review Program Advisory documents to inform strategic planning</li> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>  |
| <p><b>Program of Study</b><br/><u>RCW</u><br/><u>28A.700.020(2)(a)</u><br/><u>(b)</u><br/><b>(Criteria 12)*</b></p> | <ul style="list-style-type: none"> <li>Update/maintain Articulation agreements</li> <li>Revise and Approve Programs of Study/Assurances</li> <li>Update and approve CTE Graduation Pathways/courses</li> <li>Seek opportunities to add dual credit and/or Industry Relevant Credentials (IRC) to courses</li> <li>Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, and Shoreline CC</li> <li>Apply for PC3 CTE Dual Credit Consortium and CT articulation at Clover Park</li> <li>Continue Perry Tech</li> </ul> | <ul style="list-style-type: none"> <li>Update/maintain Articulation agreements</li> <li>Revise and Approve Programs of Study/Assurances</li> <li>Update and approve CTE Graduation Pathways/courses</li> <li>Seek opportunities to add dual credit and/or Industry Relevant Credentials (IRC) to courses</li> <li>Continue Perry Tech Scholarship Program at SEATech: AMWT/CT</li> </ul> | <ul style="list-style-type: none"> <li>Update/maintain Articulation agreements</li> <li>Revise and Approve Programs of Study/Assurances</li> <li>Update and approve CTE Graduation Pathways/courses</li> <li>Seek opportunities to add dual credit and/or Industry Relevant Credentials (IRC) to courses</li> <li>Continue Perry Tech Scholarship Program at SEATech: AMWT/CT</li> </ul> | <ul style="list-style-type: none"> <li>Update/maintain Articulation agreements</li> <li>Revise and Approve Programs of Study/Assurances</li> <li>Update and approve CTE Graduation Pathways/courses</li> <li>Seek opportunities to add dual credit and/or Industry Relevant Credentials (IRC) to courses</li> <li>Continue Perry Tech Scholarship Program at SEATech: AMWT/CT</li> </ul> | <ul style="list-style-type: none"> <li>Update/maintain Articulation agreements</li> <li>Revise and Approve Programs of Study/Assurances</li> <li>Update and approve CTE Graduation Pathways/courses</li> <li>Seek opportunities to add dual credit and/or Industry Relevant Credentials (IRC) to courses</li> <li>Continue Perry Tech Scholarship Program at SEATech: AMWT/CT</li> </ul> |

Career and Technical Education  
Walla Walla Public Schools  
5 Year Program Goal Chart

|  | Scholarship Program<br>at SEATech: AMWT/CT  |  |  |  |  |
|--|---|--|--|--|--|
| <p><b>Certification Work based Learning</b><br/><u>RCW</u><br/><u>28A.700.060(2)(c)</u><br/><u>(d)</u><br/><b>(Criteria 13A, 13B)*</b></p> | <ul style="list-style-type: none"> <li>• Offer worksite learning</li> <li>• Develop community partnerships</li> <li>• Document and report WBL to OSPI</li> <li>• Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials</li> <li>• Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Improve student access to ProStart Culinary curriculum/certs (WAHI)</li> <li>• Implement WSL Construction at SEATech</li> <li>• Implement AJAC-</li> </ul> | <ul style="list-style-type: none"> <li>• Offer worksite learning</li> <li>• Develop community partnerships</li> <li>• Document and report WBL to OSPI</li> <li>• Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials</li> <li>• Look for opportunities to partner with local/regional CS volunteers</li> <li>• Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Implement Career Launch/Pre-Apprenticeship Construction at SEATech</li> <li>• Implement AJAC-SEATech Production Technician Youth Apprenticeship</li> </ul> | <ul style="list-style-type: none"> <li>• Offer worksite learning</li> <li>• Increase job shadow opportunities</li> <li>• Develop community partnerships</li> <li>• Document and report WBL to OSPI</li> <li>• Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials</li> <li>• Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Implement Career Launch/Pre-Apprenticeship Construction at SEATech</li> <li>• Implement AJAC-SEATech Production Technician Youth Apprenticeship</li> </ul> | <ul style="list-style-type: none"> <li>• Offer worksite learning</li> <li>• Increase job shadow opportunities</li> <li>• Develop community partnerships</li> <li>• Document and report WBL to OSPI</li> <li>• Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials</li> <li>• Look for opportunities to partner with local/regional CS volunteers</li> <li>• Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Implement Career Launch/Pre-Apprenticeship Construction at SEATech</li> </ul> | <ul style="list-style-type: none"> <li>• Offer worksite learning</li> <li>• Increase job shadow opportunities</li> <li>• Develop community partnerships</li> <li>• Document and report WBL to OSPI</li> <li>• Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials</li> <li>• Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Implement Career Launch/Pre-Apprenticeship Construction at SEATech</li> <li>• Implement AJAC-</li> </ul> |

## Career and Technical Education Walla Walla Public Schools 5 Year Program Goal Chart

|  | SEATech Production Technician Youth Apprenticeship  |  |  | ● Implement AJAC-SEATech Production Technician Youth Apprenticeship  | SEATech Production Technician Youth Apprenticeship   |
|--|---|--|--|--|--|
| <p style="text-align: center;"><b>Career Guidance</b><br/><u>RCW</u><br/><u>28A.700.010(3)</u><br/><b>(Criteria 14)*</b></p> | <ul style="list-style-type: none"> <li>● Provide recruitment timeline and suggested strategies to CTE Staff</li> <li>● Work with Career &amp; College Specialist</li> <li>● Radio, television, movie, and print campaign</li> <li>● Recruit students to SEATech Skills Center/ electronic registration</li> <li>● Recruit students to all CTE Programs, with attention to AMPED/GeoCon, Phys Sci in Ag, JROTC, Bus/Mkt Comp Sci...</li> <li>● Market Careers in Education</li> <li>● Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc)</li> <li>● Attend Career Fair; We Are WAHI, SEATech Open House, etc.</li> <li>● Continue offering 8<sup>th</sup> grade elective tours</li> <li>● Research continued</li> </ul> | <ul style="list-style-type: none"> <li>● Provide recruitment timeline and suggested strategies to CTE Staff</li> <li>● Work with Career &amp; College Specialist</li> <li>● Radio, television, movie, and print campaign</li> <li>● Recruit students to SEATech Skills Center/ electronic registration</li> <li>● Recruit students to all CTE Programs, with attention to AMPED/GeoCon, Phys Sci in Ag, JROTC, Bus/Mkt Comp Sci...</li> <li>● Market Careers in Education</li> <li>● Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc)</li> <li>● Attend Career Fair; We Are WAHI, SEATech Open House, etc.</li> <li>● Continue offering 8<sup>th</sup> grade elective tours</li> <li>● Utilize Schoolinks for HS &amp; Beyond Planning</li> <li>● Attend career connected field days</li> </ul> | <ul style="list-style-type: none"> <li>● Provide recruitment timeline and suggested strategies to CTE Staff</li> <li>● Work with Career &amp; College Specialist</li> <li>● Radio, television, movie, and print campaign</li> <li>● Recruit students to SEATech Skills Center/ electronic registration</li> <li>● Recruit students to all CTE Programs, with attention to AMPED/GeoCon, Phys Sci in Ag, JROTC, Bus/Mkt Comp Sci...</li> <li>● Market Careers in Education</li> <li>● Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc)</li> <li>● Attend Career Fair; We Are WAHI, SEATech Open House, etc.</li> <li>● Continue offering 8<sup>th</sup> grade elective tours</li> <li>● Utilize Schoolinks for HS &amp; Beyond Planning</li> <li>● Attend career connected field days</li> </ul> | <ul style="list-style-type: none"> <li>● Provide recruitment timeline and suggested strategies to CTE Staff</li> <li>● Work with Career &amp; College Specialist</li> <li>● Radio, television, movie, and print campaign</li> <li>● Recruit students to SEATech Skills Center/ electronic registration</li> <li>● Recruit students to all CTE Programs, with attention to AMPED/GeoCon, Phys Sci in Ag, JROTC, Bus/Mkt Comp Sci...</li> <li>● Market Careers in Education</li> <li>● Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc)</li> <li>● Attend Career Fair; We Are WAHI, SEATech Open House, etc.</li> <li>● Continue offering 8<sup>th</sup> grade elective tours</li> <li>● Utilize Schoolinks for HS &amp; Beyond Planning</li> </ul> | <ul style="list-style-type: none"> <li>● Provide recruitment timeline and suggested strategies to CTE Staff</li> <li>● Work with Career &amp; College Specialist</li> <li>● Radio, television, movie, and print campaign</li> <li>● Recruit students to SEATech Skills Center/ electronic registration</li> <li>● Recruit students to all CTE Programs, with attention to AMPED/GeoCon, Phys Sci in Ag, JROTC, Bus/Mkt Comp Sci...</li> <li>● Market Careers in Education</li> <li>● Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc)</li> <li>● Attend Career Fair; We Are WAHI, SEATech Open House, etc.</li> <li>● Continue offering 8<sup>th</sup> grade elective tours</li> <li>● Utilize Schoolinks for HS &amp; Beyond Planning</li> </ul> |

**Career and Technical Education  
Walla Walla Public Schools  
5 Year Program Goal Chart**

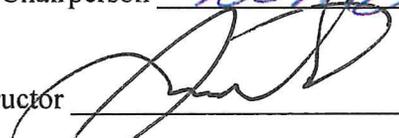
|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   | <ul style="list-style-type: none"> <li>feasibility of WaHi 9<sup>th</sup> or 10<sup>th</sup> grade SEATech Event</li> <li>Utilize Schoolinks for HS &amp; Beyond Planning</li> <li>Attend career connected field days</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>Attend career connected field days</li> </ul>   | <ul style="list-style-type: none"> <li>Attend career connected field days</li> </ul>   |
| <p><b>Program Evaluation</b><br/><a href="#">RCW 28A.700.020(1)</a><br/><b>(Criteria 15)*</b></p>       | <ul style="list-style-type: none"> <li>Complete Annual Districtwide CTE Evaluation</li> <li>Complete Program Level Evaluations</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Annual Districtwide CTE Evaluation</li> <li>Complete Program Level Evaluations</li> <li>Perkins CLNA</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Annual Districtwide CTE Evaluation</li> <li>Complete Program Level Evaluations</li> <li>Review regional CTE Course Offerings</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Annual Districtwide CTE Evaluation</li> <li>Complete Program Level Evaluations</li> <li>Perkins CLNA</li> </ul>  | <ul style="list-style-type: none"> <li>Complete Annual Districtwide CTE Evaluation</li> <li>Complete Program Level Evaluations</li> </ul>  |
| <p><b>Professional Development</b><br/><a href="#">RCW 28A.700.005(4)</a><br/><b>(Criteria 16)*</b></p> | <ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</li> <li>AP Comp Sci</li> <li>CTE WA-ACTE Summer Conference</li> <li>Agriculture Education</li> <li>CTE STEM</li> <li>Toon Boom/Harmony Animation</li> <li>WITEA Conference</li> <li>WA-FACS Conference</li> <li>WSBEA Events</li> <li>zSpace</li> <li>Forklift</li> <li>Anatomage</li> <li>Type 2 Driver</li> </ul> | <ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</li> <li>AP Comp Sci</li> <li>CTE WA-ACTE Summer Conference</li> <li>CTE STEM</li> <li>Skills Center</li> <li>AP Training</li> <li>Agriculture Education</li> <li>WA-FACS Conference</li> <li>WITEA Conference</li> <li>WSBEA Events</li> <li>Type 2 Driver</li> <li>CPR/First Aid</li> <li>AMPED on Algebra</li> <li>Other</li> </ul> | <ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</li> <li>AP Comp Sci</li> <li>Skills Center</li> <li>AP Training</li> <li>CTE WA-ACTE Summer Conference</li> <li>CTE STEM</li> <li>Agriculture Education</li> <li>WA-FACS Conference</li> <li>WITEA Conference</li> <li>WSBEA Events</li> <li>Type 2 Driver</li> <li>CPR/First Aid</li> <li>Other</li> </ul> | <ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</li> <li>AP Comp Sci</li> <li>Skills Center</li> <li>AP Training</li> <li>CTE WA-ACTE Summer Conference</li> <li>CTE STEM</li> <li>Agriculture Education</li> <li>WA-FACS Conference</li> <li>WITEA Conference</li> <li>WSBEA Events</li> <li>Type 2 Driver</li> <li>CPR/First Aid</li> <li>Other</li> </ul> | <ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</li> <li>AP Comp Sci</li> <li>Skills Center</li> <li>AP Training</li> <li>CTE WA-ACTE Summer Conference</li> <li>CTE STEM</li> <li>Agriculture Education</li> <li>WA-FACS Conference</li> <li>WITEA Conference</li> <li>WSBEA Events</li> <li>Type 2 Driver</li> <li>CPR/First Aid</li> <li>Other</li> </ul> |

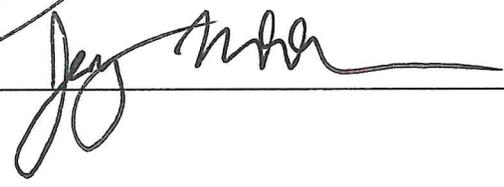
Career and Technical Education  
Walla Walla Public Schools  
5 Year Program Goal Chart

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• CPR/First Aid</li> <li>• GeoCon</li> <li>• CTE Newer Teacher</li> <li>• Drones/Part 107</li> </ul> |  |  |  |  |
|--|---|--|--|--|--|

\* The Walla Walla Public Schools CTE 5-year plan has been written to maintain urgency in regards to the prioritization of tasks and action items to benefit students “as soon as possible.” This strategy has been maintained for the 2024-25 school year, with the understanding this plan is a “living document,” with timelines adjusted with sustainable outcomes, funding, and feasibility, etc. in mind.

Advisory Chairperson  Date 10/23/2024

CTE Instructor  Date 10/23/24

CTE Director  Date 10/23/24



**RESOLUTION #11-2024**  
**November 19, 2024**

**RESOLUTION RECOMMENDING BID AWARD**  
**Murr Sports Park Field Lighting**

**A Resolution of the Board of Directors authorizing the Superintendent to act on recommendation and award of the construction contract for the Murr Sports Park Field Lighting project.**

BE IT RESOLVED that for the purpose of compliance with WAC 392-344-110, the Walla Walla Public Schools Board of Directors authorizes the Superintendent to make decisions regarding acceptance and award of the General Construction Contract to Sierra Electric for the Murr Sports Park Field Lighting project based on the public bid opening held on October 24, 2024.

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

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

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

**Adopted at a regular meeting of the Board of Directors November 19, 2024**

**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**October 15, 2024**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Ruth Ladderud, President

Terri Trick, Vice President

Alayna Brinton

Kathy Mulkerin

Derek Sarley

Eva Maxwell, Student Board Representative

Ari Kim-Leavitt, Student Board Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent

Chris Gardea, Assistant Superintendent

**AUDIENCE**

Including board members, administrators and guests, approximately 23 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 Ruth Ladderud.

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by Student Board Representative Ari Kim-Leavitt.

**III. ROLL CALL**

All board members were present in person except Director Mulkerin who participated virtually.

**IV. APPROVAL OF AGENDA**

Motion made and seconded to approve the agenda as presented; the motion carried unanimously.

**V. CONSENT AGENDA**

Motion made and seconded to amend the consent agenda to remove October 15 excused absence for Director Brinton; the motion carried unanimously.

Motion made and seconded to approve the amended consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) teachers assigned outside of endorsement area; 5) October 1 & 15 accounts payable and September payroll; 6) October 8 excused absence for Director Alayna Brinton; 7) regular business meeting minutes of September 17, 2024; 8) regular study meeting minutes of October 8, 2024; and 9) intent to award. The motion carried unanimously.

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

**Building Belonging Recognition:** Director of Equity and Dual Programs Dr. Julie Perron presented a Building Belonging award to Pioneer Teacher Yuri Can. Dr. Perron noted the Building Belonging award is aligned to the district's "We All Belong Here" unity message promoting a civil, safe and compassionate learning environment. This board level recognition is awarded to students or staff who promote activities that create and sustain a sense of belonging, fairness, and justice for all students.

**VII. CITIZENS' COMMENTS**

Public comment was received by two individuals.

**VIII. REPORTS**

**Board of Directors Report:** The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting school leadership meetings, state association, district and local foundation meetings and events.

**Superintendent's Report:** Superintendent Dr. Wade Smith reported the district recently hosted the House Committee on Education as they learned about local teacher preparation programs and the programs offered at the Walla Walla Center for Children & Families. Superintendent Smith highlighted the capital levy improvements up next at Walla Walla High School that include the athletic field outbuildings and site improvements and Murr Sports Complex field lighting, and noted October enrollment is 5361 FTE.

Annual Assessment Performance Review: Superintendent Dr. Wade Smith, Assistant Superintendent Chris Gardea and Assessment Coordinator Zaklina Jones provided school board members an update on the spring 2024 state test results. Last spring students participated in the Smarter Balanced (SBA) English Language Arts and math assessments as well as the Washington Comprehensive Assessment of Science (WCAS).

**IX. ACTION ITEMS****X. ADJOURNMENT**

President Ladderud declared the meeting adjourned at 6:41 p.m.

Minutes to be presented for board approval on November 19, 2024.

**APPROVED:**


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

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Ruth Ladderud  
School Board President

**BOARD OF DIRECTORS**  
**Regular Study Meeting – 4:00 p.m.**  
**November 5, 2024**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Ruth Ladderud, President  
Terri Trick, Vice President  
Alayna Brinton  
Kathy Mulkerin  
Derek Sarley  
Ari Kim-Leavitt, Student Board Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Chris Gardea, Assistant Superintendent  
Christy Krutulis, Executive Director of Teaching & Learning  
Dr. Julie Perron, Director of Equity & Dual Programs

**AUDIENCE**

Including board members, administrators and guests, approximately 14 were in attendance.

**I. CALL TO ORDER**

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

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by Director Derek Sarley.

**III. ROLL CALL**

All board members were present in person except Director Mulkerin who participated virtually and student board representative Eva Maxwell who was excused.

**IV. APPROVAL OF AGENDA**

Motion by Derek Sarley and seconded by Alayna Brinton to approve the agenda as presented; the motion carried unanimously.

**V. STUDY ITEMS**

**Vision 2030: Goal #1; Strategy #3 - Proficient Elementary Readers (Fall Performance Update):**  
Assistant Superintendent Chris Gardea, Directors Christy Krutulis and Dr. Julie Perron, Curriculum Coordinator Casey Monahan and Literacy Coordinator Melissa Carter provided an update on Vision 2030: Goal #1, Strategy #3 – Proficient Elementary Readers.

**VI. ADJOURNMENT**

President Ladderud declared the meeting adjourned at 4:54 p.m.

Minutes to be presented for board approval on November 19, 2024.

**APPROVED:**

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

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Ruth Ladderud  
School Board President



In Recognition of

*~ American Education Week ~*  
*November 18-22, 2024*

WHEREAS, American Education Week has been a long-standing tradition to celebrate the value of public education and to honor the work of educators, school staff, families and communities who work together to ensure every student has access to a high-quality education; and

WHEREAS, we believe that every child, regardless of their race, background, or circumstances, deserves to learn in a safe and supportive environment that fosters their full potential; and

WHEREAS, the theme of American Education Week 2024 reminds us that building inclusive and welcoming learning environments is a shared responsibility - one that requires collaboration between schools, families and communities to ensure that all students are given the resources, opportunities and care they need to thrive; and

WHEREAS, during this week, we honor the essential role of educators—teachers, administrators, counselors, support staff and volunteers—who work to provide safe, supportive, and enriching learning environments that help students reach their full potential; and

WHEREAS, by coming together as a community—united in purpose, respect, and support—we can create educational environments that honor the diverse experiences, perspectives, and needs of all students as we prepare them to become some of Washington’s Most Sought-After Graduates;

NOW, THEREFORE, we, the Board of Directors on behalf of Walla Walla Public Schools, do hereby proclaim November 18-22, 2024, as the observance of American Education Week.

**Board of Directors**  
**Walla Walla Public Schools**

  
 Ruth Ladderud, President

Terri Trick, Vice President  
 Kathy Mulkerin, Director

Alayna Brinton, Director  
 Derek Sarley, Director

  
 Dr. Wade Smith, Superintendent

## ~ 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.

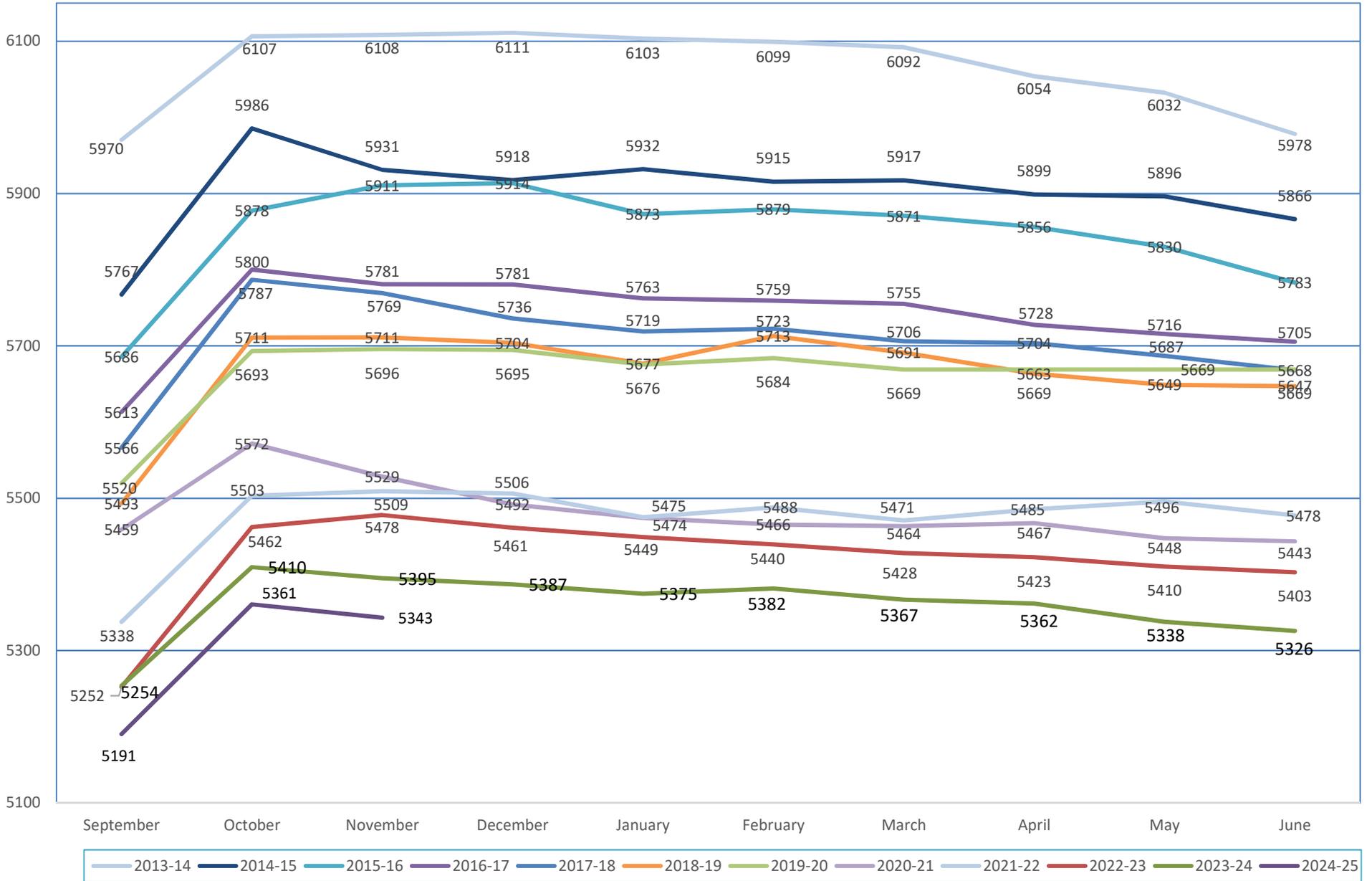
We also ask that you adhere to the following guidelines:

- 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

|                           | 24             |       | 25               |       | 27             |       | 27             |       | 28             |       | 28                |       | TOTALS        |
|---------------------------|----------------|-------|------------------|-------|----------------|-------|----------------|-------|----------------|-------|-------------------|-------|---------------|
| 2024-2025                 | Kindergarten   |       | First            |       | Second         |       | Third          |       | Fourth         |       | Fifth             |       |               |
| <b>Berney</b>             | Brown, A       | 20    | Diaz Madrigal, A | 17    | Kearbey, K     | 25    | Baker, T       | 26    | Ambler, C      | 20    | Clearman, D       | 23    |               |
|                           | Hubbard, K     | 20    | Gonzales, C      | 19    | Parodi, D      | 24    | Pekar, Katie   | 26    | Bona, A        | 21    | Holbrook, J       | 23    |               |
|                           |                |       | Morrison, S      | 18    |                |       |                |       | Hartelius, S   | 21    | James, I          | 22    |               |
| Behavior Prg K-5          | Merrill, L     |       | Merrill, L       |       | Merrill, L     | 3     | Merrill, L     | 1     | Merrill, L     | 2     | Merrill, L        | 1     |               |
| <b>SECTIONS</b>           | <b>15</b>      | 40    |                  | 54    |                | 49    |                | 52    |                | 62    |                   | 68    | 325           |
| slots available           | 32             |       | 21               |       | 5              |       | 2              |       | 22             |       | 16                |       | Ratio 21.67   |
| <b>Edison</b>             | Espinosa, M    | 21    | Maycumber, Y     | 23    | Hobbs, S       | 17    | Aceves, J      | 25    | Ledesma, M     | 24    | Ochoa, F          | 25    |               |
|                           | Helm, E        | 22    | Berumen, B       | 22    | Parsons, S     | 17    | Estrada, A     | 26    | Reed, J        | 24    | Solis Martinez, V | 24    |               |
|                           | Matson, E      | 17    | Moreno, J        | 23    | Saldivar, C    | 18    | Lopez, J       | 25    | Schafer, J     | 24    | Solis, C          | 25    |               |
|                           | Valencia, A    | 20    | Phillips, L      | 22    | Williams, N    | 18    |                |       |                |       |                   |       |               |
| <b>SECTIONS</b>           | <b>21</b>      | 80    |                  | 90    |                | 70    |                | 76    |                | 72    |                   | 74    | 462           |
| slots available*          | 4              |       | (6)              |       | 14             |       | 5              |       | 12             |       | 10                |       | Ratio 22.00   |
| <b>Green Park</b>         | Goble, E       | 23    | Bahena-Flores, R | 25    | Chavez, R      | 21    | Contreras, A   | 21    | Esquivel, T    | 26    | Maya, J           | 19    |               |
|                           | Nuno, J        | 20    | Garcia, A        | 25    | Salazar, I     | 24    | Mora, G        | 20    | Johnson, M     | 25    | Lopez, M          | 18    |               |
|                           | Lamanna, S     | 17    | Collins, A       | 22    | Shuler, A      | 21    | Bockman, R     | 22    | Tobin, J       | 27    | Ambler, D         | 28    |               |
|                           | Katsel, E      | 17    | James, L         | 23    | Real, D        | 17    | Gregoire, L    | 21    |                |       | Lux, J            | 26    |               |
| Lifeskills Program        | Angotti, E     | 4     | Angotti, E       | 2     | Angotti, E     | 1     | Angotti, E     | 1     | Angotti, E     |       | Angotti, E        | 2     |               |
|                           | Scarborough, M | 3     | Scarborough, M   | 1     | Scarborough, M | 5     | Scarborough, M | 5     | Scarborough, M |       | Scarborough, M    |       |               |
| <b>SECTIONS</b>           | <b>23</b>      | 77    |                  | 95    |                | 83    |                | 84    |                | 78    |                   | 91    | 508           |
| slots available           | 19             |       | 5                |       | 25             |       | 45             |       | 6              |       | 21                |       | Ratio 22.09   |
| <b>Prospect Point</b>     | Ferraro, A     | 16    | Hanson, K        | 22    | Babbit, H      | 19    | Jausoro, D     | 21    | Pull, V        | 27    | Mahan, L          | 27    |               |
|                           | Heinzman, A    | 15    | Humphreys, S     | 21    | Baldwin, W     | 20    | Kuhlmann, K    | 21    | Taylor, L      | 27    | Parodi, D         | 26    |               |
|                           | Kaup Rose, S   | 15    | Pederson, R      | 22    | McFetridge, M  | 18    | Reese, N       | 21    | Watson, K      | 27    | Pegel, G          | 24    |               |
|                           | Wilson, B      | 15    |                  |       | Paul, M        | 16    |                |       |                |       |                   |       |               |
| <b>SECTIONS</b>           | <b>20</b>      | 61    |                  | 65    |                | 73    |                | 63    |                | 81    |                   | 77    | 420           |
| slots available*          | 35             |       | 10               |       | 35             |       | 18             |       | 3              |       | 7                 |       | Ratio 4021.00 |
| <b>Sharpstein</b>         | Gillin, L      | 17    | Locati, R        | 17    | Berg, L        | 19    | Hutchinson, D  | 25    | Keyes, K       | 27    | Mendoza, L        | 23    |               |
|                           | Wilson, H      | 19    | Russell, J       | 17    | Griffith, R    | 18    | Villanueva, S  | 25    | VanDonge, B    | 27    | Shirley, C        | 23    |               |
|                           |                |       | Ruvalcaba, G     | 16    | York, L        | 18    |                |       |                |       | Woiblet, B        | 22    |               |
| Developmental Prog        | Stimmel, M     | 5     | Stimmel, M       | 2     | Stimmel, M     | 2     | Stimmel, M     |       |                |       |                   |       |               |
| Autism Program            | Amundson       |       | Amundson         |       | Amundson       | 1     | Amundson       | 2     | Amundson       | 5     | Amundson          | 1     |               |
|                           | Vaughan        | 3     | Vaughan          | 2     | Vaughan        | 2     | Vaughan        | 2     | Vaughan        |       | Vaughan           |       |               |
| <b>SECTIONS</b>           | <b>15</b>      | 36    |                  | 50    |                | 55    |                | 50    |                | 54    |                   | 68    | 313           |
| slots available           | 31             |       | 23               |       | 26             |       | 4              |       | 2              |       | 16                |       | Ratio 20.87   |
| <b>WW Online/Homelink</b> |                | 6     |                  | 6     |                | 6     |                | 8     |                | 13    |                   | 10    |               |
|                           |                | 6     |                  | 6     |                | 6     |                | 8     |                | 13    |                   | 10    | 49            |
| slots available           |                |       |                  |       |                |       |                |       |                |       |                   |       |               |
| <b>TOT SLOTS AVAIL</b>    | 121            |       | 53               |       | 105            |       | 74             |       | 45             |       | 70                |       |               |
| <b>GRADE LVL TOTAL</b>    |                | 294   |                  | 354   |                | 330   |                | 325   |                | 347   |                   | 378   | 2028          |
| <b>GRADE LVL SECTNS</b>   | 16             |       | 17               |       | 17             |       | 14             |       | 14             |       | 16                |       |               |
| <b>AVERAGE LOADS</b>      |                | 18.38 |                  | 20.82 |                | 19.41 |                | 23.21 |                | 24.79 |                   | 23.63 |               |
| <b>TOTAL SC SPED</b>      | 12             |       | 5                |       | 6              |       | 9              |       | 7              |       | 4                 |       | 43            |
| <b>TOTAL ENROLLED</b>     | 312            |       | 365              |       | 342            |       | 342            |       | 367            |       | 392               |       | 2120          |

Dual classes



# VISION 2030

**GOAL #4: STRATEGY #10**

**MAXIMIZING FAMILY ENGAGEMENT**

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BRENT CUMMINGS, PAM CLAYTON, MARLEN PEREZ AND  
MARK HIGGINS



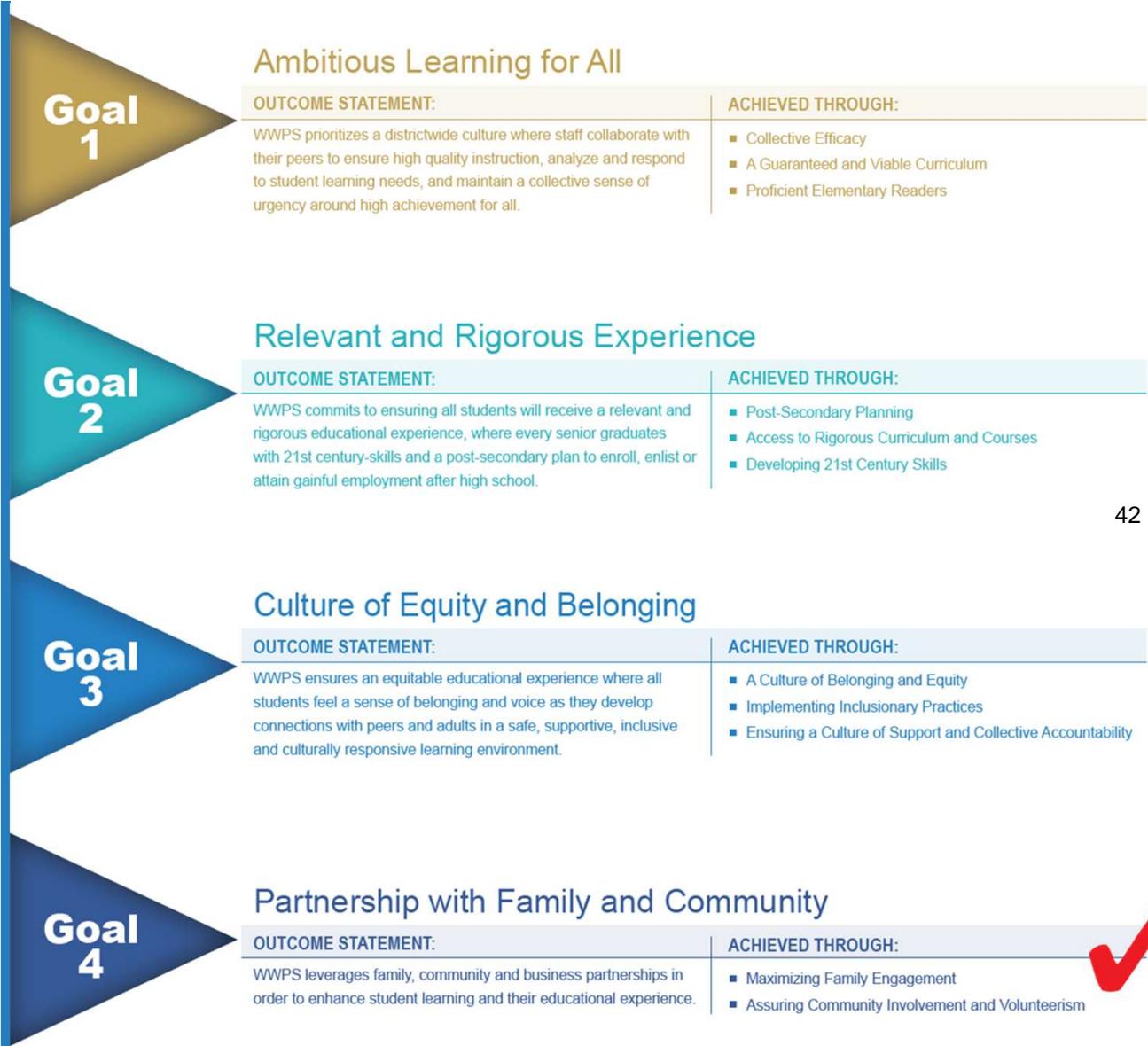
**Walla Walla Public Schools**

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  | Strategy   | Strategy Summary   | Measurement   | Board Review  |
|---|--|--|---|---|
| Goal #1: Ambitious Learning For All             | 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.   | Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning."<br>"Regular formative assessments are used to monitor student progress toward standard."   | May Study Meeting   |
|   | Guaranteed and Viable Curriculum                 | Ensure district-wide Promise Standards are taught, assessed and met for every student.   | Measured/Reported:<br>● Board review of K-5 promise standard attainment in math by standard (Winter and Spring).<br>● Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"  | December and June Business Meetings                         |
|   | 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.  | ● LETRS course completion data for staff<br>● DIBELS 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30)<br>● Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)  | November Study Meeting, February and July Business Meetings |
| Goal #2: Relevant and Rigorous Experience       | Post-Secondary Plans                             | Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.   | ● SchoolLinks access and utilization reporting<br>● Graduate survey that tracks post-secondary experiences over time<br>● Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."   | April Business Meeting                                      |
|   | 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. | ● Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses<br>● Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school."<br>(Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels." | October Study Meeting                                       |
|   | 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.  | ● Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future."<br>(Student): "This school is doing a good job of preparing me to succeed in my life."<br>● Monitor and report enrollment/participation data in financial literacy<br>● Monitor and report the number of students/credits earned through internships       | September Business Meeting                                  |
| Goal #3: Culture of Equity and Belonging        | A Culture of Equity and Belonging                | WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.   | ● Annual EES Survey (student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem."<br>(Family by race/ethnicity): "This school provides a caring/supportive environment for my student."<br>(Staff): "We are provided training to support culturally responsive practices and curriculum."                                     | February Study Meeting                                      |
|   | Implementing Inclusionary Practices              | Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.   | ● WASA IPP Teacher Input Survey (Fall/Spring)<br>● OSPI Least Restrictive Environment (LRE) Report<br>● Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school."<br>(Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."                      | March Business  |
|   | 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.  | ● Semi-annual review of student discipline data with Board<br>● Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations."<br>(Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms."<br>(Family): "My student feels safe at school."  | September and March Study Meetings                          |
| Goal #4: Partnerships with Family and Community | 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.   | ● Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school."<br>(Staff): "This school encourages parent involvement in their child's learning."<br>(Family): "I feel welcome at this school."<br>● Attendance/participation at parent/family events  | November Business   |
|   | Assuring Community Involvement and Volunteerism  | 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.   | Track and Monitor for Progress Through Get Connected System:<br>● Number of volunteers who have created accounts<br>● Number of opportunities each school has listed<br>● Volunteer hours per school<br>● Volunteer feedback  | August Business Meeting                                     |



# 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)

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# 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.

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# 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. Develop and finish individual school/parent compacts highlighting parent driven family engagement and leadership opportunities
  2. Create/support specific family events geared for each school twice a year that center around fun, learning and family.
  3. Identify a Website Manager to manage all 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.
  4. 100% transition to ParentSquare w/support
  5. Display the districtwide family engagement opportunities in one location using a simple format
  6. Procure 3rd party consultant to perform a parent engagement audit for the school district
    - I. Assist in organizing and promoting monthly family/principal meetings and partner with CIS and parents to determine topics and help schools identify frequently missed opportunities to reach families
    - II. Research and identify a 'parent to parent' support program at each school

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# 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

Develop and finish individual school/parent compacts highlighting parent driven family engagement and leadership opportunities



#### Family Learning Events

The following calendar tentatively lists family events for the 2024-2025 school year. We have designated events that specifically enhance family capacity to support learning at home.

| Month             | Event                              | Skill Focus   |
|-------------------|------------------------------------|---|
| August            | Back to School                     | Schoolwide Collective Commitments                                       |
| August 5, 6, or 8 | 6th grade Family Information Night | Skyward, Google Classroom, Parent Square, etc.                          |
| Aug-Jun           | Weekly Principal Newsletter        | Schoolwide information, learning tips, event calendar, parent resources |
| Sept 24-26        | Fall Goal Setting Conferences      | Relationship Building, goal setting                                     |
| Oct 15            | Culture Night                      | Relationship Building, Appreciating Diversity                           |
| November          | Dia de los Muertos Celebration     | English Language Arts (ELA) Skill                                       |
| December          | Jingle Bell Jog                    | Social/Emotional- Physical Activities                                   |
| February          | Winter Conferences                 | ELA & Math Progress, Study Tips   |

|          |   |  |
|----------|---|--|
| Nov      | Hot Chocolate & Chat with the Principal | Hot chocolate and talk with the Principal - opportunity for parents to meet with Jenny Foster to discuss overall progress/concerns/wonderings about school workings  |
|          | Charla y chocolate con la Directora     | Chocolate caliente y charla con la Directora - oportunidad para que los padres se reúnan con Jenny Foster para discutir el progreso general, preocupaciones o dudas sobre el funcionamiento de la escuela  |
| Nov 1-22 | Turkey Disguise activity & videos       | <p>Make a schoolwide turkey in disguise mural. Spanish and English videos about turkeys and 3 facts from videos</p> <ul style="list-style-type: none"> <li>• Watch video about turkeys - English               <ul style="list-style-type: none"> <li>○ <a href="#">Turkey video for Kids - English</a></li> <li>○ <a href="#">Turkey Facts - English - write down 3 facts</a></li> </ul> </li> <li>• Watch video about turkeys - Spanish               <ul style="list-style-type: none"> <li>○ <a href="#">Video de pavos para niños - español</a></li> <li>○ Hechos sobre los pavos - escribe 3 hechos</li> </ul> </li> </ul> |

Edison



#### Family Learning Events

The following calendar lists family events for the 2024-2025 school year. We have designated events that specifically enhance family capacity to support learning at home.

| Activities                       | Dates of Activities                  | Grade Level(s) | Home to School Connections                                     | Contact Person                     |
|----------------------------------|--------------------------------------|----------------|--|------------------------------------|
| Back to School Open House        | Aug 15th                             | K-5            | Beginning of the school year information, checklist, resources | Amy Ford                           |
| Family Food Truck Night          | Sept 19th                            | K-5            | SEL, promoting family engagement                               | Cesar Hernandez                    |
| Conferences                      | Sept 24, 25, & 26<br>Feb 11, 12 & 13 | K-5            | Information, resources, academic supports                      | Cesar Hernandez                    |
| SAM (Safety Always Matters)      | Sept 30<br>Oct 1                     | K-5            | Address/phone number memorization                              | Kristi Richards                    |
| Campus Cleanup Day               | Oct & Mar                            | K-5            | Social Studies-Community                                       | Kristi Richards                    |
| Panther Pastry Party             | Oct 18                               | K-5            | Promote literacy and joy for reading                           | Kristi Richards                    |
| Toiletry Drive                   | Nov TBD                              | K-5            | SEL/Resources  | Andraya Anderson & Kristi Richards |
| Family Engagement book selection | March TBD                            | K-2            | Have books out. Ask/answer questions about the story           | Brad Hobbs                         |
| Family Engagement book selection | May TBD                              | K-2            | Have books out. Ask/answer questions about the story           | Brad Hobbs                         |

# 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

Create/support specific family events geared for each school twice a year that centers around fun, learning and family.

Family Basketball Fun

Cinco de Mayo

Academic Nights

48

Block Party

Harvest Party

Reptile Man

Kinder Roundup

Science Nights

# 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.

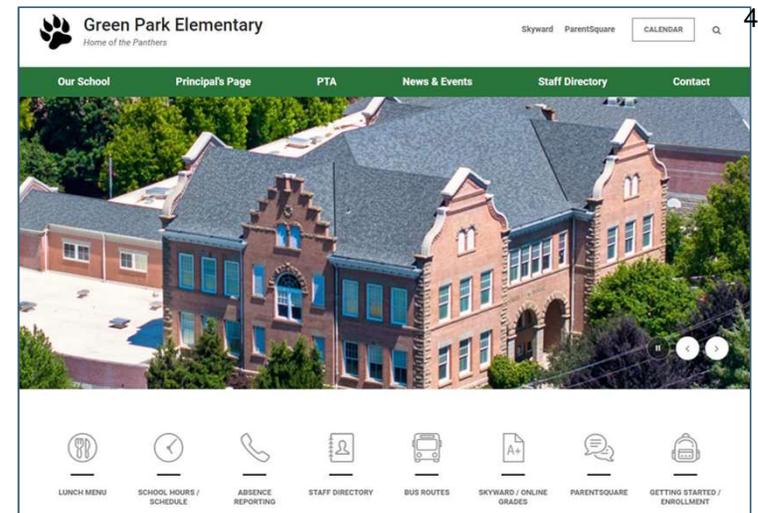
### ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

Identify a Website Manager to manage all 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.



JH Digital Consulting & DEVELOPMENT



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# 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

100% transition to ParentSquare, with support

#### OVERALL SNAPSHOT

5,990  
STUDENTS →

1,193  
STAFF & TEACHERS →

5,505  
PARENTS →

330  
GUESTS →

98%  
CONTACTABLE



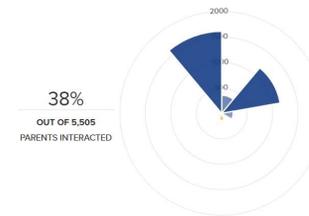
#### 5,990 STUDENTS' FAMILIES →

- CONTACTABLE 5,895 →  
At least one student contact is contactable
- NON-CONTACTABLE 78 →  
No student contact is contactable
- NO CONTACT INFO 17 →  
There are no student contacts listed

#### LANGUAGES



#### INTERACTION



#### COMMENTS

355 Commented

#### APPRECIATIONS

1165 Appreciated

#### RSVPS

226 RSVP'd

#### VOLUNTEERS

40 Volunteered

#### DIRECT MESSAGES

1610 Sent Direct Messages

\* all values are totaled starting from June 21, 2024

#### ITEMS

137 Signed Up

#### FORMS / PERMISSIONS

76 Completed

#### PAYMENTS

0 Paid

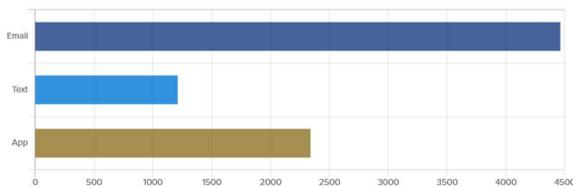
#### POLLS

0 Voted

50

#### REACH & DELIVERABILITY

#### REACH METHODS



#### EMAIL

- 4,597 (84%) Parents with emails
- 4,462 (81%) Opted to receive emails
- 4,462 (81%) Receiving emails
- 0 (0%) Failed emails

#### APP

- 2,656 (48%) Parents with app
- 2,339 (43%) Receiving notifications

#### TEXT

- 5,429 (99%) Parents with phones
- 1,211 (22%) Opted to receive texts
- 1,211 (22%) Receiving texts
- 0 (0%) Failed texts

\* all percentages are out of the total 5,505 parents in the District.

### Registration #1706711 Confirmation

| Registration #                                   | Responsible Party                                       |
|--|---|
| 1706711  | Carrie LaRoy  |
| Navigating ParentSquare                          |   |
| <b>Event Id</b><br>#169441                       | <b>Other</b><br><a href="#">Navigating ParentSquare</a> |
| <b>Dates</b><br>Thu, May 9 - Thu, August 29 2024 |   |
| <b>Administered By</b><br>Walla Walla            |   |
| <b>Credits</b><br>1.00 Clock Hours (2324-0052)   |   |

# 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

Display the districtwide family engagement opportunities in one location using a simple format

## District Events Calendar

For events related to specific schools, please visit their school website.

+ School Events Calendars

### Search District Calendar

Keyword Search ✖

SEARCH

< NOVEMBER 2024 >

SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

|    |    |   |    |                                     |  |   |
|----|----|---|----|-------------------------------------|--|---|
| 27 | 28 | 29<br><b>WWPS Jazz Night @ WaHi Auditorium</b><br>○ 7:00 PM - 9:00 PM | 30 | 31<br><b>Halloween</b><br>○ all day | 1<br><b>First Day of American Indian Heritage Month</b><br>○ all day | 2<br><b>Early Dismissal (TK-12) - Check School for Dismissal Time</b><br>○ 11:40 AM - 2:00 PM |
|----|----|---|----|-------------------------------------|--|---|

## Berney Events

< NOVEMBER 2024 >

SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

|  |  |   |   |  |   |   |
|--|--|---|---|--|---|---|
| 27   | 28   | 29<br><b>Character Trait Assembly</b><br>○ 1:00 PM - 1:30 PM<br><b>Early Release Wednesday</b><br>○ 1:40 PM - 1:40 PM | 30<br><b>Costume Day</b><br>○ all day<br><b>Halloween</b><br>○ all day<br><b>BE Costume Parade</b><br>○ 2:00 PM - 2:30 PM | 31<br><b>First Day of American Indian Heritage Month</b><br>○ all day<br><b>Walking School Bus</b><br>○ 7:40 AM - 8:00 AM<br><b>Early Dismissal</b><br>○ 11:40 AM - 12:10 PM<br><b>No Campfire Today</b><br>○ 12:00 PM - 5:00 PM | 1   | 2 |
| 3<br><b>Daylight Saving Time ends</b><br>○ all day | 4<br><b>2nd Grade to STEM Presentation</b><br>○ 12:30 PM - 2:30 PM | 5<br><b>Election Day (General Election)</b><br>○ all day<br><b>Boys Basketball Season Begins</b><br>○ all day         | 6<br><b>Early Release Wednesday</b><br>○ 1:40 PM - 1:40 PM  | 7<br><b>Veterans Day Program</b><br>○ 1:00 PM - 2:00 PM  | 8<br><b>Walking School Bus</b><br>○ 7:40 AM - 8:00 AM | 9 |

# 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

Procure 3rd party consultant to perform a parent engagement audit for the school district



**Walla Walla Public Schools**  
*Developing Washington's Most Sought-After Graduates*



**WALLA WALLA SCHOOL  
DISTRICT HARVEST**



- The result of the Walla Walla School District Harvest was the formation of a Core Team (Fall 2024) to lead Systemic Engagement (Maximizing Family Engagement) through Communities of Practice (CoP).

# 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:

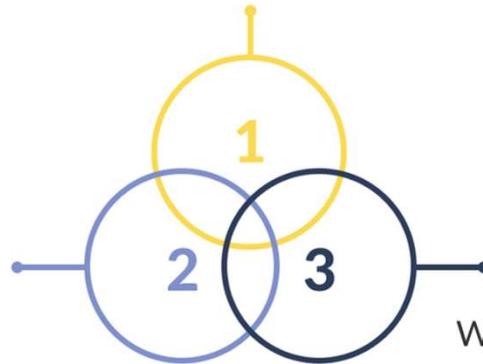
- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

## Maximizing Family Engagement

What we care about

**Core Team,  
+ Community**

Who cares about it



**Systemic  
Engagement**

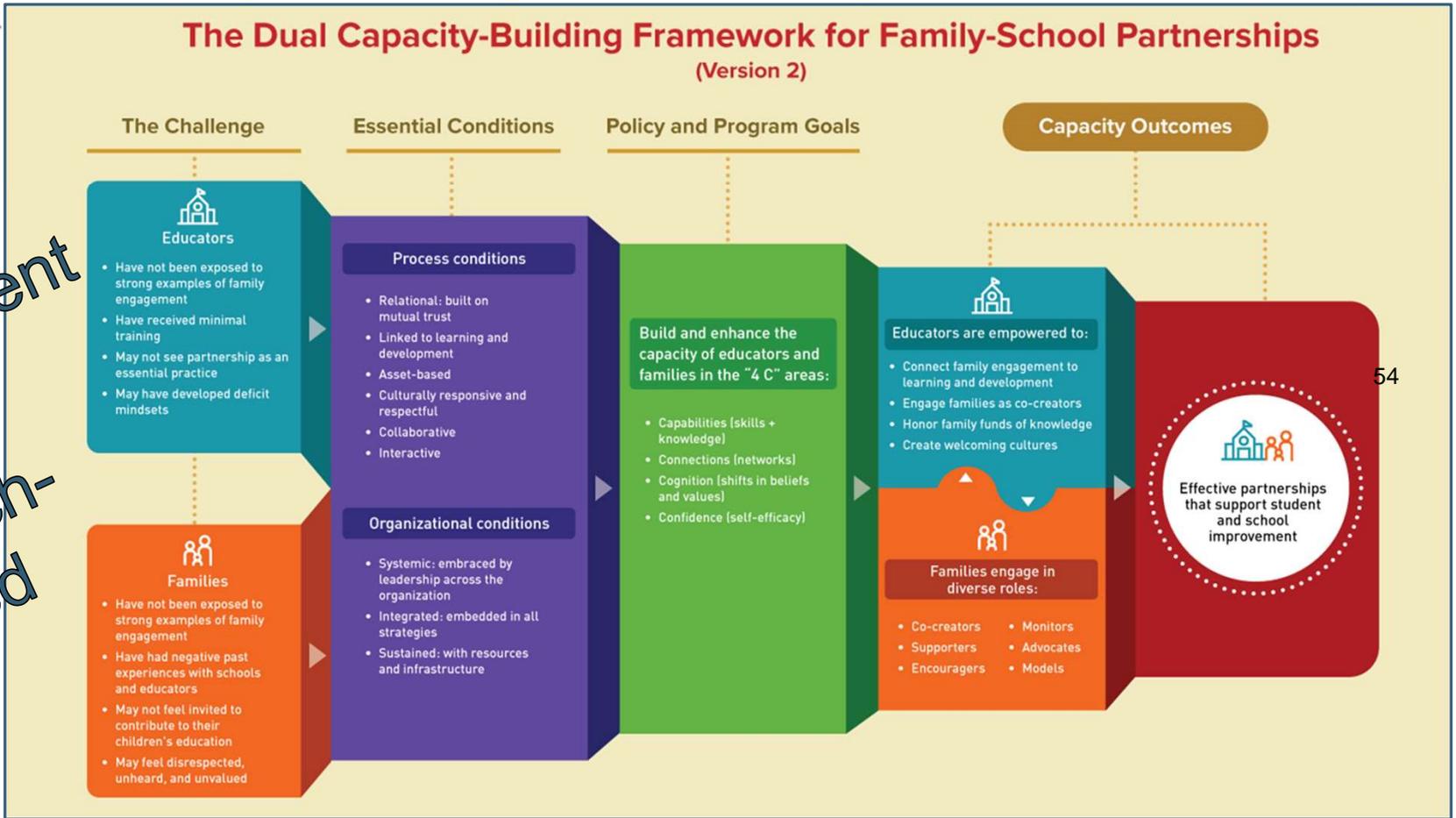
What we do together about it

# Goal 4

## Partnership with Family and Community

### The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

Systemic Engagement  
↓  
Research-Based



# 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.

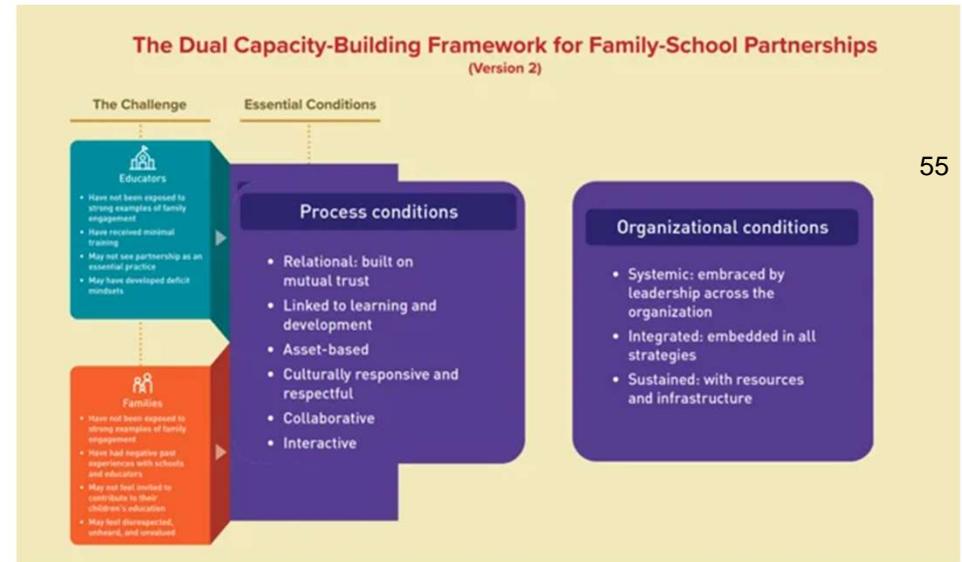
### ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism



**Building engagement practice that is sustainable requires a systemic approach.**

Providing Building Systemic Engagement, a five-session professional development series designed specifically for district level engagement leaders, with district-specific coaching focused on the Essential Conditions.



# 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

- **Community of Practice - Pilot Sites:**
  - **1 High School (Wa-Hi), 1 Middle School, 2 Elementary Schools (1 Dual Elementary)**
- Two-Fold, a combination of:
  - **Current promising initiatives that can be grown, and**
  - **Sites ready to capitalize on one of a “a la carte” selection of existing high quality practices/strategies** (from the Institute of Educational Leadership, supported by the Washington Statewide Family Engagement Center, and local community partners):
    - *Family Friendly Walk Through*
    - *Academic Parent Teacher Teams*
    - *Parent Teacher Home Visit*
    - *Student-led Conference*
    - *Community Cafe*
    - *Parent Cafe*
    - *“Parent to Parent” (WWVDN)*
    - *Communication - FE Portal (JH Digital Consulting & Development) & Parent Square*

# Goal 4

## Partnership with Family and Community

### OUTCOME STATEMENT:

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### ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

### ■ Maximizing Family Engagement - 2024-2025 Timeline

|                           |   |
|---------------------------|---|
| <b>August - September</b> | <p><b>Identify and Establish "Core Team"</b></p> <ul style="list-style-type: none"> <li>● Pam Clayton - Family and Community Engagement Coordinator</li> <li>● Marlen Pérez - Principal on Special Assignment</li> <li>● Brent Cummings - Community Outreach and Partnership Coordinator</li> <li>● TBD (Cabinet Member)</li> </ul> |
| <b>October - February</b> | <p><b>Build Core Team Understanding</b></p> <p>Institute for Educational Leadership (IEL) Community of Practice (CoP) work sessions with IEL and EDNW - Oct. 1, Nov. 12, Dec. 17, Jan. 28, &amp; Feb 18</p>   |
|                           | <p><b>Define and Develop Family Engagement Messaging</b></p> <p>Internal messaging to garner broader interest and understanding</p>   |
|                           | <p><b>Establish Short and Long-Term Goals</b></p> <p>6 month, 1 year, and 2-5 year outcomes defined by CoP work</p>   |

|                         |  |
|-------------------------|--|
| <b>February - March</b> | <p><b>Broaden Community of Practice (CoP)</b></p> <p>"Core Team" plus key staff and stakeholders - precursor to pilot site onboarding</p>  |
|                         | <p><b>Refine Family Engagement Messaging</b> <span style="float: right;">57</span></p> <p>Utilize CEE winter (and historic) data and additional CoP members' voices to broaden communication to finalize pilot site selection.</p> |
| <b>April - May</b>      | <p><b>Pilot Site Onboarding</b></p> <p>Establish clear school/district expectations, highlight targeted strategies (from CoP), and build capacity through training, tools, and resources.</p>                                      |
| <b>June - August</b>    | <p><b>School-Based Implementation Plans</b></p> <p>Goals, strategies, scope of work, and timeline</p>  |
|                         | <p><b>Launch Pilot Sites (2025-2026)</b></p> <p>Celebrate successful kickoff, begin ongoing monitoring and feedback collection</p>   |

# 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.

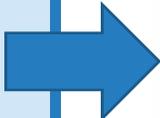
### ACHIEVED THROUGH:

- 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

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# Strategic Plan Interactive Dashboards Now Live on Website




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HOME > DISTRICT > STRATEGIC PLAN > GOAL 4

Vision 2030

Goal 1

Goal 2

Goal 3

**Goal 4**

Vision 2030 Process

Previous Strategic Plans



## Partnership with Family and Community

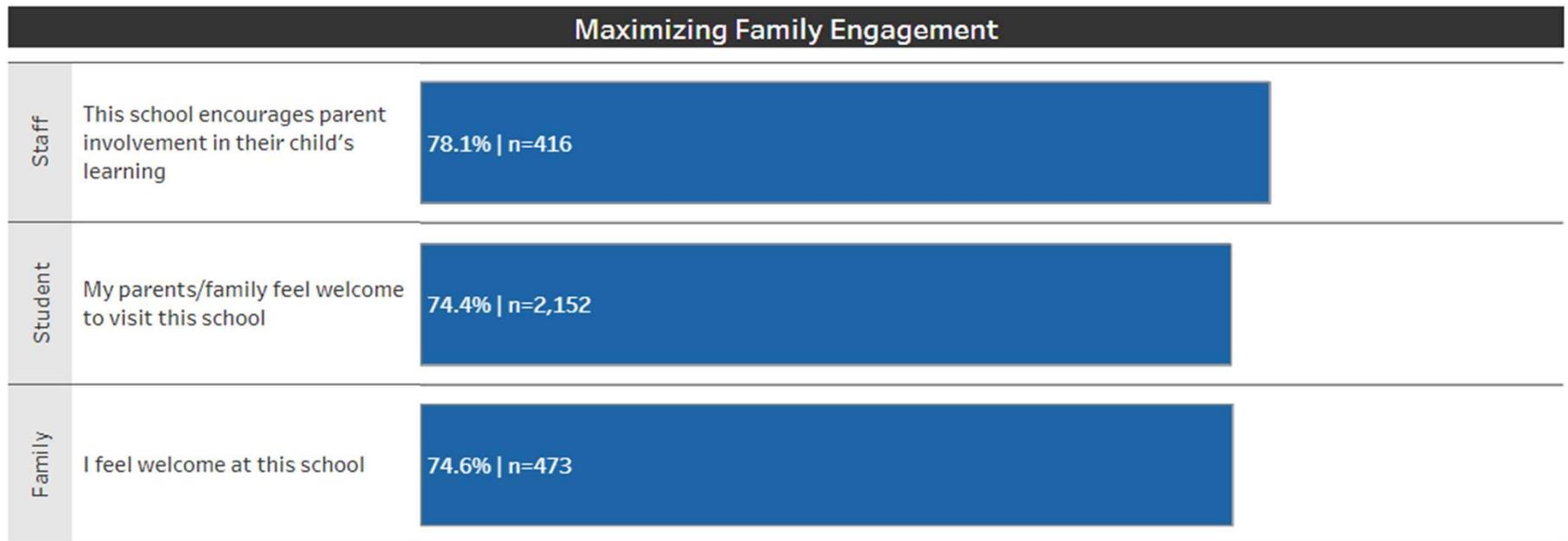
| OUTCOME STATEMENT:  | ACHIEVED THROUGH:   |
|---|---|
| WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience. | <ul style="list-style-type: none"> <li>Maximizing Family Engagement</li> <li>Assuring Community Involvement and Volunteerism</li> </ul> |

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Goal 4 Dashboard | SWITCH TO DESKTOP VIEW >

| Maximizing Family Engagement |   |                 |
|------------------------------|---|-----------------|
| Staff                        | This school encourages parent involvement in their child's learning | 78.1%   n=416   |
| Student                      | My parents/family feel welcome to visit this school                 | 74.4%   n=2,152 |

# Monitoring Data for Improvement (23-24 Data)



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Annual data will be stacked so that progress can be tracked over time

# 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?





| Goal  | Strategy   | Strategy Summary   | Measurement   | Board Review  |
|---|--|--|---|---|
| Goal #1: Ambitious Learning For All             | 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.   | Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning."<br>"Regular formative assessments are used to monitor student progress toward standard."   | May Study Meeting   |
|   | Guaranteed and Viable Curriculum                 | Ensure district-wide Promise Standards are taught, assessed and met for every student.   | Measured/Reported:<br>● Board review of K-5 promise standard attainment in math by standard (Winter and Spring).<br>● Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"  | December and June Business Meetings                         |
|   | 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.  | ● LETRS course completion data for staff<br>● DIBELS 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30)<br>● Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)  | November Study Meeting, February and July Business Meetings |
| Goal #2: Relevant and Rigorous Experience       | Post-Secondary Plans                             | Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.   | ● SchoolLinks access and utilization reporting<br>● Graduate survey that tracks post-secondary experiences over time<br>● Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."   | April Business Meeting                                      |
|   | 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. | ● Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses<br>● Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school."<br>(Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels." | October Study Meeting                                       |
|   | 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.  | ● Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future."<br>(Student): "This school is doing a good job of preparing me to succeed in my life."<br>● Monitor and report enrollment/participation data in financial literacy<br>● Monitor and report the number of students/credits earned through internships       | September Business Meeting                                  |
| Goal #3: Culture of Equity and Belonging        | A Culture of Equity and Belonging                | WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.   | ● Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem."<br>(Family by race/ethnicity): "This school provides a caring/supportive environment for my student."<br>(Staff): "We are provided training to support culturally responsive practices and curriculum."                                      | February Study Meeting                                      |
|   | Implementing Inclusionary Practices              | Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.   | ● WASA IPP Teacher Input Survey (Fall/Spring)<br>● OSPI Least Restrictive Environment (LRE) Report<br>● Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school."<br>(Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."                      | March Business  |
|   | 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.  | ● Semi-annual review of student discipline data with Board<br>● Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations."<br>(Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms."<br>(Family): "My student feels safe at school."  | September and March Study Meetings                          |
| Goal #4: Partnerships with Family and Community | 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.   | ● Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school."<br>(Staff): "This school encourages parent involvement in their child's learning."<br>(Family): "I feel welcome at this school."<br>● Attendance/participation at parent/family events  | November Business   |
|   | Assuring Community Involvement and Volunteerism  | 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.   | Track and Monitor for Progress Through Get Connected System:<br>● Number of volunteers who have created accounts<br>● Number of opportunities each school has listed<br>● Volunteer hours per school<br>● Volunteer feedback  | August Business Meeting                                     |



**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          | \$ 239,300           | \$ 61,362           | \$ 6,233,067          | \$ 6,378         | \$ 190,047           | \$ 11,416         | \$ -        | \$ 6,741,570          |                        | \$ 144,687     | 2.15%             |
| SEP ACTUAL             | \$ 174,438           | \$ 65,619           | \$ 6,152,523          | \$ 3,137         | \$ 483,835           | \$ 6,704          |             |                       | \$ 6,886,256           | \$ 144,687     | YTD               |
| OCT PROJECTED          | \$ 3,725,622         | \$ 69,056           | \$ 5,827,709          | \$ 6,378         | \$ 390,047           | \$ 11,416         | \$ -        | \$ 10,030,228         |                        | \$ 82,368      | 0.82%             |
| OCT ACTUAL             | \$ 3,913,046         | \$ 110,160          | \$ 5,736,771          | \$ 6,702         | \$ 339,777           | \$ 6,141          |             |                       | \$ 10,112,596          | \$ 227,055     | YTD               |
| NOV PROJECTED          | \$ 579,594           | \$ 215,200          | \$ 4,132,593          | \$ 6,378         | \$ 1,580,606         | \$ 11,416         | \$ -        | \$ 6,525,787          |                        | \$ (1,147,089) | -17.58%           |
| NOV ACTUAL             | \$ 485,580           | \$ 79,614           | \$ 3,812,184          | \$ 6,380         | \$ 976,790           | \$ 18,150         |             |                       | \$ 5,378,698           | \$ (920,034)   | YTD               |
| DEC PROJECTED          | \$ 46,522            | \$ 53,137           | \$ 6,526,531          | \$ 6,378         | \$ 1,169,330         | \$ 11,416         | \$ -        | \$ 7,813,314          |                        | \$ 549,897     | 7.04%             |
| DEC ACTUAL             | \$ 28,418            | \$ 95,741           | \$ 6,270,818          | \$ 6,380         | \$ 1,952,208         | \$ 9,644          |             |                       | \$ 8,363,210           | \$ (370,137)   | YTD               |
| JAN PROJECTED          | \$ 23,222            | \$ 51,928           | \$ 6,068,997          | \$ 6,378         | \$ 1,159,764         | \$ 11,416         | \$ -        | \$ 7,321,705          |                        | \$ (109,527)   | -1.50%            |
| JAN ACTUAL             | \$ 16,889            | \$ 149,113          | \$ 5,901,092          | \$ 6,242         | \$ 1,132,017         | \$ 6,825          |             |                       | \$ 7,212,178           | \$ (479,664)   | YTD               |
| FEB PROJECTED          | \$ 192,266           | \$ 45,473           | \$ 6,266,783          | \$ 6,569         | \$ 1,108,764         | \$ 11,416         | \$ -        | \$ 7,631,271          |                        | \$ (137,636)   | -1.80%            |
| FEB ACTUAL             | \$ 52,614            | \$ 69,624           | \$ 6,293,615          | \$ 6,911         | \$ 1,061,327         | \$ 9,544          |             |                       | \$ 7,493,635           | \$ (617,300)   | YTD               |
| MAR PROJECTED          | \$ 1,257,520         | \$ 120,000          | \$ 6,205,784          | \$ 6,569         | \$ 1,060,764         | \$ 11,416         | \$ -        | \$ 8,662,053          |                        | \$ (78,242)    | -0.90%            |
| MAR ACTUAL             | \$ 1,187,619         | \$ 65,099           | \$ 6,312,934          | \$ 6,911         | \$ 996,015           | \$ 15,232         |             |                       | \$ 8,583,811           | \$ (695,542)   | YTD               |
| APR PROJECTED          | \$ 4,533,955         | \$ 20,000           | \$ 6,878,838          | \$ 6,569         | \$ 1,107,598         | \$ 11,416         | \$ -        | \$ 12,558,376         |                        | \$ (83,127)    | -0.66%            |
| APR ACTUAL             | \$ 4,495,742         | \$ 56,816           | \$ 6,980,606          | \$ 6,911         | \$ 919,166           | \$ 16,008         |             |                       | \$ 12,475,249          | \$ (778,670)   | YTD               |
| MAY PROJECTED          | \$ 905,357           | \$ 46,000           | \$ 3,985,184          | \$ 6,569         | \$ 1,165,764         | \$ 11,416         | \$ -        | \$ 6,120,290          |                        | \$ 229,204     | 3.74%             |
| MAY ACTUAL             | \$ 1,081,290         | \$ 94,061           | \$ 4,054,871          | \$ 6,911         | \$ 1,109,056         | \$ 3,305          |             |                       | \$ 6,349,494           | \$ (549,466)   | YTD               |
| JUN PROJECTED          | \$ 55,257            | \$ 98,520           | \$ 4,198,316          | \$ 6,569         | \$ 1,154,764         | \$ 11,416         | \$ -        | \$ 5,524,842          |                        | \$ 529,197     | 9.58%             |
| JUN ACTUAL             | \$ 40,909            | \$ 193,603          | \$ 4,460,265          | \$ 6,911         | \$ 1,349,861         | \$ 2,490          |             |                       | \$ 6,054,039           | \$ (20,269)    | YTD               |
| JUL PROJECTED          | \$ 40,591            | \$ 167,532          | \$ 8,950,216          | \$ 6,569         | \$ 1,060,951         | \$ 11,416         | \$ -        | \$ 10,237,275         |                        | \$ 443,556     | 63.33%            |
| JUL ACTUAL             | \$ 46,828            | \$ 162,705          | \$ 9,532,117          | \$ 6,675         | \$ 930,517           | \$ 1,989          |             |                       | \$ 10,680,831          | \$ 423,288     | YTD               |
| AUG PROJECTED          | \$ 105,768           | \$ 334,792          | \$ 7,554,861          | \$ 3,285         | \$ 1,915,544         | \$ 11,416         | \$ -        | \$ 9,925,666          |                        | \$ (258,973)   | -2.61%            |
| AUG ACTUAL             | \$ 86,068            | \$ (2,666)          | \$ 7,412,220          | \$ 3,383         | \$ 2,151,146         | \$ 16,541         |             |                       | \$ 9,666,693           | \$ 164,315     | YTD               |
| <b>Total Projected</b> | <b>\$ 11,704,974</b> | <b>\$ 1,283,000</b> | <b>\$ 72,828,879</b>  | <b>\$ 74,586</b> | <b>\$ 13,063,943</b> | <b>\$ 136,992</b> | <b>\$ -</b> | <b>\$ 99,092,374</b>  |                        |                |                   |
| <b>Adopted Budget</b>  | <b>\$ 11,719,978</b> | <b>\$ 1,283,000</b> | <b>\$ 74,002,436</b>  | <b>\$ 66,000</b> | <b>\$ 13,870,922</b> | <b>\$ 137,000</b> | <b>\$ -</b> | <b>\$ 101,079,336</b> |                        |                |                   |
| <b>Variance</b>        | <b>\$ (15,004)</b>   | <b>\$ -</b>         | <b>\$ (1,173,557)</b> | <b>\$ 8,586</b>  | <b>\$ (806,979)</b>  | <b>\$ (8)</b>     | <b>\$ -</b> | <b>\$ (1,986,962)</b> |                        |                |                   |
| TOTAL ACTUAL           | \$ 11,609,442        | \$ 1,139,490        | \$ 72,920,017         | \$ 73,452        | \$ 13,401,713        | \$ 112,574        | \$ -        | \$ 99,256,689         | <b>FORECAST ACTUAL</b> | \$             | <b>99,256,689</b> |
| % collected to PRO     | 99.18%               | 88.81%              | 100.13%               | 98.48%           | 102.59%              | 82.18%            | #DIV/0!     | 100.17%               |                        |                |                   |

**NOTES:** November Actuals are lower than projections due to timing of approvals for grants from OSPI and differences in the actual amount of competitive state grant funds received.  
Grant amounts will be updated for January's dashboard report.

|               |                                     |                             |                           |
|---------------|-------------------------------------|-----------------------------|---------------------------|
| <b>LEGEND</b> | Above or within 2.00% of projection | Between 2.01% & 5.00% below | Below 5.01% of projection |
|---------------|-------------------------------------|-----------------------------|---------------------------|

## MONTHLY EXPENDITURE REPORT

| MONTH                | PROJ. P/R   | ACTUAL P/R                             | PROJ. A/P     | ACTUAL A/P    | TOTAL                            | VARIANCE                          |
|----------------------|---|--|---------------|---------------|----------------------------------|-----------------------------------|
| SEPTEMBER PROJECTED  | \$ 6,310,008  |  | \$ 2,605,100  |               | \$ 8,915,108 MONTHLY             | \$ (436,705) -4.90%               |
| SEPTEMBER ACTUAL     |   | \$ 6,259,132                           |               | \$ 2,219,270  | \$ 8,478,403 YTD                 | \$ (436,705) -4.90%               |
| OCTOBER PROJECTED    | \$ 6,504,543  |  | \$ 1,487,525  |               | \$ 7,992,068 MONTHLY             | \$ (6,740) -0.08%                 |
| OCTOBER ACTUAL       |   | \$ 6,407,832                           |               | \$ 1,577,496  | \$ 7,985,328 YTD                 | \$ (443,445) -2.62%               |
| NOVEMBER PROJECTED   | \$ 7,339,544  |  | \$ 1,315,841  |               | \$ 8,655,384 MONTHLY             | \$ (175,043) -2.02%               |
| NOVEMBER ACTUAL      |   | \$ 7,244,989                           |               | \$ 1,235,353  | \$ 8,480,342 YTD                 | \$ (618,488) -2.42%               |
| DECEMBER PROJECTED   | \$ 6,499,974  |  | \$ 1,586,515  |               | \$ 8,086,489 MONTHLY             | \$ (463,631) -5.73%               |
| DECEMBER ACTUAL      |   | \$ 6,346,110                           |               | \$ 1,276,748  | \$ 7,622,858 YTD                 | \$ (1,082,118) -3.22%             |
| JANUARY PROJECTED    | \$ 6,462,273  |  | \$ 1,253,297  |               | \$ 7,715,569 MONTHLY             | \$ (542,689) -7.03%               |
| JANUARY ACTUAL       |   | \$ 6,316,353                           |               | \$ 856,526    | \$ 7,172,880 YTD                 | \$ (1,624,808) -3.93%             |
| FEBRUARY PROJECTED   | \$ 6,494,891  |  | \$ 1,593,334  |               | \$ 8,088,224 MONTHLY             | \$ 463,934 5.74%                  |
| FEBRUARY ACTUAL      |   | \$ 6,449,487                           |               | \$ 2,102,672  | \$ 8,552,159 YTD                 | \$ (1,160,873) -2.35%             |
| MARCH PROJECTED      | \$ 6,512,260  |  | \$ 1,181,186  |               | \$ 7,693,446 MONTHLY             | \$ (404,359) -5.26%               |
| MARCH ACTUAL         |   | \$ 6,502,793                           |               | \$ 786,294    | \$ 7,289,087 YTD                 | \$ (1,565,233) -2.74%             |
| APRIL PROJECTED      | \$ 6,289,629  |  | \$ 1,259,662  |               | \$ 7,549,291 MONTHLY             | \$ (83,240) -1.10%                |
| APRIL ACTUAL         |   | \$ 6,458,791                           |               | \$ 1,007,261  | \$ 7,466,051 YTD                 | \$ (1,648,473) -2.55%             |
| MAY PROJECTED        | \$ 6,939,657  |  | \$ 1,167,528  |               | \$ 8,107,185 MONTHLY             | \$ 218,182 2.69%                  |
| MAY ACTUAL           |   | \$ 6,678,128                           |               | \$ 1,647,239  | \$ 8,325,366 YTD                 | \$ (1,430,291) -1.96%             |
| JUNE PROJECTED       | \$ 6,594,898  |  | \$ 1,394,596  |               | \$ 7,989,494 MONTHLY             | \$ (179,722) -2.25%               |
| JUNE ACTUAL          |   | \$ 6,624,943                           |               | \$ 1,184,828  | \$ 7,809,772 YTD                 | \$ (1,610,013) -1.99%             |
| JULY PROJECTED       | \$ 6,966,442  |  | \$ 1,098,742  |               | \$ 8,065,184 MONTHLY             | \$ (304,551) -3.78%               |
| JULY ACTUAL          |   | \$ 6,811,268                           |               | \$ 949,364    | \$ 7,760,633 YTD                 | \$ (1,914,564) -2.15%             |
| AUGUST PROJECTED     | \$ 6,754,740  |  | \$ 3,974,406  |               | \$ 10,729,146 MONTHLY            | \$ 235,839 2.20%                  |
| AUGUST ACTUAL        |   | \$ 6,057,190                           |               | \$ 4,907,795  | \$ 10,964,984 YTD                | \$ (1,678,725) -1.69%             |
| TOTAL PROJECTED      | \$ 79,668,857   |  | \$ 19,917,730 |               | \$ 99,586,587                    |                                   |
| ADOPTED BUDGET       | \$ 80,229,529   |  | \$ 20,855,645 |               | \$ 101,085,174                   |                                   |
| VARIANCE             | \$ 560,672  |  | \$ 937,915    |               | \$ 1,498,587                     |                                   |
| TOTAL ACTUAL         |   | \$ 78,157,016                          |               | \$ 19,750,845 | \$ 97,907,862                    | <b>FORECAST ACT \$ 97,907,862</b> |
| % spent to projected |   | 98.10%                                 |               | 99.16%        | 98.31%                           |                                   |
| Notes:               | <b>February actuals include 3 AP runs instead of the typical 2- this should result in March being under projections</b> |  |               |               |                                  |                                   |
| <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) |  |                      |   | \$ 9,300,000        |                                  |        |                                     |
| Beginning Fund Balance (Actual)    |  |                      |   | \$ 10,644,524       |                                  |        |                                     |
| September                          | PROJECTED                                  | \$ 6,741,570         | \$ 8,915,108                                      | \$ 7,126,462        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 6,886,256         | \$ 8,478,403                                      | \$ 9,052,378        | \$ 1,925,916                     | 27.02% | 10.78%                              |
| October                            | PROJECTED                                  | \$ 10,030,228        | \$ 7,992,068                                      | \$ 9,164,622        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 10,112,596        | \$ 7,985,328                                      | \$ 11,179,645       | \$ 2,015,024                     | 21.99% | 13.46%                              |
| November                           | PROJECTED                                  | \$ 6,525,787         | \$ 8,655,384                                      | \$ 7,035,024        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 5,378,698         | \$ 8,480,342                                      | \$ 8,078,002        | \$ 1,042,978                     | 14.83% | 12.49%                              |
| December                           | PROJECTED                                  | \$ 7,813,314         | \$ 8,086,489                                      | \$ 6,761,849        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 8,363,210         | \$ 7,622,858                                      | \$ 8,818,354        | \$ 2,056,505                     | 30.41% | 13.50%                              |
| January                            | PROJECTED                                  | \$ 7,321,705         | \$ 7,715,569                                      | \$ 6,367,984        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 7,212,178         | \$ 7,172,880                                      | \$ 8,857,652        | \$ 2,489,668                     | 39.10% | 13.93%                              |
| February                           | PROJECTED                                  | \$ 7,631,271         | \$ 8,088,224                                      | \$ 5,911,031        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 7,493,635         | \$ 8,552,159                                      | \$ 7,799,128        | \$ 1,888,098                     | 31.94% | 13.33%                              |
| March                              | PROJECTED                                  | \$ 8,662,053         | \$ 7,693,446                                      | \$ 6,879,637        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 8,583,811         | \$ 7,289,087                                      | \$ 9,093,852        | \$ 2,214,215                     | 32.19% | 10.44%                              |
| April                              | PROJECTED                                  | \$ 12,558,376        | \$ 7,549,291                                      | \$ 11,888,722       |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 12,475,249        | \$ 7,466,051                                      | \$ 14,103,049       | \$ 2,214,327                     | 18.63% | 10.44%                              |
| May                                | PROJECTED                                  | \$ 6,120,290         | \$ 8,107,185                                      | \$ 9,901,828        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 6,349,494         | \$ 8,325,366                                      | \$ 12,127,177       | \$ 2,225,349                     | 22.47% | 10.45%                              |
| June                               | PROJECTED                                  | \$ 5,524,842         | \$ 7,989,494                                      | \$ 7,437,176        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 6,054,039         | \$ 7,809,772                                      | \$ 10,371,444       | \$ 2,934,268                     | 39.45% | 11.17%                              |
| July                               | PROJECTED                                  | \$ 10,237,275        | \$ 8,065,184                                      | \$ 9,609,267        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 10,680,831        | \$ 7,760,633                                      | \$ 13,291,643       | \$ 3,682,376                     | 38%    | 11.94%                              |
| August                             | PROJECTED                                  | \$ 9,925,666         | \$ 10,729,146                                     | \$ 8,805,787        |                                  |        |                                     |
|                                    | ACTUAL                                     | \$ 9,666,693         | \$ 10,964,984                                     | \$ 11,993,352       | \$ 3,187,565                     | 36%    | 11.74%                              |
| <b>PRELIMINARY PROJECTED EFB</b>   |  | <b>\$ 99,092,374</b> | <b>\$ 99,586,587</b>                              | <b>\$ 8,805,787</b> |                                  |        | 8.77%                               |
| <b>ACTUALS TO DATE</b>             |  | <b>\$ 99,256,689</b> | <b>\$ 97,907,862</b>                              |                     |                                  |        |                                     |
| <b>FORECASTED ACTUALS*</b>         |  | <b>\$99,256,689</b>  | <b>\$97,907,862</b>                               | <b>\$11,493,655</b> | <b>YEAR END PROJECTION</b>       |        | 11.74%                              |
| <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

**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          | \$ 235,000           | \$ 60,212         | \$ 6,495,493          | \$ -              | \$ 171,928          | \$ 9,375          | \$ -        | \$ 6,972,008          |                        | \$ (86,658) | -1.24%            |
| SEP ACTUAL             | \$ 238,489           | \$ 107,384        | \$ 6,357,939          | \$ -              | \$ 174,152          | \$ 7,387          |             |                       | \$ 6,885,350           | \$ (86,658) | YTD               |
| OCT PROJECTED          | \$ 3,725,622         | \$ 60,212         | \$ 5,954,175          | \$ 6,378          | \$ 452,428          | \$ 9,375          | \$ -        | \$ 10,208,190         |                        |             |                   |
| OCT ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| NOV PROJECTED          | \$ 480,000           | \$ 60,212         | \$ 3,961,416          | \$ 35,378         | \$ 965,852          | \$ 9,375          | \$ -        | \$ 5,512,233          |                        |             |                   |
| NOV ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| DEC PROJECTED          | \$ 30,000            | \$ 60,212         | \$ 6,579,828          | \$ 23,378         | \$ 756,877          | \$ 9,375          | \$ -        | \$ 7,459,670          |                        |             |                   |
| DEC ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| JAN PROJECTED          | \$ 15,000            | \$ 60,212         | \$ 6,193,983          | \$ 23,378         | \$ 765,427          | \$ 9,375          | \$ -        | \$ 7,067,375          |                        |             |                   |
| JAN ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| FEB PROJECTED          | \$ 55,000            | \$ 60,212         | \$ 6,583,743          | \$ 23,378         | \$ 756,877          | \$ 9,375          | \$ -        | \$ 7,488,585          |                        |             |                   |
| FEB ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| MAR PROJECTED          | \$ 1,757,520         | \$ 60,212         | \$ 6,589,523          | \$ 23,378         | \$ 871,496          | \$ 9,375          | \$ -        | \$ 9,311,504          |                        |             |                   |
| MAR ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| APR PROJECTED          | \$ 5,333,955         | \$ 60,212         | \$ 7,019,323          | \$ 23,378         | \$ 880,046          | \$ 9,375          | \$ -        | \$ 13,326,289         |                        |             |                   |
| APR ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| MAY PROJECTED          | \$ 1,450,000         | \$ 60,212         | \$ 4,097,668          | \$ 23,378         | \$ 984,996          | \$ 9,375          | \$ -        | \$ 6,625,629          |                        |             |                   |
| MAY ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| JUN PROJECTED          | \$ 40,000            | \$ 60,212         | \$ 4,452,458          | \$ 23,378         | \$ 871,496          | \$ 9,375          | \$ -        | \$ 5,456,919          |                        |             |                   |
| JUN ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| JUL PROJECTED          | \$ 40,591            | \$ 60,212         | \$ 9,461,318          | \$ 23,378         | \$ 766,546          | \$ 9,375          | \$ -        | \$ 10,361,420         |                        |             | 66                |
| JUL ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| AUG PROJECTED          | \$ 105,768           | \$ 60,212         | \$ 7,504,948          | \$ 23,378         | \$ 1,302,769        | \$ 9,375          | \$ -        | \$ 9,006,450          |                        |             |                   |
| AUG ACTUAL             |                      |                   |                       |                   |                     |                   |             |                       | \$ -                   | \$ (86,658) | YTD               |
| <b>Total Projected</b> | <b>\$ 13,268,456</b> | <b>\$ 722,544</b> | <b>\$ 74,893,876</b>  | <b>\$ 252,153</b> | <b>\$ 9,546,738</b> | <b>\$ 112,500</b> | <b>\$ -</b> | <b>\$ 98,796,267</b>  |                        |             |                   |
| <b>Adopted Budget</b>  | <b>\$ 13,544,008</b> | <b>\$ 676,000</b> | <b>\$ 76,052,154</b>  | <b>\$ 255,000</b> | <b>\$ 9,872,684</b> | <b>\$ 112,500</b> | <b>\$ -</b> | <b>\$ 100,512,346</b> |                        |             |                   |
| <b>Variance</b>        | <b>\$ (275,552)</b>  | <b>\$ 46,544</b>  | <b>\$ (1,158,278)</b> | <b>\$ (2,847)</b> | <b>\$ (325,946)</b> | <b>\$ -</b>       | <b>\$ -</b> | <b>\$ (1,716,079)</b> |                        |             |                   |
| TOTAL ACTUAL           | \$ 238,489           | \$ 107,384        | \$ 6,357,939          | \$ -              | \$ 174,152          | \$ 7,387          | \$ -        | \$ 6,885,350          | <b>FORECAST ACTUAL</b> | \$          | <b>98,709,610</b> |
| % collected to PRO     | 1.80%                | 14.86%            | 8.49%                 | 0.00%             | 1.82%               | 6.57%             | #DIV/0!     | 6.97%                 |                        |             |                   |

**NOTES:**

|               |                                     |                             |                           |
|---------------|-------------------------------------|-----------------------------|---------------------------|
| <b>LEGEND</b> | Above or within 2.00% of projection | Between 2.01% & 5.00% below | Below 5.01% of projection |
|---------------|-------------------------------------|-----------------------------|---------------------------|

## MONTHLY EXPENDITURE REPORT

| MONTH                | PROJ. P/R                    | ACTUAL P/R                             | PROJ. A/P     | ACTUAL A/P   | TOTAL                            | VARIANCE                          |
|----------------------|------------------------------|--|---------------|--------------|----------------------------------|-----------------------------------|
| SEPTEMBER PROJECTED  | \$ 6,509,497                 |  | \$ 2,733,011  |              | \$ 9,242,508 MONTHLY             | \$ (157,796) -1.71%               |
| SEPTEMBER ACTUAL     |                              | \$ 6,559,056                           |               | \$ 2,525,656 | \$ 9,084,712 YTD                 | \$ (157,796) -1.71%               |
| OCTOBER PROJECTED    | \$ 6,568,028                 |  | \$ 1,595,210  |              | \$ 8,163,238 MONTHLY             |                                   |
| OCTOBER ACTUAL       |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.91%               |
| NOVEMBER PROJECTED   | \$ 7,353,664                 |  | \$ 1,248,016  |              | \$ 8,601,679 MONTHLY             |                                   |
| NOVEMBER ACTUAL      |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.61%               |
| DECEMBER PROJECTED   | \$ 6,504,763                 |  | \$ 1,295,309  |              | \$ 7,800,072 MONTHLY             |                                   |
| DECEMBER ACTUAL      |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.47%               |
| JANUARY PROJECTED    | \$ 6,474,262                 |  | \$ 900,014    |              | \$ 7,374,276 MONTHLY             |                                   |
| JANUARY ACTUAL       |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.38%               |
| FEBRUARY PROJECTED   | \$ 6,546,271                 |  | \$ 1,593,334  |              | \$ 8,139,605 MONTHLY             |                                   |
| FEBRUARY ACTUAL      |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.32%               |
| MARCH PROJECTED      | \$ 6,600,518                 |  | \$ 1,204,576  |              | \$ 7,805,093 MONTHLY             |                                   |
| MARCH ACTUAL         |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.28%               |
| APRIL PROJECTED      | \$ 6,523,937                 |  | \$ 1,044,039  |              | \$ 7,567,976 MONTHLY             |                                   |
| APRIL ACTUAL         |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.24%               |
| MAY PROJECTED        | \$ 6,778,300                 |  | \$ 1,363,500  |              | \$ 8,141,800 MONTHLY             |                                   |
| MAY ACTUAL           |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.22%               |
| JUNE PROJECTED       | \$ 6,725,870                 |  | \$ 1,293,596  |              | \$ 8,019,466 MONTHLY             |                                   |
| JUNE ACTUAL          |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.20%               |
| JULY PROJECTED       | \$ 7,015,606                 |  | \$ 1,098,742  |              | \$ 8,114,348 MONTHLY             |                                   |
| JULY ACTUAL          |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.18%               |
| AUGUST PROJECTED     | \$ 6,749,236                 |  | \$ 3,668,682  |              | \$ 10,417,918 MONTHLY            |                                   |
| AUGUST ACTUAL        |                              |  |               |              | \$ - YTD                         | \$ (157,796) -0.16%               |
| TOTAL PROJECTED      | \$ 80,349,951                |  | \$ 19,038,027 |              | \$ 99,387,978                    |                                   |
| ADOPTED BUDGET       | \$ 81,357,348                |  | \$ 19,763,023 |              | \$ 101,120,371                   |                                   |
| VARIANCE             | \$ 1,007,397                 |  | \$ 724,996    |              | \$ 1,732,393                     |                                   |
| TOTAL ACTUAL         |                              | \$ 6,559,056                           |               | \$ 2,525,656 | \$ 9,084,712                     | <b>FORECAST ACT \$ 99,230,182</b> |
| % spent to projected |                              | 8.16%                                  |               | 13.27%       | 9.14%                            |                                   |
| 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<br>Projection for Year<br>End |
|------------------------------------|--|----------------------|---|---------------------|----------------------------------|--------|---|
| Beginning Fund Balance (Projected) |  |                      |   | \$ 10,500,000       |                                  |        |   |
| Beginning Fund Balance (Actual)    |  |                      |   | \$ 11,493,655       |                                  |        |   |
| September                          | PROJECTED                                  | \$ 6,972,008         | \$ 9,242,508                                      | \$ 8,229,500        |                                  |        |   |
|                                    | ACTUAL                                     | \$ 6,885,350         | \$ 9,084,712                                      | \$ 9,294,293        | \$ 1,064,793                     | 12.94% | 10.25%                                    |
| October                            | PROJECTED                                  | \$ 10,208,190        | \$ 8,163,238                                      | \$ 10,274,452       |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| November                           | PROJECTED                                  | \$ 5,512,233         | \$ 8,601,679                                      | \$ 7,185,005        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| December                           | PROJECTED                                  | \$ 7,459,670         | \$ 7,800,072                                      | \$ 6,844,603        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| January                            | PROJECTED                                  | \$ 7,067,375         | \$ 7,374,276                                      | \$ 6,537,702        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| February                           | PROJECTED                                  | \$ 7,488,585         | \$ 8,139,605                                      | \$ 5,886,682        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| March                              | PROJECTED                                  | \$ 9,311,504         | \$ 7,805,093                                      | \$ 7,393,092        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        | 68  |
| April                              | PROJECTED                                  | \$ 13,326,289        | \$ 7,567,976                                      | \$ 13,151,404       |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| May                                | PROJECTED                                  | \$ 6,625,629         | \$ 8,141,800                                      | \$ 11,635,233       |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| June                               | PROJECTED                                  | \$ 5,456,919         | \$ 8,019,466                                      | \$ 9,072,685        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| July                               | PROJECTED                                  | \$ 10,361,420        | \$ 8,114,348                                      | \$ 11,319,757       |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| August                             | PROJECTED                                  | \$ 9,006,450         | \$ 10,417,918                                     | \$ 9,908,289        |                                  |        |   |
|                                    | ACTUAL                                     | \$ -                 | \$ -  | \$ 9,294,293        |                                  |        |   |
| <b>PRELIMINARY PROJECTED EFB</b>   |  | <b>\$ 98,796,267</b> | <b>\$ 99,387,978</b>                              | <b>\$ 9,908,289</b> |                                  |        | 9.89%                                     |
| <b>ACTUALS TO DATE</b>             |  | <b>\$ 6,885,350</b>  | <b>\$ 9,084,712</b>                               |                     |                                  |        |   |
| <b>FORECASTED ACTUALS*</b>         |  | <b>\$98,709,610</b>  | <b>\$99,230,182</b>                               | <b>\$10,173,082</b> | <b>YEAR END PROJECTION</b>       |        | 10.25%                                    |
| <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

## BOARD POLICY

Policy No. 2401

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### FINANCIAL EDUCATION MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

Policy 2413 Equivalency Credit Opportunities

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

WAC 392-121-139 Full-time equivalent enrollment for paid work experience for elective credit

WAC 392-410-316 Equivalency course of study - elective credit for paid work experience

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2402

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### ENGLISH LANGUAGE ARTS MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

**First Reading/New Policy: November 19, 2024**

## BOARD POLICY

Policy No. 2403

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### MATH MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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Cross References:  
Policy 2410 High School Graduation Requirements

Legal References:  
WAC 180-51-050 High school credit - Definition  
WAC 180-51-051 Procedure for granting students mastery-based credit  
RCW 28A.230.090 - High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2404

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### SCIENCE MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

**First Reading/New Policy: November 19, 2024**

## BOARD POLICY

Policy No. 2405

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### SOCIAL STUDIES MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2406

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### THE ARTS MASTERY-BASED CREDITS

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

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### HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in ~~health and~~ physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

RCW 28A.230.050 Physical education in high schools.

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

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### WORLD LANGUAGE MASTERY-BASED CREDIT FOR COMPETENCY/PROFICIENCY

#### **World Languages**

The Board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, participation in dual ~~immersion~~-language programs, attendance at language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language of proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

#### **Seal of Biliteracy**

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria, as established in WAC 392-410-350, will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

#### ~~State and National Assessments~~

~~State and national test scores may be used to show competency in two ways: challenging courses; or as a tool for students to recover credit for previously failed courses in math or English.~~

~~Students who want to use test results to challenge courses or for recovery of credit may request that the competency grade (P) be posted to their transcript for certain courses. Students who are not planning on replacing the course with a credit bearing course in that subject area should be advised of the potential adverse effect on college admission.~~

#### ~~Credit by Proficiency Standards for Subject Area Content~~

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~~The district recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts in specific subject areas.~~

~~In order to recognize the proficiency of students in English Language Arts, Mathematics, Science, Social Studies, the Arts, Career and Technical Education, and Health and Fitness, the superintendent will implement procedures for awarding subject-area credits to students based on demonstrated proficiency across a range of academic skills.~~

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### Cross References:

Board Policy 2410 High School Graduation Requirements

### Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies—Reevaluation of graduation requirements – Review and authorization of proposed changes - Credit for courses taken before attending high school--Postsecondary credit equivalencies

RCW 28A-300-575 Seal of Biliteracy

WAC 180-51-050 High school credit – Definition

WAC 392-410-350 Seal of Biliteracy

**Adopted: August 20, 2013**

**Revised: April 2020**

**First Reading/Revision: November 19, 2024**

# Walla Walla Public Schools

## BOARD POLICY

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### STUDENT DISCIPLINE

The **B**oard of the Walla Walla Public Schools focuses on the educational achievement of each and every student. The **D**istrict holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success. ~~“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline.~~ The **B**oard intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities.

### Rights and Responsibilities/District Commitment

The **B**oard recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The **D**istrict will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This **D**istrict’s student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and

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property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

### Development and review

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The ~~D~~istrict will ensure that school principals confer with certificated building employees as appropriate to ~~develop and/or~~ review building ~~the district's~~ discipline standards and review the fidelity of ~~their~~ implementation ~~of those standards. At each district school, principals and certificated staff may develop written school procedures for administering discipline that are consistent with this policy and procedure. Each school may also:~~

- ~~1. Establish behavioral expectations with students and proactively teach expectations across various school settings.~~
- ~~2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.~~
- ~~3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.~~
- ~~4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.~~

~~Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies, and should be similar across building levels.~~

School principals will strive to ensure that teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills. ~~Professional learning opportunities may include PBIS, SEL, trauma-informed approaches, culturally responsive teaching, and use of data to identify needed teacher training to support district policy implementation~~

The ~~D~~istrict will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this

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development and review process, the district will use disaggregated data collected under RCW 28A.300.042. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

### Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

~~The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, and parents which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools may provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.~~

### Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

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### Cross References:

Board Policy 2121 - Substance Abuse Program

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

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

Board Policy 3122 - Excused and Unexcused Absences

Board Policy 3210 - Nondiscrimination

Board Policy 3244 - Prohibition of Corporal Punishment

Board Policy 3520 - Student Fees, Fines, or Charges

Board Policy 4210 - Regulation of Dangerous Weapons on School Premises

Board Policy 4218 - Language Access Plan

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### Legal References:

RCW 9A.41.280 - Possessing dangerous weapons on school facilities — Penalty — Exceptions

RCW 28A.150.240 - Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

Chapter 28A.225 - RCW Compulsory school attendance and admission

Chapter 28A.320 - RCW Provisions applicable to all districts

RCW 28A.400.100 - Principals and vice principals — Employment of — Qualifications — Duties

RCW 28A.400.110 - Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

Chapter 28A.600 RCW - Students

WAC 392-190-048 - Access to course offerings – Student discipline

Chapter 392-400 WAC - Student Discipline

34 CFR Part 100.3 - Regulations implementing Civil Rights Act of 1964

42 U.S.C. 2000d et seq. - Civil Rights Act of 1964

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**Adopted: November 15, 2016**

**Revised: 03.17.2020; August 16, 2022**

**First Reading/Revision: November 19, 2024**

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## BOARD POLICY

Policy No. 3419  
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### SELF-ADMINISTRATION OF ASTHMA AND ANAPHYLAXIS MEDICATIONS

Asthma is an inflammatory disease of the respiratory tract. Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

It is the policy of the board of directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The student's parent or guardian will submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student must demonstrate to the school's professional registered nurse that the student is competent to possess and self-administer prescribed medications during school and at school sponsored events.

The superintendent will establish procedures that implement this policy and follow emergency rescue procedures outlined in the most recent edition of *AMES: Asthma Management in Educational Settings*, in cases of suspected asthma and the emergency rescue procedures outlined in the Office of the Superintendent of Public Instruction's *Guidelines for the Care of Students with Anaphylaxis* (~~2009~~[WU1](#)[2013](#)) in cases of suspected anaphylaxis.

#### Cross References:

Policy 3420 Anaphylaxis Prevention and Response

Policy 3416 Medication at School

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

Policy 2161 Special Education and Related Services for Eligible Students

#### Legal References:

42 U.S.C. 280 Public Health Service Act

42 U.S.C. 12212 Section 512 Americans with Disabilities Act of 1990

34 CFR Part 104 Section 504 of Rehabilitation Act of 1973

RCW 28A.210.370 Students with Asthma

RCW 28A.210.380 Anaphylaxis-Policy guidelines-Procedures-Reports

**First Reading/New Policy: November 19, 2024**

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## BOARD POLICY

Policy No. 3424

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### OPIOID RELATED OVERDOSE REVERSAL

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its ~~high~~-public schools.

The district has authority to obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will supply ~~both high~~each of its public schools with one set of opioid reversal medication doses. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each ~~high~~-school.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. If a district ~~high~~-school does not have a full-time school nurse or trained health care clinic staff, the district shall identify at least one member of each ~~high~~-school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

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Cross References:

Policy 3418 Response to Student Injury or Illness

Policy 3416 Medication at School

Legal References:

Chapter 28A.210 RCW Health Screening and Requirements

Chapter 69.50.315 RCW Health Screening and Requirements

Chapter 69.50.315 RCW Drug-related overdose

**Adopted: July 21, 2020**

**First Reading/Revision: November 19, 2024**

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