

**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**November 18, 2025**  
**364 S Park St**  
**Walla Walla, WA 99362**

- Watch live: <https://wwps-org.zoom.us/j/98955757475>

- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 989 5575 7475

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.) *Derek Sarley*

**II. FLAG SALUTE:** *Terri Trick*

**III. ROLL CALL:**

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

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

**V. CONSENT AGENDA:** *Derek Sarley*

1. Personnel Report	3
2. Extracurricular Athletic Contracts	4
3. Non-Athletic Extra & Co-Curricular Contracts	5
4. November 4 & 18 Accounts Payable and October Payroll	6
5. August Financial Report	7
6. CTE Program Five-Year Plan	11
7. 2025-2026 Multilingual Learner Plan	22
8. Resolution 07-2025 — Regarding Authorization for Superintendent to Engage in Strategic Conversations to Support District Sustainability	32
9. Regular Business Meeting Minutes of October 21, 2025	33
10. Regular Study Meeting Minutes of November 4, 2025	35

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

1. Building Belonging Recognition: *Dr. Julie Perron*
  - Nahomi Sotelo-Navarro - Walla Walla High School

**VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT:** *Bruno Richardson*

VIII. <b>CITIZENS' COMMENTS:</b> (5:45 p.m.) <i>Derek Sarley</i>	<b>36</b>
IX. <b>REPORTS:</b> (5:55 p.m.) <i>Derek Sarley</i>	
1. Board of Directors Report: <i>Derek Sarley</i>	
2. Superintendent's Report: <i>Dr. Ben Gauyan</i>	
a. Monthly Enrollment Report	37
3. Monthly Financial Dashboard Report: <i>Janette Jeffris</i>	39
4. School Report - Pioneer Middle School: <i>Kris Duncan</i>	42
5. CTE Program Five-Year Plan: <i>Jerry Maher</i>	58
6. Policies First Reading: <i>Dr. Ben Gauyan</i>	79
• 2420 Grading and Progress Reports	
• 3143 Notification and Dissemination of Information About Student Offenses and Notification of Threats of Violence or Harm	
• 3421 Child Abuse and Neglect	
• 4260 Use of School Facilities and Equipment	
• 5000 Recruitment, Selection, and Evaluation of Staff	
• 5010 Nondiscrimination and Affirmative Action	
• 5260 Personnel Records	
X. <b>ACTION:</b> (6:55 p.m.) <i>Derek Sarley</i>	
XI. <b>ADJOURNMENT:</b> (7:00 p.m.) <i>Derek Sarley</i>	



**PERSONNEL REPORT**

November 18, 2025 – Board Meeting

Date: November 14, 2025

**EMPLOYMENT**

Classified: Sergio Arroyo, Bus Driver, SE Washington Transportation Co-Op  
Carolyn McFetridge, Bus Driver, SE Washington Transportation Co-Op  
Christine Miller, Para-Educator, Lincoln High School  
Troy Peternell, Para-Educator, Garrison Middle School  
Conner Robison, Para-Educator, Pioneer Middle School  
Nicollette Thompson, Bus Assistant, SE Washington Transportation Co-Op

**LEAVE OF ABSENCE**

Amanda Bess, ELD Teacher, Pioneer Middle School, 15 years

- March 2, 2026 – May 1, 2026 to complete a counseling internship

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2025-2026**

<b><u>Name</u></b>	<b><u>School</u></b>	<b><u>Assignment</u></b>
Luciano Antonio Jr.	Pioneer Middle School	Assistant Girls Basketball 8B
Kevin Arizmendi	Pioneer Middle School	Girls Basketball 6th Grade
Benjamin Bentley	Pioneer Middle School	Head 7th Grade Wrestling
Jessica Braddock	Sharpstein Elementary	Boys Basketball
Leo Braddock	Sharpstein Elementary	Boys Basketball
Kyle Eggers	Pioneer Middle School	Head Girls Basketball 7th Grade
Wayne Frank	Walla Walla High School	Assistant Boys Basketball
Lenna Henry	Walla Walla High School	Athletic Events Coordinator Winter
James Lux	Pioneer Middle School	Head Girls Basketball 8th Grade
Sergio Maldonado	Berney Elementary	Boys Basketball
Daniel Mears	Pioneer Middle School	Head 8th Grade Wrestling
Sarah Moore	Walla Walla High School	Concessions Assistant Mnger (W)
Judy Moser	Prospect Point Elementary	Boys Basketball
Ethan Naftzger	Pioneer Middle School	Girls Basketball 6th Grade
Stan Southern	Berney Elementary	Boys Basketball
Shannon White	Walla Walla High School	Concessions Manager (W)
Zechariah Wood	Pioneer Middle School	Assistant Girls Basketball 7B
Vangie Young	Walla Walla High School	Game Supervision Winter

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2025-2026

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Adrian Sandoval	PI	E-Sports 11/05/25-02/20/26

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## 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 18th, 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>		
11/4/2025	250726	Through	250854	\$ 644,912.08
11/18/2025	250858	Through	251013	\$ 469,228.04
11/4/2025	252600079	Wire Transfer	252600098	\$ 1,567.68
11/18/2025	252600101	Wire Transfer	252600126	\$ 3,236.36

		<b>Capital Projects</b>		
11/4/2025	250013	Through	250013	\$ 308,830.94
11/18/2025	250014	Through	250015	\$ 27,517.00
		Through		
		Wire Transfer		
		Wire Transfer		

		<b>ASB</b>		
11/4/2025	250035	Through	250041	\$ 8,492.30
11/18/2025	250042	Through	250054	\$ 30,476.91
11/4/2025	252600099	Wire Transfer	252600099	\$ 110.25
11/18/2025	252600100	Wire Transfer	252600100	\$ 425.00

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

		<b>Payroll</b>		
10/31/2025	250674	Through	250725	\$ 2,242,004.49
10/31/2025	1400001	Wire Transfer	1401063	\$ 3,468,164.15
10/31/2025	NA	Payroll Taxes	NA	\$ 1,185,676.66

<b>TOTAL:</b>	<b>\$ 8,390,641.86</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY OF THE BOARD:**

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

\_\_\_\_\_  
Dr. Ben Gauyan, Superintendent



TO: Dr. Ben Gauyan - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: November 15, 2025  
RE: August's Financial Report

Attached is the August 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 13.3% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

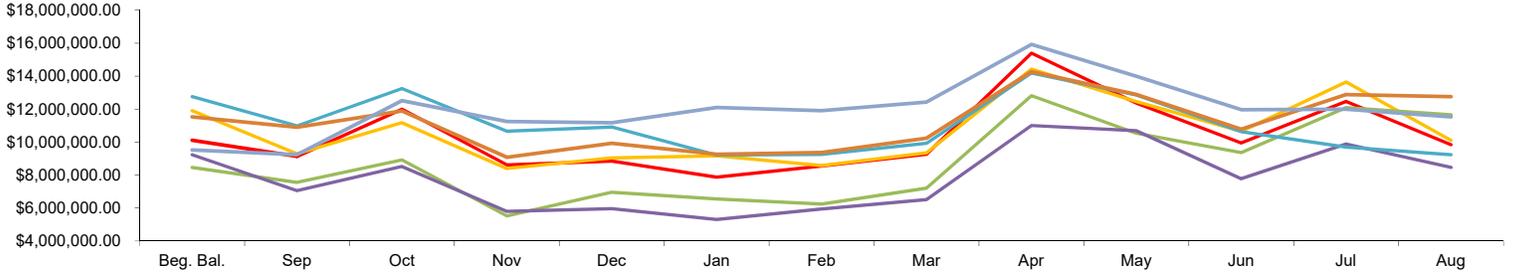
Monthly Financial Report

August 2025

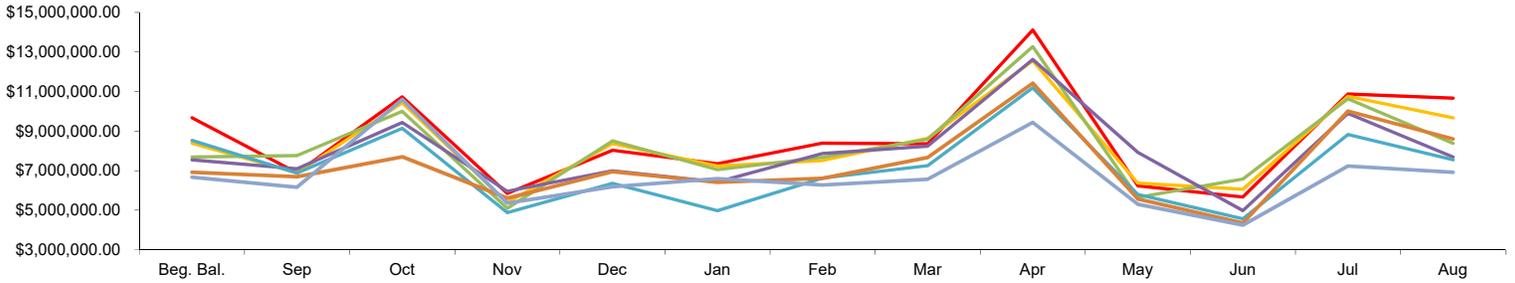
	<u><b>Adopted Budget</b></u>	<u><b>Working Budget</b></u>	<u><b>Year to Date</b></u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 103,046,419
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (100,313,605)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (800,000)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 13,426,470 13.3%
<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	\$ 3,094,530
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (12,007,851)
Transfers	\$ (250,000)	\$ (250,000)	\$ (250,000)
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 2,484,323
<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	\$ 5,442,917
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (5,399,981)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 3,192,182
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 342,312
Expenditures	\$ (392,497)	\$ (392,497)	\$ (363,151)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 421,568
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 6,319,393
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ (6,521,644)
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 734,327

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

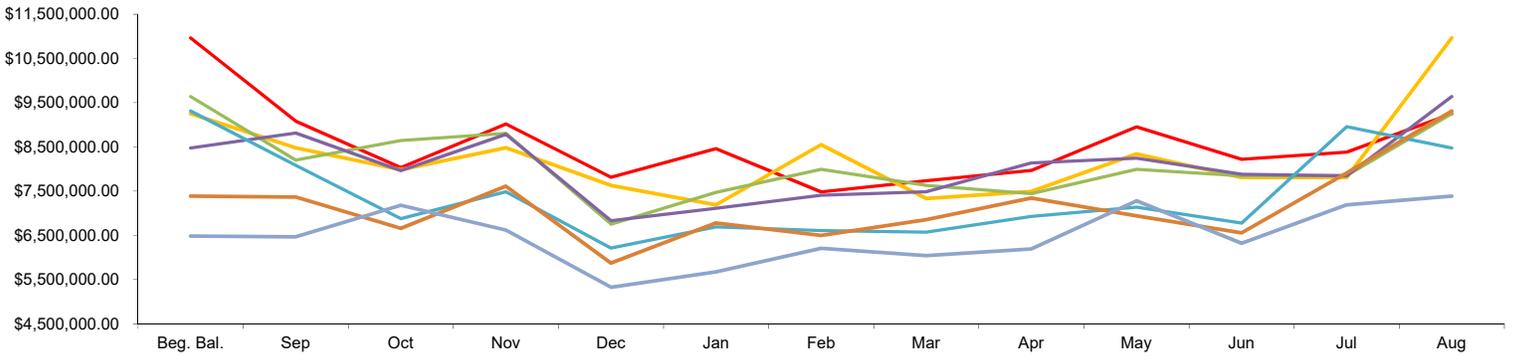
## NET CASH & INVESTMENTS



## RECEIPTS

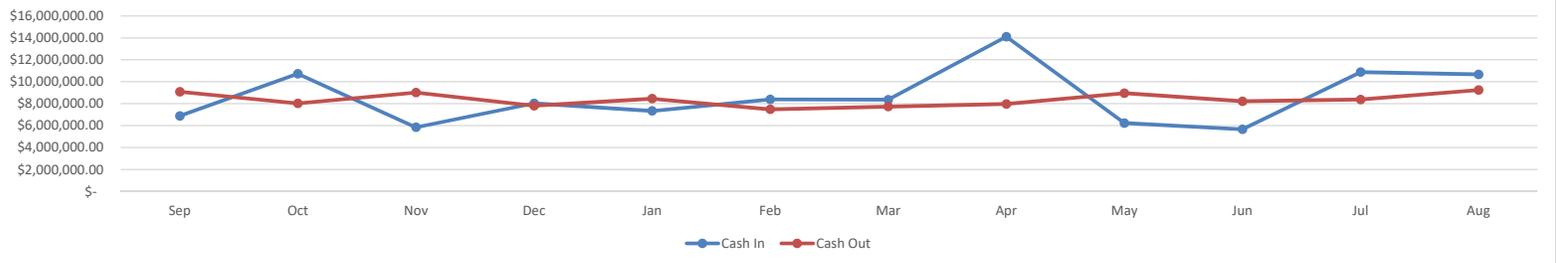


## EXPENDITURES

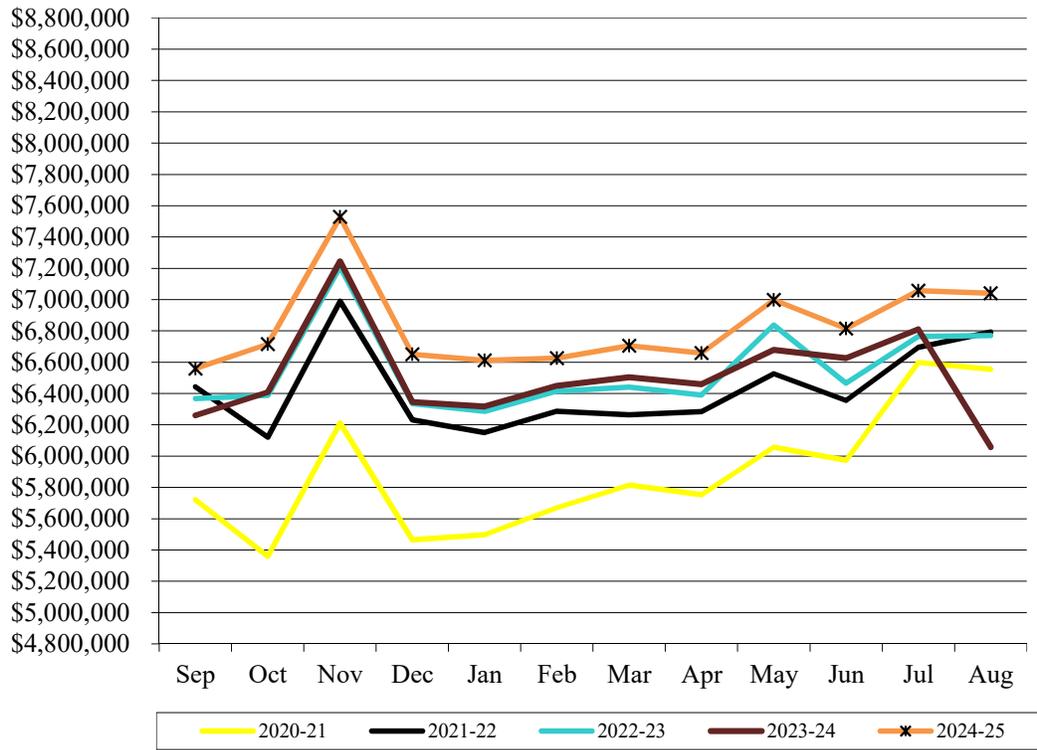


— 24-25   
 — 23-24   
 — 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19

## 2024-25 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll



# 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	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<p><b>Educator Licensing</b> <a href="#">WAC 181-77-014</a> <b>(Criteria 1)*</b></p>	<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 Certs</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 Certs</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 Certs</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 Certs</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 Certs</li> <li>● Encourage Type 2 Certification</li> <li>● Provide/support teacher PD opportunities</li> <li>● Support flexible staffing</li> </ul>
<p><b>Curriculum, Instruction, and Evaluation</b> <a href="#">RCW 28A.700.010</a> <b>(Criteria 2)*</b></p>	<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</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> </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> <li>● Update curriculum as</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> <li>● Update curriculum as</li> </ul>	<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 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</li> <li>● Continue implementation of AJAC Machining Curriculum Partnership</li> <li>● Continue Financial Education and Traffic Safety</li> <li>● Continue curriculum extensions in middle school STEM</li> <li>● Research Agriculture Education alignment with WWCC (i.e. Viticulture, hospitality/tourism)</li> <li>● Continue STEM A/B Rotation for CS Coding and App Creators</li> <li>● Seek approval of Careers in Education 2 framework (540 hours, Skills Center)</li> <li>● Continue implementation of Exercise and Sports Science Coursework</li> <li>● Seek approval of</li> </ul>	<ul style="list-style-type: none"> <li>● Update curriculum as needed</li> <li>● Support research/implementation of potential CTE Pathways at Lincoln HS</li> <li>● Continue alignment of middle school STEM</li> <li>● Offer additional Health Science course(s) at WAHI as a sustainable pathway course</li> <li>● Research opportunities to embed robotics/automation in High School STEM courses</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>● Implement Careers in Education 2 framework for Skills Center (540 hour)</li> <li>● Offer Exercise and Sports Science 2 and 3, based on course requests</li> <li>● Implement Health Science Coursework, based on research findings/course requests</li> </ul>	<p>needed</p> <ul style="list-style-type: none"> <li>● Support research/implementation of potential CTE Pathways at Lincoln HS</li> <li>● Review course offerings aligned to cap stone Programs/Pathways</li> <li>● Continue alignment of middle school STEM</li> <li>● Support implementation of robotics/automation in High School STEM Courses</li> </ul>	<p>needed</p> <ul style="list-style-type: none"> <li>● Support research/implementation of potential CTE Pathways at Lincoln HS</li> <li>● Continue alignment of middle school STEM</li> </ul>	<ul style="list-style-type: none"> <li>● Update curriculum as needed</li> <li>● Support research/implementation of potential CTE Pathways at Lincoln HS</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>Exercise and Sports Science 2 and 3</p> <ul style="list-style-type: none"> <li>• Research Health Science coursework (i.e. foundational course leading to Pre-Nursing, Sports Med and/or Exercise and Sports Science)</li> <li>• Continue rotation of AP CS Principles/AP CS A at WaHi</li> </ul>				
<p><b>Academic Integration</b> <a href="#">RCW 28A.700.010(2)(a)</a> <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> <a href="#">RCW 28A.700.010</a> <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</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</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</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-</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</li> </ul>

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

	<p>and non-discriminatory registration/enrollment processes</p> <ul style="list-style-type: none"> <li>• Communicate program updates in English and Spanish</li> <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>• Implement Skills Center Shop Tech/Para support per practices at other SC regarding feasibility to increase student access to CT (Approved by Sup. Adv. Council and WWPS due to long-standing waiting list, etc.)</li> </ul>	<p>registration/enrollment processes</p> <ul style="list-style-type: none"> <li>• Communicate program updates in English and Spanish</li> <li>• Implement 2nd year delivery of Careers in Education based on guidance of SEATech Supt Adv Council</li> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> </ul>	<p>processes</p> <ul style="list-style-type: none"> <li>• Communicate program updates in English and Spanish</li> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> </ul>	<p>discriminatory registration/enrollment processes</p> <ul style="list-style-type: none"> <li>• Communicate program updates in English and Spanish</li> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> </ul>	<p>and non-discriminatory registration/enrollment processes</p> <ul style="list-style-type: none"> <li>• Communicate program updates in English and Spanish</li> <li>• Implement staffing model to increase access to internships and experiential learning for students</li> </ul>
<p><b>Accountability</b> <a href="#">RCW 28A.700.040(1)(c)</a> <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</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</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</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</li> </ul>

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

	<ul style="list-style-type: none"> <li>students to earn Dual Credit</li> <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>	<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>Credit</li> <li>Maintain compliance and reporting in regard to CTE Program Standards</li> </ul>	<ul style="list-style-type: none"> <li>Credit</li> <li>Maintain compliance and reporting in regard to CTE Program Standards</li> </ul>
<b>Safe Practices</b> <a href="#">RCW 28A.700.010</a> <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 use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning</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>Continue use of CTE Lab/Shop spaces 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>Continue use of CTE Lab/Shop spaces 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>Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning</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>Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning</li> </ul>
<b>Facilities</b> <a href="#">RCW 28A.700.010</a> <b>(Criteria 7)*</b>	<ul style="list-style-type: none"> <li>Review and implement long-range facilities plan</li> <li>Update and 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>Update and 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>Update and Implement SEATech 10-year facilities plan</li> </ul>
<b>Instructional Materials</b> <a href="#">RCW 28A.700.010</a> <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</li> </ul>	<ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up</li> </ul>	<ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up</li> </ul>	<ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up</li> </ul>	<ul style="list-style-type: none"> <li>Review of equipment/technology rotations</li> <li>Renew software subscriptions</li> <li>Purchase start-up</li> </ul>

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

	<p>equipment for new programs/courses</p> <ul style="list-style-type: none"> <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>• Continue zSpace laptop technology at MS, HS, SEATech</li> <li>• Review/update welding equipment (AMWT, SEATech)</li> <li>• Implement dispatch/training simulators for Criminal Justice</li> </ul>	<p>equipment for new programs/courses</p> <ul style="list-style-type: none"> <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>• Continue zSpace laptop technology at MS, HS, SEATech</li> <li>• Review/update welding equipment (WaHi, SEATech)</li> </ul>	<p>equipment for new programs/courses</p> <ul style="list-style-type: none"> <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>• Continue zSpace laptop technology at MS, HS, SEATech</li> <li>• Review/update welding equipment (WaHi, SEATech)</li> </ul>	<p>equipment for new programs/courses</p> <ul style="list-style-type: none"> <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 (WaHi, SEATech)</li> </ul>	<p>equipment for new programs/courses</p> <ul style="list-style-type: none"> <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> <li>• Review/update welding equipment (WaHi, SEATech)</li> </ul>
<p><b>Leadership and Employability</b> <a href="#">RCW 28A.700.010</a> <b>(Criteria 9)*</b></p>	<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> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership</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> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</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> <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</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> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership Training</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> <li>• Encourage and support all staff to provide leadership opportunities for students</li> <li>• Provide funding for CTSO Leadership</li> </ul>

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

	<p>Training</p> <ul style="list-style-type: none"> <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>• 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>Registration and Travel</p> <ul style="list-style-type: none"> <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>• 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>Training</p> <ul style="list-style-type: none"> <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> <a href="#">RCW 28A.700.010(2)(b)</a> <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> </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>	<ul style="list-style-type: none"> <li>• Facilitate the ongoing development and implementation of 4-year plans for all programs</li> </ul>
<p><b>Advisory Committee</b> <a href="#">RCW 28A.700.020(1)</a> <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> </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> </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>• <del>1</del> Recruit/fill advisory</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> </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> </ul>

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

	<ul style="list-style-type: none"> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>	<ul style="list-style-type: none"> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>	<ul style="list-style-type: none"> <li>vacancies</li> <li>Implement GAC Bylaws</li> </ul>	<ul style="list-style-type: none"> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>	<ul style="list-style-type: none"> <li>Recruit/fill advisory vacancies</li> <li>Implement GAC Bylaws</li> </ul>
<p><b>Program of Study</b> <a href="#">RCW 28A.700.020(2)(a)(b)</a> <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, Shoreline CC, and PC3</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>Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3</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>Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3</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>Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3</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>Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3</li> <li>Continue Perry Tech Scholarship Program at SEATech: AMWT/CT</li> </ul>
<p><b>Certification Work based Learning</b> <a href="#">RCW 28A.700.060(2)(c)(d)</a></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</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> </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> </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</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</li> </ul>

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

<p><b>(Criteria 13A, 13B)*</b></p>	<p>opportunities for students to earn relevant certifications and or pursue post-secondary credentials</p> <ul style="list-style-type: none"> <li>• Look for opportunities to partner with local/regional CS volunteers</li> <li>• Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations, etc.)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Offer student access to ProStart Culinary curriculum/certs (WAHI)</li> <li>• Offer WSL at SEATech</li> <li>• Implement Career Launch at SEATech CT</li> <li>• Seek Pre-Apprenticeship approval process - Construction at SEATech</li> <li>• Implement AJAC-SEATech Production Technician Youth Apprenticeship</li> </ul>	<ul style="list-style-type: none"> <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, etc.)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> <li>• Continue AJAC-SEATech Production Technician Youth Apprenticeship</li> </ul>	<ul style="list-style-type: none"> <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, etc.)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> </ul>	<p>WBL to OSPI</p> <ul style="list-style-type: none"> <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, etc.)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> </ul>	<p>report WBL to OSPI</p> <ul style="list-style-type: none"> <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, etc.)</li> <li>• Increase WBL opportunities (i.e. job shadows/field trips, etc.)</li> </ul>
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## Career and Technical Education Walla Walla Public Schools 5 Year Program Goal Chart\*

<p style="text-align: center;"><b>Career Guidance</b> <u>RCW 28A.700.010(3)</u> <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 Center</li> <li>• Radio, television, and print campaign</li> <li>• Recruit students to SEATech Skills Center/ electronic registration</li> <li>• Recruit students to all CTE Programs</li> <li>• Market Careers in Education 2</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 Center</li> <li>• Radio, television, and print campaign</li> <li>• Recruit students to SEATech Skills Center/ electronic registration</li> <li>• Recruit students to all CTE Programs</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 Center</li> <li>• Radio, television, and print campaign</li> <li>• Recruit students to SEATech Skills Center/ electronic registration</li> <li>• Recruit students to all CTE Programs</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 Center</li> <li>• Radio, television, and print campaign</li> <li>• Recruit students to SEATech Skills Center/ electronic registration</li> <li>• Recruit students to all CTE Programs</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 Center</li> <li>• Radio, television, and print campaign</li> <li>• Recruit students to SEATech Skills Center/ electronic registration</li> <li>• Recruit students to all CTE Programs</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>
<p style="text-align: center;"><b>Program Evaluation</b> <u>RCW 28A.700.020(1)</u> <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> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>• Complete Annual Districtwide CTE Evaluation</li> <li>• Complete Program Level Evaluations</li> </ul>

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

	<ul style="list-style-type: none"> <li>Perkins CLNA</li> </ul>	<ul style="list-style-type: none"> <li>Review regional CTE Course Offerings</li> <li>Update Perkins CLNA</li> </ul>	<ul style="list-style-type: none"> <li>Perkins CLNA</li> </ul>	<ul style="list-style-type: none"> <li>Review regional CTE Course Offerings</li> <li>Update Perkins CLNA</li> </ul>	<ul style="list-style-type: none"> <li>Perkins CLNA</li> </ul>
<b>Professional Development</b> <a href="#">RCW 28A.700.005(4)</a> <b>(Criteria 16)*</b>	<ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</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</li> <li>WITEA Conference</li> <li>WSBEA Events</li> <li>zSpace</li> <li>Forklift</li> <li>Anatomage</li> <li>Type 2 Driver</li> <li>CPR/First Aid</li> <li>GeoCon</li> <li>CTE Newer Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Develop/research local training and in-service opportunities</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</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>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</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>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</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>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</li> <li>WITEA Conference</li> <li>WSBEA Events</li> <li>Type 2 Driver</li> <li>CPR/First Aid</li> <li>Other</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 2025-26 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 10/22/2025

CTE Instructor 

Date 10/22/2025

CTE Director 

Date 10/22/25



## Multilingual Learner Plan

District: <b>Walla Walla Public Schools</b>	Lead Contact: <b>Dr. Julie Perron, Director and Marlene Perez, Program Supervisor</b>
School Year: <b>25/26</b>	
District Strategic Goal(s): <i>(List any district goals that relate to programs for multilingual learners.)</i> <ol style="list-style-type: none"> <li>1. <b>Ambitious Learning for ALL</b></li> <li>2. <b>Relevant and Rigorous Experience</b></li> <li>3. <b>Culture of Equity and Belonging</b></li> <li>4. <b>Partnership with Family and Community</b></li> </ol>	

<b>Identification, Screening, and Placement</b>	
<p>Every district must have written procedures to identify multilingual/English learners. Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance by using the state-approved language proficiency placement test.</p>	
<ul style="list-style-type: none"> <li>● How is the Home Language Survey (HLS) information collected?</li> <li>● What is the process for reviewing HLS information and ensuring that students are screened?</li> </ul>	<p><b>Home Language Survey (HLS)</b> information is collected as part of the student enrollment process.</p> <p><b>Initial Review:</b> School registrars or enrollment specialists review the completed HLS forms to determine if a language other than English is spoken in the home. If a language other than English is indicated, the student is referred to the ML coordinator for screening.</p>
<ul style="list-style-type: none"> <li>● What is the process for screening and recording results of the screener?</li> </ul>	<p>The screener must be administered within <b>10 days</b> of the student's enrollment to comply with state and federal guidelines.</p> <p><u>Elementary</u></p> <ul style="list-style-type: none"> <li>● During registration, the school secretary alerts the building admin, ML coordinator, McKinney-Vento liaison and general ed teacher.</li> <li>● The ML coordinator screens the student within 10 days and records results.</li> <li>● Services and supports are assigned based on results.</li> </ul> <p><u>Middle School</u></p> <ul style="list-style-type: none"> <li>● During registration, the school secretary alerts the building admin, ML coordinator, McKinney-Vento liaison and counselor.</li> <li>● The ML coordinator screens and records results within 10 days.</li> <li>● Counselor and ML coordinator plan class placement and supports.</li> </ul> <p><u>High School</u></p> <ul style="list-style-type: none"> <li>● During registration, the school secretary alerts the counselor, registrar, McKinney-Vento liaison, ML program supervisor, and building admin.</li> <li>● The ML program supervisor screens and records results within 10 days.</li> <li>● Supervisor recommends ELD placement; counselors build the student's schedule.</li> </ul>
<ul style="list-style-type: none"> <li>● What is the process for placing students into the TBIP program?</li> </ul>	<p><b>Eligibility for TBIP</b> is based on the student's score on the English proficiency screener:</p> <ul style="list-style-type: none"> <li>● If the student's score indicates that they are <b>not yet proficient</b> in English, they qualify for TBIP services.</li> </ul>



## Multilingual Learner Plan

	<ul style="list-style-type: none"> <li>If the student’s score indicates they are <b>proficient</b>, they do not qualify for TBIP services.</li> </ul> <p>This ensures that this process follows <b>state and federal guidelines</b> to support multilingual learners. .</p>
<ul style="list-style-type: none"> <li>What is the process for notifying families for...           <ul style="list-style-type: none"> <li>New student placement?</li> <li>Continuing student programming?</li> <li>Exiting students?</li> </ul> </li> </ul>	<p><b>Placement</b>            Families are notified in <b>writing</b> about their child’s eligibility for TBIP services and the specific program placement.            The notification includes information about the <b>TBIP program, the reasons for placement, and an explanation of how the program will support the student’s language development and academic success.</b></p> <p><b>Continuing Student Programming</b>  <b>Annual Notification:</b> Each year, families of students who continue in the TBIP receive a written notice regarding their child's <b>current progress and continued placement</b> in the program.  <b>Details Included in the Notification:</b></p> <ul style="list-style-type: none"> <li><b>Progress Update:</b> Information about the student’s progress in English language development, based on the results of the annual <b>WIDA ACCESS</b> assessment.</li> </ul> <p><b>Exiting Students</b>  <b>Exit Notification:</b> When a student meets the state’s criteria for English proficiency and no longer requires TBIP services, the school provides written notification of the student’s <b>exit from the program.</b></p> <ul style="list-style-type: none"> <li><b>Exit Criteria:</b> Explanation of how the student’s proficiency level was determined, based on their <b>WIDA ACCESS</b> scores and state exit standards.</li> <li><b>Transitional Support:</b> Details about any <b>transitional support or monitoring</b> that will be provided for a period (up to <b>two years</b>) to ensure that the student continues to succeed in the general education setting.</li> </ul>
<ul style="list-style-type: none"> <li>What is the process for handling requests to waive services?</li> </ul>	<p>Parents complete a Waiver Form, which the school then documents and keeps on record.</p>

<b>Program Models</b>	
The following program models are allowable in Washington state. Identify which program models are used in each school.	
<b>Program Model</b>	<b>School(s)</b>
<p><b>Dual Language Program (Two-way or one-way):</b> Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency. The middle school has two dual course offerings: Spanish Language Arts and Spanish Social Studies.</p>	<p>Green Park Elementary            Edison Elementary            Garrison Middle School            Pioneer Middle School</p>
<p><b>Transitional Bilingual Programs (Early or late exit):</b> Transitional bilingual programs use the student’s primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>	
<p><b>Alternative Programs (Content-based Instruction):</b> Content-Based Instruction (CBI) or “sheltered” instruction is</p>	<p>Walla Walla High School</p>



## Multilingual Learner Plan

used in classes comprised predominantly of multilingual/ English learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained EL teachers.	
<b>Alternative Programs (Supportive Mainstream):</b> Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.	Center for Children and Families Sharpstein Elementary Green Park Elementary Prospect Point Elementary Berney Elementary Garrison Middle School Pioneer Middle School Lincoln High School Walla Walla High School
<b>Newcomer Programs:</b> Newcomer Programs provide specialized instruction to beginning level multilingual/English learners who have newly immigrated to the United States and may have limited or interrupted formal education or low literacy in their primary language. Typical program length ranges from one semester to one year for most students.	Garrison Middle School Pioneer Middle School Walla Walla High School
<b>Other Special Programs (Alternative Schools, Open Doors, Juvenile Detention, etc.):</b> Other special programs provide English language development and access to grade-level content through individualized programming, based on the student's needs.	Opportunity Walla Walla Online

<b>ELD Services - Elementary</b>			
Describe how English Language Development (designated and integrated ELD) is provided in each model for each group.			
	<b>Beginning Level</b> (0-2 years in program)	<b>Intermediate Level</b> (2-5 years in program)	<b>Long-Term multilingual/English Learners (LTELs)</b> (5+ years in program)
<b>Program Model: Dual Schools</b>	<p>For K-2 students at the beginning level of English proficiency in a dual language school, <b>designated ELD</b> provides daily, focused instruction on building essential English language skills. These students have dedicated time with the <b>Multilingual Learner (ML) Coordinator</b> or the <b>English Learner (EL) teacher</b> each day.</p> <p>For students in grades 3-5 at the beginning level of English proficiency in a dual language school, <b>designated ELD</b> offers focused, daily instruction with either a <b>Multilingual Learner (ML) Coordinator</b> or an <b>ML paraeducator</b>. This dedicated time ensures that students receive targeted language support specifically designed to help them develop foundational English skills while continuing to build on their academic knowledge.</p>	<p>For K-2 students at the intermediate level of English proficiency in a dual language school, <b>designated ELD</b> provides daily, focused instruction on building essential English language skills. These students have dedicated time with the <b>Multilingual Learner (ML) Coordinator</b> or the <b>English Learner (EL) teacher</b> each day.</p> <p>For students in grades 3-5 at the intermediate level of English proficiency, ELD support is provided through both <b>designated</b> and <b>integrated</b> approaches.</p> <p><b>Designated ELD</b>        Intermediate-level students receive dedicated, focused time with the <b>Multilingual Learner (ML) Coordinator</b> or the <b>ML paraeducator</b> daily. This instruction can take place in two ways:</p> <ol style="list-style-type: none"> <li>1. Supportive Mainstream</li> <li>2. Small Group Instruction</li> </ol> <p><b>Integrated ELD:</b> In addition to designated support, teachers embed English language development into daily lessons.</p>	<p>For students that are LTEL's ELD support is provided through both <b>designated</b> and <b>integrated</b> approaches.</p> <p><b>Designated ELD</b>        Intermediate-level students receive dedicated, focused time with the <b>Multilingual Learner (ML) Coordinator</b> or the <b>ML paraeducator</b> daily. This instruction can take place in two ways:</p> <ol style="list-style-type: none"> <li>1. Supportive Mainstream</li> <li>2. Small Group Instruction</li> </ol> <p><b>Integrated ELD:</b> In addition to designated support, teachers embed English language development into daily lessons.</p>



## Multilingual Learner Plan

<b>Program Model: English only schools</b>	For students in grades K-5 at the beginning level of English proficiency, <b>designated ELD</b> provides focused, daily instruction to help them build essential English language skills. These students have dedicated time each day with either a <b>Multilingual Learner (ML) Coordinator</b> or <b>paraeducator</b>	For students in grades K-5 at the intermediate level of English proficiency, <b>designated ELD</b> provides focused, daily instruction to help them build essential English language skills. These students have dedicated time each day with either a <b>Multilingual Learner (ML) Coordinator</b> or <b>paraeducator</b>	For students that are LTEL's ELD support is provided through both <b>designated and integrated</b> approaches. <b>Designated ELD</b> Students receive dedicated, focused time with the <b>Multilingual Learner (ML) Coordinator</b> or the <b>paraeducator</b> daily. This instruction can take place in two ways: <ol style="list-style-type: none"> <li>1. Supportive Mainstream</li> <li>2. Small Group Instruction</li> </ol> <b>Integrated ELD:</b> In addition to designated support, teachers embed English language development into daily lessons.
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### Accessible Content - Elementary

Describe how meaningful access to content is provided in each model for each group.

	<b>Beginning Level</b> (0-2 years in program)	<b>Intermediate Level</b> (2-5 years in program)	<b>Long-Term multilingual/English Learners (LTELs)</b> (5+ years in program)
<b>Program Model: Dual Schools</b>	<p>In a dual language program for K-2, content is delivered 80% in Spanish and 20% in English, providing beginning-level students with meaningful access to learning in both languages:</p> <ul style="list-style-type: none"> <li>● <b>80% Spanish Instruction:</b> Core subjects are taught in Spanish, ensuring that students build foundational skills in a language they understand.</li> <li>● <b>20% English Instruction:</b> Focuses on building English language in Library, P.E. and Music.</li> </ul> <p>In a dual language program for grades 3-5, content is split evenly, with 50% in Spanish and 50% in English, supporting beginning-level students in accessing learning across both languages:</p> <ul style="list-style-type: none"> <li>● <b>50% Spanish Instruction:</b> Core subjects are taught in Spanish for half of the instructional time, allowing</li> </ul>	<p>In a K-2 dual language program for intermediate students, where 80% of content is in Spanish:</p> <ul style="list-style-type: none"> <li>● <b>80% Spanish Instruction:</b> Core subjects are taught in Spanish, helping students deepen understanding and maintain strong literacy skills in their native or more comfortable language.</li> <li>● <b>20% English Instruction (ELD):</b> ELD focuses on building English skills through academic content, reinforcing vocabulary and grammar related to subjects they've studied in Spanish.</li> </ul> <p>In a 3-5 dual language program for intermediate students, where content is 50% Spanish and 50% English:</p> <ul style="list-style-type: none"> <li>● <b>50% Spanish:</b> Core subjects are taught in Spanish, helping students maintain and deepen their Spanish literacy and content understanding.</li> <li>● <b>50% English:</b> English instruction, including ELD, focuses on building academic language and</li> </ul>	<p>In a 5th-grade dual language program for LTEL students, with 50% of content in Spanish and 50% in English:</p> <ul style="list-style-type: none"> <li>● <b>50% Spanish:</b> Core subjects in Spanish help maintain literacy and reinforce content knowledge.</li> <li>● <b>50% English:</b> English, including ELD, focuses on academic vocabulary and concepts.</li> </ul>



## Multilingual Learner Plan

	<p>students to deepen their understanding of academic concepts while building literacy in Spanish. This supports students who are stronger in Spanish and helps them bridge content knowledge across both languages.</p> <ul style="list-style-type: none"> <li>• <b>50% English Instruction:</b> The other half of the content is delivered in English, helping students to gradually develop their English skills while engaging in the same academic concepts they study in Spanish.</li> </ul>	<p>vocabulary, reinforcing content learned in Spanish.</p>	
<p><b>Program Model: Traditional, Non-Dual Schools</b></p>	<p>In an English-only K-5 school for beginning-level students, with content delivered by the general ed teacher and ML coordinator:</p> <ul style="list-style-type: none"> <li>• <b>Collaboration:</b> They adapt lessons to include language supports, making content accessible for multilingual/English learners.</li> <li>• <b>Differentiation:</b> Visuals, simplified language, and hands-on activities help students understand core subjects.</li> <li>• <b>Integrated Language Support:</b> The ML coordinator builds English skills through content, supporting gradual language development alongside academic learning.</li> </ul>	<p>In an English-only K-5 school for intermediate level students, with content delivered by the general ed teacher and ML coordinator:</p> <ul style="list-style-type: none"> <li>• <b>Collaboration:</b> They adapt lessons to include language supports, making content accessible for multilingual/English learners.</li> <li>• <b>Differentiation:</b> Visuals, simplified language, and hands-on activities help students understand core subjects.</li> <li>• <b>Integrated Language Support:</b> The ML coordinator builds English skills through content, supporting gradual language development alongside academic learning.</li> </ul>	<p>In an English-only school for 5th-grade LTEL (Long-Term multilingual/English Learner) students:</p> <ul style="list-style-type: none"> <li>• <b>Collaboration:</b> The general education teacher works closely with the ML coordinator to tailor instruction, ensuring LTELs can access content while strengthening their English skills.</li> <li>• <b>Differentiation:</b> Tools like graphic organizers, sentence frames, and peer discussions help LTELs engage with grade-level content, making complex ideas more accessible.</li> <li>• <b>Focused Language Support:</b> The ML coordinator provides targeted instruction to develop academic vocabulary and language structures, bridging gaps between conversational fluency and academic English.</li> </ul>

**ELD Services – Middle School**



## Multilingual Learner Plan

Describe how English Language Development (designated and integrated ELD) is provided in each model for each group, including any “sheltered” EL-specific classes in which ELD services are provided.			
	<b>Beginning Level</b> (0-2 years in program)	<b>Intermediate Level</b> (2-5 years in program)	<b>Long-Term multilingual/English Learners (LTELs)</b> (5+ years in program)
<b>Program Model:</b>	In the middle school, beginning-level multilingual learners receive ELD support through a newcomers class led by the building coordinator, offering sheltered, targeted instruction. The coordinator and a paraeducator also push into classrooms to support students within the general curriculum and monitor their progress closely.  An ELD course is also offered for content support.	In middle school, multilingual learners receive ELD support through co-teaching and co-planning, with ML coordinators pushing into classrooms. They also monitor academics and provide additional support with a paraeducator.  An ELD course is also offered for content support.	In middle school, multilingual learners receive ELD support through co-teaching and co-planning, with ML coordinators pushing into classrooms. They also monitor academics and provide additional support with a paraeducator.  An ELD course is also offered for content support.

### Accessible Content – Middle School

Describe how meaningful access to content is provided in each model for each group, including any “sheltered” ML/ EL-specific classes in which content-based instruction is provided.			
	<b>Beginning Level</b> (0-2 years in program)	<b>Intermediate Level</b> (2-5 years in program)	<b>Long-Term multilingual/ English Learners (LTELs)</b> (5+ years in program)
<b>Program Model:</b>	Beginning-level students in the newcomers class access content through district curriculum, supported by supplemental materials provided by the teacher. This ensures they engage with grade-level content while receiving language development support in a sheltered setting.	Intermediate and long-term multilingual/English learners access content in their co-taught classrooms, where educators use GLAD strategies, such as charts, to support language development. Additionally, some sheltered instruction is provided to ensure meaningful access to content while supporting language growth.	Intermediate and long-term multilingual/ English learners access content in their co-taught classrooms, where educators use GLAD strategies, such as charts, to support language development. Additionally, some sheltered instruction is provided to ensure meaningful access to content while supporting language growth.

### ELD Services – High School

Describe how English Language Development (designated and integrated ELD) is provided in each model for each group, including any “sheltered” ML/EL-specific classes in which ELD services are provided.			
	<b>Beginning Level</b> (0-2 years in program)	<b>Intermediate Level</b> (2-5 years in program)	<b>Long-Term multilingual/English Learners (LTELs)</b> (5+ years in program)
<b>Program Model:</b>	Beginning-level students receive ELD support through a Newcomer class and an ELD 2 class, both providing sheltered, targeted instruction. Additionally, designated and integrated ELD services are offered to build language skills, ensuring students have access to both language development and academic content.	Intermediate-level students receive ELD support through an ELD3 class, which provides targeted instruction. For advanced students, particularly those in 9th and 10th grade, this class can serve as a bridge to further language development. Both designated and integrated ELD services ensure that	For 11th and 12th graders, ELD support includes a specialized class called "English Lit & Development," which focuses on advanced language skills and literature. Along with designated ELD services, this class provides targeted instruction for older students, while integrated ELD



## Multilingual Learner Plan

		students at varying levels receive appropriate language support.	ensures ongoing language support in their content classes.
<b>Accessible Content – High School</b>			
Describe how meaningful access to content and core credits are provided in each model for each group, including any “sheltered” ML/EL-specific classes in which content-based instruction is provided.			
	<b>Beginning Level</b> (0-2 years in program)	<b>Intermediate Level</b> (2-5 years in program)	<b>Long-Term multilingual/English Learners (LTELs)</b> (5+ years in program)
<b>Program Model:</b>	Beginning-level students access content through programs like Milestone and Carousel, along with other teacher-provided supplemental materials. These resources, used in sheltered EL-specific classes, ensure students receive meaningful access to content while working toward core credits.	Intermediate-level students access content in the ELD3 class using Constructive Meaning materials, which support language acquisition alongside core curriculum. This sheltered instruction ensures they have meaningful access to content while working towards core credits in a supportive environment.	Long-term multilingual/English learners access content in their classes through the use of English 3D, novel studies, Science World, and other teacher-supplemented materials. This approach ensures meaningful access to content while supporting their progress toward core credits in a sheltered instructional setting.

<b>Assessment &amp; Monitoring of Student Progress</b>		
Name the assessment tools that are used to monitor eligible and exited multilingual learners’ academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.		
	<b>Academic Assessments</b>	<b>Language Assessments</b>
<b>Elementary:</b>	iReady (Reading and Math) SBA Unit assessments	mClass - DIBELS/Lectura WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA
<b>Middle School:</b>	iReady (Reading and Math) SBA Unit assessments	WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA
<b>High School:</b>	SBA Unit assessments	WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA

<b>Program Evaluation</b>		
TBIP programs must be evaluated annually in the following four areas. Using data from the previous year, describe the steps that will be taken to continuously improve the TBIP program in each area.		
<b>ESSA Required Data Elements</b>	<b>Data from School Year</b> _23-24_____	<b>Continuous Improvement Plans</b>
Number and % of ELs attaining proficiency and exiting EL services.	51	Continue with Professional Development targeting structured student talk, oracy, as well as writing.



## Multilingual Learner Plan

Number and % of former ELs who met academic standards 2 & 4 years after exiting.	2 years: 8 students, 22% in Math 4 students, 11% in ELA	Check in forms for general ed teachers and ML coordinators Professional Development for staff working with Multilingual Learners
Number and % of ELs who have not exited EL services after 5 years. (LTELs)	398 students, 49%	Professional Development targeting structured student talk, oracy and writing.
Percent and performance of ELs who dually qualify for Special Education.	230 students, 27%	Continue working with Special Education Team for each student's needs.



## Multilingual Learner Plan

### Family Communication and Engagement

<p>Families are critical partners in supporting multilingual learners. Describe how families are engaged in their children’s learning and in ongoing continuous improvement of the transitional bilingual instruction program.</p>	
<p>How are families informed about student progress and assessments?</p>	<p>Families are essential partners in supporting multilingual learners and enhancing the transitional bilingual instruction program. We keep families informed about their children's progress through report cards and by sharing Walla Walla’s Promise Standards via Skyward.</p> <p>During September conferences, families have the opportunity to meet with teachers to discuss student achievements and set goals, fostering collaboration and open communication.</p>
<p>How do educators learn more about families’ funds of knowledge?</p>	<p>Educators learn about families' cultural backgrounds and experiences through conversations, surveys, and community events.</p> <p>The new student growth goals guidance strengthens teacher-family connections, ensuring collaboration and meaningful engagement in students' academic and social development. This approach values and integrates families' diverse knowledge into the learning process.</p>
<p>How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?</p>	<p>The district prioritizes family consultation when screening or referring multilingual learners for Special Education. Families play an integral role in the process, ensuring their insights and perspectives are valued.</p> <p>When a student is identified as a concern, teachers collect relevant data and collaborate with other educators to assess the student's needs. Throughout this process, teachers engage parents, sharing findings and discussing potential next steps, fostering open communication.</p>
<p>How does the district ensure that families have access to translation and interpretation services for effective communication?</p>	<p>The district is committed to ensuring that families have access to translation and interpretation services for effective communication. We provide on-site translators, especially when teachers or teams identify a language barrier.</p>
<p>How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?</p>	<p>DMLAB (Dual and Multilingual Learner Advisory Board, comprised of staff and parents)</p>

### Student Records

<p>Districts are required to maintain copies of the following student records for multilingual learners. Describe the processes used to ensure maintenance of these required records.</p>	
<p>Home language surveys</p>	<p>Are embedded with our registration form</p>
<p>Individual test score sheets for...</p> <ul style="list-style-type: none"> <li>English language proficiency placement (screening). and Annual English language proficiency testing.</li> </ul>	<p>n/a-created and maintained by ML Coordinators</p> <p>WIDA assessments occur based on OSPI calendar</p>
<p>Parent notification letters for...</p> <ul style="list-style-type: none"> <li>Initial placement</li> <li>Continued eligibility</li> <li>Transition from services (exiting)</li> </ul>	<p>These letters are coordinated and decimated by our office</p>
<p>Parent requests to waive services</p>	<p>Waivers are managed through a form.</p>



## Multilingual Learner Plan

Roster of ML students including type, amount, and frequency of ELD services	Our ML coordinators keep track of this information.
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**RESOLUTION #07-2025**  
**November 18, 2025**

**REGARDING AUTHORIZATION FOR SUPERINTENDENT TO ENGAGE IN STRATEGIC CONVERSATIONS TO SUPPORT DISTRICT SUSTAINABILITY**

WHEREAS, public education is the cornerstone of our democracy and essential for developing informed, engaged, and productive citizens; and

WHEREAS, small school districts offer unique benefits, including personalized learning environments, close-knit community ties, and local accountability that directly serves students and families; and

WHEREAS, the current fiscal landscape presents significant and ongoing challenges for Washington state school districts; and

WHEREAS, regional collaboration among neighboring school districts can maximize the impact of financial resources and preserve educational opportunities while maintaining local control and identity and

WHEREAS, such engagement may include discussions on shared services, cooperative agreements, legislative advocacy, and other strategies to ensure long-term viability;

NOW, THEREFORE, BE IT RESOLVED that the Walla Walla Board of Directors hereby authorizes and empowers the Superintendent to:

1. Initiate and participate in strategic conversations with state education officials, regional partners, and community stakeholders to identify and pursue options that prevent neighboring district dissolution.
2. Pursue collaborative solutions that support that district's sustainability and continued service to students.
3. Report regularly to the Board on progress, recommendations, and any agreements or commitments resulting from these discussions.
4. Ensure that all actions taken align with applicable laws, regulations, and the district's mission and values.

BE IT FURTHER RESOLVED, that this authorization shall remain in effect until modified or rescinded by the Board and that the Superintendent shall keep the Board informed of all significant developments related to these efforts.

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

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

ATTEST: \_\_\_\_\_  
Dr. Ben Gauyan, Superintendent  
and Secretary of the Board

**Adopted at a regular meeting of the Board of Directors November 18, 2025**

**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**October 21, 2025**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

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

**ADMINISTRATORS**

Dr. Ben Gauyan, Superintendent  
Chris Gardea, Assistant Superintendent  
Janette Jeffris, Director of Fiscal Services

**AUDIENCE**

Approximately 50 individuals, including board members, administrators and guests, were in attendance.

**I. CALL TO ORDER**

The meeting was called to order at 5:30 p.m. in the Administration Building Anne Golden Boardroom, by President Derek Sarley.

**II. FLAG SALUTE**

The flag salute and Pledge of Allegiance were led by Director Derek Sarley.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

Motion by Ruth Ladderud and seconded by Terri Trick to approve the agenda as presented; the motion carried unanimously.

**V. CONSENT AGENDA**

Motion by Alayna Brinton and seconded by Ruth Ladderud to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) Approval of Teachers Who Hold a Limited Teaching Certificate; 4) Teachers Assigned Out of Endorsement Area 5) October 7 & 21 accounts payable and September payroll; and 6) regular business meeting minutes of September 16, 2025 7) special meeting/school board retreat minutes of October 6, 2025 8) regular study meeting minutes of October 7, 2025. 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 Into the Blue Student Leaders. 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.

**Lincoln High School “Grimm’s Dark Realm”:** April Sorenson and students gave a presentation on a Grimm’s Dark Realm—a fun, interactive puzzle room inspired by classic fairy tales and inviting families, students, and community members to take part.

## VII. CITIZENS’ COMMENTS

None

## 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 that many attended the Equity and Access Committee meeting.

**Superintendent’s Report:** Superintendent Dr. Ben Gauyan presented the October 2025 enrollment report to the school board.

**Attendance Report:** Assistant Superintendent Chris Gardea and Communities in Schools Director Katie DePonty provided School Board members an update on the district's Attendance Matters Campaign. Walla Walla Public Schools has joined forces with Communities in Schools to launch a districtwide Attendance Awareness Campaign for the 2025-2026 school year. The initiative aims to promote consistent, on-time attendance as a key factor in student success.

**School Report – Prospect Point Elementary:** Principal Justin Vernon presented a school update to the Board of Directors. Principal Vernon discussed how the school is addressing focus areas in all four goals of the Vision 2030 Strategic Plan.

**Discussion of School Board Goals:** Director Derek Sarley went over the list of school board members goals.

## X. ACTION

Motion by Alayna Brinton and seconded by Terri Trick to approve the 2025-2026 School Board Performance Goals as presented; the motion carried unanimously.

## XI. ADJOURNMENT

President Sarley adjourned the meeting at 6:51 p.m.

Minutes to be presented for board approval on November 18, 2025.

## APPROVED:

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Dr. Ben Gauyan, Superintendent  
and Secretary of the Board  
*- Veronica Esparza, Recorder*

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Derek Sarley  
School Board President

**BOARD OF DIRECTORS**  
**Regular Study Meeting– 4:00 p.m.**  
**November 4, 2025**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Derek Sarley, President  
Ruth Ladderud, Vice President  
Alayna Briton  
Kathy Mulkerin  
Terri Trick  
Ari Kim-Leavitt, Student Representative  
Abril Salazar, Student Representative

**ADMINISTRATORS**

Dr. Ben Gauyan, Superintendent  
Christy Krutulis, Executive Director of Teaching & Learning  
Dr. Julie Perron, Director of Equity & Dual Programs

**AUDIENCE**

Approximately 14 individuals, including board members, administrators and guests, were in attendance.

**I. CALL TO ORDER**

The meeting was called to order at 4:00 p.m. in the Administration Building Anne Golden Boardroom, by President Derek Sarley.

**II. FLAG SALUTE**

The flag salute and Pledge of Allegiance were led by Director Alayna Brinton.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

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

**V. STUDY ITEMS**

**9th Grade Progress:** Walla Walla High School Principal John Schumacher highlighted recent accomplishments, shared data on student success, and outlined some of the challenges the school is addressing to ensure a strong transition into high school.

**VI. ADJOURNMENT**

President Sarley adjourned the meeting at 4:41 p.m.

Minutes to be presented for board approval on November 18, 2025.

**APPROVED:**

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Dr. Ben Gauyan, Superintendent  
and Secretary of the Board  
- Veronica Esparza, Recorder

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Derek Sarley  
School Board President

## ~ CITIZENS' COMMENTS ~

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

### Citizens' Comment Script:

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

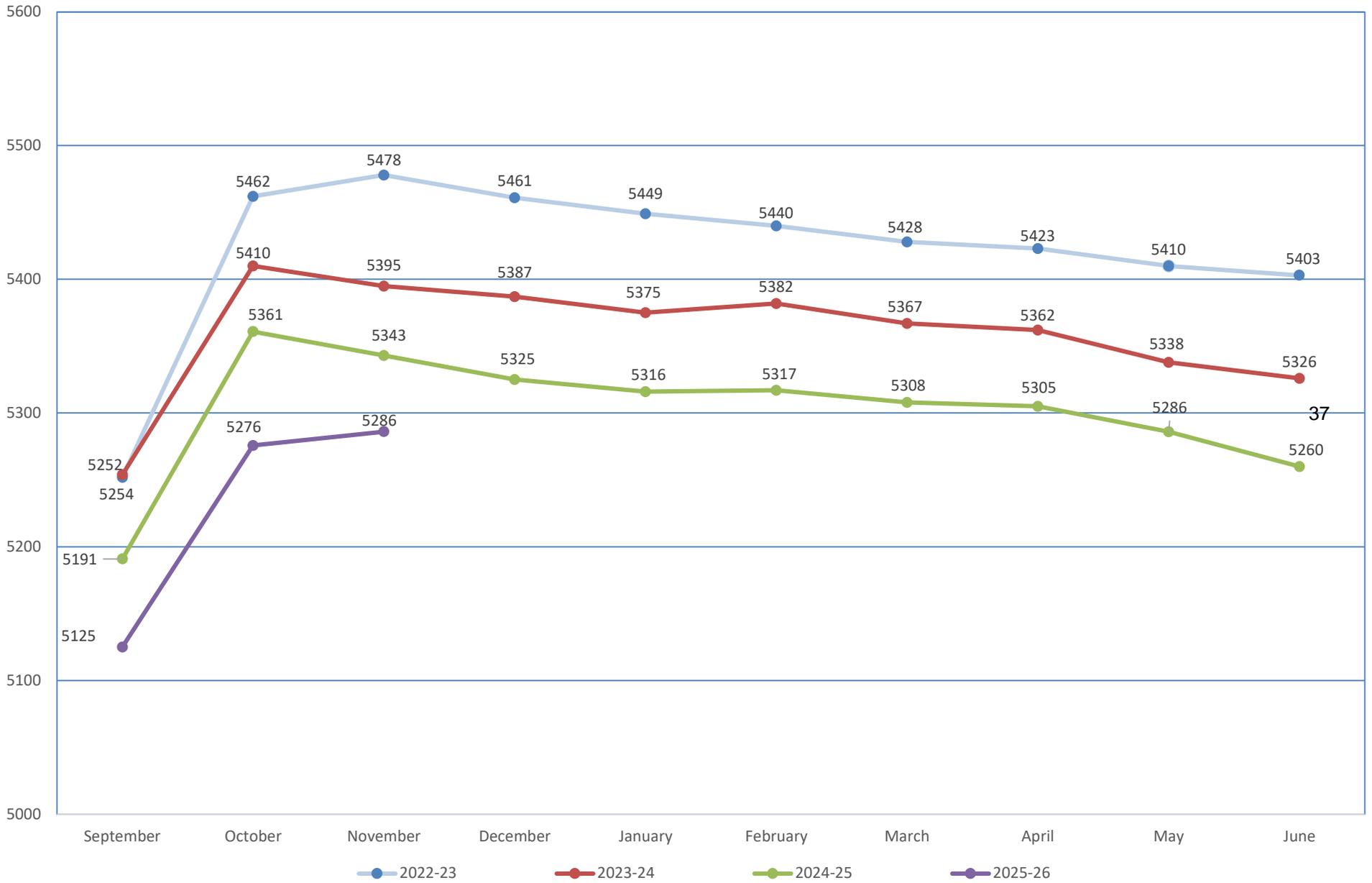
We also ask that you adhere to the following guidelines:

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

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

01/03/2022

### WWPS Enrollment Trends 2023 to Present



Target Avg Class Size

2025-2026	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
<b>Berney</b>	Vicari, S	21	Diaz Madrigal, A	19	Hartelius, S	21	Baker, T	23	Ambler, C	25	Cummings, T	21	
	Hubbard, K	21	Gonzales, C	22	Kearbey, K	20	Pekar, K	21	Bona, A	24	Holbrook, J	22	
					Parodi, D	21					James, I	21	
Behavior Prg K-5	Merrill, L	-	Merrill, L	-	Merrill, L	2	Merrill, L	4	Merrill, L	1	Merrill, L	1	
<b>SECTIONS</b>	<b>14</b>	<b>42</b>	<b>41</b>	<b>62</b>	<b>44</b>	<b>49</b>	<b>64</b>	<b>302</b>					
slots available	6	9	19	10	7	20	Ratio	21.57					
<b>Edison</b>	Espinosa, M	22	Maycumber, Y	20	Hobbs, S	22	Aceves, J	23	Ledesma, M	26	Ochoa, F	25	
	Helm, E	21	Berumen, B	20	Parsons, S	21	Estrada, A	24	Reed, J	24	Solis Martinez, V	25	
	Matson, E	22	Moreno, J	20	Saldivar, C	21	Lopez, J	23	Schafer, J	26	Solis, C	22	
	Valencia, A	22	Williams, N	19	Sanchez Sarabia, C	21							
<b>SECTIONS</b>	<b>21</b>	<b>87</b>	<b>79</b>	<b>85</b>	<b>70</b>	<b>76</b>	<b>72</b>	<b>469</b>					
slots available*	(3)	5	(1)	11	8	12	Ratio	22.33					
<b>Green Park</b>	Goble, E	24	Bahena-Flores, R	20	Chavez, R	24	Contreras, A	19	Esquivel, T	19	Maya, J	26	
	Nuno, J	24	Garcia, A	20	Salazar, I	23	Lopez, M	22	Mora, G	20	Ambler, D	28	
	Hartzheim, M	16	Collins, A	20	Shuler, A	23	Boeckman, R	20	Johnson, M	21	Lux, J	28	
	Katsel, E	16	James, L	20	Stimmel, M	21	Partlow, B	18	Tobin, J	20			
Lifeskills Program	Angotti, E	2	Angotti, E	5	Angotti, E	2	Angotti, E	-	Angotti, E	1	Angotti, E	1	
	Hinsley, D	-	Hinsley, D	3	Hinsley, D	1	Hinsley, D	-	Hinsley, D	5	Hinsley, D	1	
<b>SECTIONS</b>	<b>23</b>	<b>80</b>	<b>80</b>	<b>91</b>	<b>79</b>	<b>80</b>	<b>82</b>	<b>492</b>					
slots available	16	20	17	47	52	2	Ratio	21.39					
<b>Prospect Point</b>	Ferraro, A	17	Hanson, K	21	Baldwin, W	19	Jausoro, D	25	Prull, V	23	Babbit, H	26	
	Heinzman, A	17	Humphreys, S	21	McFetridge, M	21	Kuhlmann, K	26	Taylor, L	24	Parodi, D	27	
	Kaup Rose, S	18	Pederson, R	22	Paul, M	20	Reese, N	25	Watson, K	22	Pegel, G	25	
<b>SECTIONS</b>	<b>18</b>	<b>52</b>	<b>64</b>	<b>60</b>	<b>76</b>	<b>69</b>	<b>78</b>	<b>399</b>					
slots available*	20	11	21	5	15	6	Ratio	22.17					
<b>Sharpstein</b>	Gillin, L	22	Locati, R	20	Griffith, R	23	Berg, L	21	Mendoza, L	24	Keyes, K	26	
	Wilson, H	22	Ruvalcaba, G	19	Russell, J	24	Hutchinson, D	20	Woiblet, B	25	VanDonge, B	27	
							York, L	21					
Developmental Prog	Breland, K	-	Breland, K	4	Breland, K	1	Breland, K	-			Breland, K	6	
Autism Program	Amundson	-	Amundson	-	Amundson	1	Amundson	3	Amundson	1	Amundson	-	
	Vaughan	-	Vaughan	3	Vaughan	2	Vaughan	1	Vaughan	2	Vaughan	-	
<b>SECTIONS</b>	<b>12</b>	<b>44</b>	<b>39</b>	<b>47</b>	<b>62</b>	<b>49</b>	<b>53</b>	<b>294</b>					
slots available	4	11	7	19	7	3	Ratio	24.50					
<b>WW Online/Homelink</b>	Homelink	6	Homelink	10	Homelink	6	Homelink	6	Homelink	4	Homelink	11	
	WW Online	-	WW Online	-	WW Online	2	WW Online	-	WW Online	1.00	WW Online	2	
		6		10		8		6		5		13	
slots available													48
<b>TOT SLOTS AVAIL</b>	<b>43</b>	<b>56</b>	<b>63</b>	<b>92</b>	<b>89</b>	<b>43</b>							
<b>GRADE LVL TOTAL</b>		<b>305</b>	<b>303</b>	<b>345</b>	<b>331</b>	<b>323</b>	<b>349</b>	<b>1956</b>					
<b>GRADE LVL SECTNS</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>14</b>							
<b>AVERAGE LOADS</b>		<b>20.33</b>	<b>20.20</b>	<b>21.56</b>	<b>22.07</b>	<b>23.07</b>	<b>24.93</b>						
<b>TOTAL SC SPED</b>		<b>2</b>	<b>15</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>53</b>					
<b>TOTAL ENROLLED</b>		<b>313</b>	<b>328</b>	<b>362</b>	<b>345</b>	<b>338</b>	<b>371</b>	<b>2057</b>					

Dual classes

**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		\$ 521,180	5.11%
OCT ACTUAL	\$ 3,878,128	\$ 273,629	\$ 6,058,212	\$ 13,821	\$ 496,594	\$ 8,985			\$ 10,729,370	\$ 434,523	YTD
NOV PROJECTED	\$ 480,000	\$ 60,212	\$ 3,961,416	\$ 35,378	\$ 965,852	\$ 9,375	\$ -	\$ 5,512,233		\$ 331,816	6.02%
NOV ACTUAL	\$ 543,837	\$ 118,515	\$ 3,996,869	\$ 6,911	\$ 1,174,050	\$ 3,867			\$ 5,844,049	\$ 766,339	YTD
DEC PROJECTED	\$ 30,000	\$ 60,212	\$ 6,579,828	\$ 23,378	\$ 756,877	\$ 9,375	\$ -	\$ 7,459,670		\$ 562,633	7.54%
DEC ACTUAL	\$ 117,363	\$ 97,523	\$ 6,921,046	\$ 6,911	\$ 877,445	\$ 2,016			\$ 8,022,303	\$ 1,328,972	YTD
JAN PROJECTED	\$ 15,000	\$ 67,034	\$ 6,193,983	\$ 23,378	\$ 765,427	\$ 9,375	\$ -	\$ 7,074,197		\$ 267,996	3.79%
JAN ACTUAL	\$ 33,466	\$ 91,255	\$ 6,424,811	\$ 6,911	\$ 772,799	\$ 12,951			\$ 7,342,192	\$ 1,596,968	YTD
FEB PROJECTED	\$ 55,000	\$ 67,034	\$ 6,619,317	\$ 8,911	\$ 790,114	\$ 8,375	\$ -	\$ 7,548,751		\$ 838,616	11.11%
FEB ACTUAL	\$ 508,212	\$ 180,629	\$ 6,758,471	\$ 35,086	\$ 887,228	\$ 17,741			\$ 8,387,367	\$ 2,435,584	YTD
MAR PROJECTED	\$ 1,757,520	\$ 67,034	\$ 6,619,317	\$ 8,911	\$ 880,631	\$ 8,375	\$ -	\$ 9,341,788		\$ (1,060,507)	-11.35%
MAR ACTUAL	\$ 1,025,761	\$ 10,177	\$ 6,636,896	\$ 6,911	\$ 597,973	\$ 3,563			\$ 8,281,281	\$ 1,375,076	YTD
APR PROJECTED	\$ 5,333,955	\$ 67,034	\$ 7,127,147	\$ 8,911	\$ 891,881	\$ 8,375	\$ -	\$ 13,437,303		\$ 673,199	5.01%
APR ACTUAL	\$ 5,862,122	\$ 81,983	\$ 7,168,210	\$ 7,065	\$ 979,894	\$ 11,229			\$ 14,110,502	\$ 2,048,276	YTD
MAY PROJECTED	\$ 1,450,000	\$ 67,034	\$ 4,120,760	\$ 8,911	\$ 1,027,335	\$ 8,375	\$ -	\$ 6,682,415		\$ (451,414)	-6.76%
MAY ACTUAL	\$ 1,008,467	\$ 100,495	\$ 4,274,474	\$ 11,409	\$ 819,473	\$ 16,683			\$ 6,231,001	\$ 1,596,861	YTD
JUN PROJECTED	\$ 40,000	\$ 53,023	\$ 4,487,341	\$ 8,911	\$ 903,835	\$ 8,375	\$ -	\$ 5,501,485		\$ 162,612	2.96%
JUN ACTUAL	\$ 58,076	\$ 205,728	\$ 4,533,801	\$ 6,911	\$ 856,662	\$ 2,919			\$ 5,664,097	\$ 1,759,473	YTD
JUL PROJECTED	\$ 40,591	\$ 53,023	\$ 9,515,799	\$ 8,911	\$ 791,585	\$ 8,375	\$ -	\$ 10,418,284		\$ 461,175	4.43%
JUL ACTUAL	\$ 69,976	\$ 33,926	\$ 10,336,665	\$ 6,911	\$ 423,619	\$ 8,362			\$ 10,879,459	\$ 2,220,649	YTD
AUG PROJECTED	\$ 105,768	\$ 53,023	\$ 7,415,429	\$ 8,911	\$ 1,281,287	\$ 8,375	\$ -	\$ 8,872,793		\$ 1,796,655	20.25%
AUG ACTUAL	\$ 98,607	\$ 842,971	\$ 7,943,038	\$ -	\$ 1,778,961	\$ 5,870			\$ 10,669,448	\$ 4,017,303	YTD
<b>Total Projected</b>	<b>\$ 13,268,456</b>	<b>\$ 735,087</b>	<b>\$ 75,090,005</b>	<b>\$ 150,887</b>	<b>\$ 9,679,180</b>	<b>\$ 105,500</b>	<b>\$ -</b>	<b>\$ 99,029,115</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>\$ 59,087</b>	<b>\$ (962,149)</b>	<b>\$ (104,113)</b>	<b>\$ (193,504)</b>	<b>\$ (7,000)</b>	<b>\$ -</b>	<b>\$ (1,483,231)</b>			
TOTAL ACTUAL	\$ 13,442,505	\$ 2,144,214	\$ 77,410,432	\$ 108,845	\$ 9,838,851	\$ 101,572	\$ -	\$ 103,046,419	<b>FORECAST ACTUAL</b>	\$	<b>103,046,419</b>
% collected to PRO	101.31%	291.70%	103.09%	72.14%	101.65%	96.28%	#DIV/0!	104.06%			

**NOTES:** Food services revenue came in \$1M over budgeted amounts!

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

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 6,509,497		\$ 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	\$ (131,821) -1.61%
OCTOBER ACTUAL		\$ 6,716,042		\$ 1,315,376	\$ 8,031,417 YTD	\$ (289,616) -1.66%
NOVEMBER PROJECTED	\$ 7,534,789		\$ 1,248,016		\$ 8,782,804 MONTHLY	\$ 234,419 2.67%
NOVEMBER ACTUAL		\$ 7,528,291		\$ 1,488,932	\$ 9,017,223 YTD	\$ (55,198) -0.21%
DECEMBER PROJECTED	\$ 6,599,954		\$ 1,295,309		\$ 7,895,263 MONTHLY	\$ (86,165) -1.09%
DECEMBER ACTUAL		\$ 6,650,945		\$ 1,158,154	\$ 7,809,099 YTD	\$ (141,362) -0.41%
JANUARY PROJECTED	\$ 6,600,589		\$ 1,500,014		\$ 8,100,603 MONTHLY	\$ 358,658 4.43%
JANUARY ACTUAL		\$ 6,611,424		\$ 1,847,836	\$ 8,459,261 YTD	\$ 217,296 0.52%
FEBRUARY PROJECTED	\$ 6,739,757		\$ 1,293,334		\$ 8,033,090 MONTHLY	\$ (550,631) -6.85%
FEBRUARY ACTUAL		\$ 6,626,452		\$ 856,008	\$ 7,482,460 YTD	\$ (333,335) -0.66%
MARCH PROJECTED	\$ 6,795,607		\$ 1,181,186		\$ 7,976,793 MONTHLY	\$ (320,440) -4.02%
MARCH ACTUAL		\$ 6,700,322		\$ 956,031	\$ 7,656,353 YTD	\$ (653,775) -1.12%
APRIL PROJECTED	\$ 6,750,014		\$ 944,039		\$ 7,694,054 MONTHLY	\$ 272,848 3.55%
APRIL ACTUAL		\$ 6,657,542		\$ 1,309,359	\$ 7,966,901 YTD	\$ (380,927) -0.58%
MAY PROJECTED	\$ 6,978,644		\$ 1,363,500		\$ 8,342,144 MONTHLY	\$ 612,939 7.35%
MAY ACTUAL		\$ 6,998,003		\$ 1,957,081	\$ 8,955,083 YTD	\$ 232,013 0.31%
JUNE PROJECTED	\$ 6,924,664		\$ 1,293,596		\$ 8,218,260 MONTHLY	\$ 1,813 0.02%
JUNE ACTUAL		\$ 6,816,021		\$ 1,404,052	\$ 8,220,073 YTD	\$ 233,826 0.28%
JULY PROJECTED	\$ 7,015,606		\$ 1,098,742		\$ 8,114,348 MONTHLY	\$ 266,936 3.29%
JULY ACTUAL		\$ 7,057,084		\$ 1,324,199	\$ 8,381,283 YTD	\$ 500,761 0.55%
AUGUST PROJECTED	\$ 6,749,236		\$ 3,210,097		\$ 9,959,332 MONTHLY	\$ (709,516) -7.12%
AUGUST ACTUAL		\$ 7,040,033		\$ 2,209,784	\$ 9,249,817 YTD	\$ (208,755) -0.21%
TOTAL PROJECTED	\$ 81,766,385		\$ 18,756,052		\$ 100,522,437	
ADOPTED BUDGET	\$ 81,357,348		\$ 19,763,023		\$ 101,120,371	
VARIANCE	\$ (409,037)		\$ 1,006,971		\$ 597,934	
TOTAL ACTUAL		\$ 81,961,215		\$ 18,352,467	\$ 100,313,682	<b>FORECAST ACT \$ 100,313,682</b>
% spent to projected		100.24%		97.85%	99.79%	
Notes:						
<b>LEGEND</b>	<b>Below or within 2.00%</b>		<b>Between 2.01% &amp; 5.00% above</b>		<b>Above 5.01% of projection</b>	

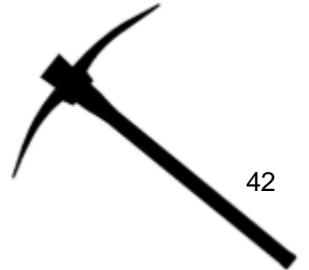
## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 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%	9.24%
October	PROJECTED	\$ 10,208,190	\$ 8,163,238	\$ 10,274,452			
	ACTUAL	\$ 10,729,370	\$ 8,031,417	\$ 11,992,246	\$ 1,717,794	16.72%	9.89%
November	PROJECTED	\$ 5,512,233	\$ 8,782,804	\$ 7,003,880			
	ACTUAL	\$ 5,844,049	\$ 9,017,223	\$ 8,819,071	\$ 1,815,191	25.92%	9.99%
December	PROJECTED	\$ 7,459,670	\$ 7,895,263	\$ 6,568,287			
	ACTUAL	\$ 8,022,303	\$ 7,809,099	\$ 9,032,275	\$ 2,463,989	37.51%	10.64%
January	PROJECTED	\$ 7,074,197	\$ 8,100,603	\$ 5,541,880			
	ACTUAL	\$ 7,342,192	\$ 8,459,261	\$ 7,915,207	\$ 2,373,327	42.83%	10.55%
February	PROJECTED	\$ 7,548,751	\$ 8,033,090	\$ 5,057,541			
	ACTUAL	\$ 8,387,367	\$ 7,482,460	\$ 8,820,114	\$ 3,762,573	74.40%	11.93%
March	PROJECTED	\$ 9,341,788	\$ 7,976,793	\$ 6,422,536			
	ACTUAL	\$ 8,281,281	\$ 7,656,353	\$ 9,445,042	\$ 3,022,506	47.06%	11.19%
April	PROJECTED	\$ 13,437,303	\$ 7,694,054	\$ 12,165,786			
	ACTUAL	\$ 14,110,502	\$ 7,966,901	\$ 15,588,643	\$ 3,422,857	28.14%	11.59%
May	PROJECTED	\$ 6,682,415	\$ 8,342,144	\$ 10,506,057			
	ACTUAL	\$ 6,231,001	\$ 8,955,083	\$ 12,864,561	\$ 2,358,504	22.45%	10.53%
June	PROJECTED	\$ 5,501,485	\$ 8,218,260	\$ 7,789,282			
	ACTUAL	\$ 5,664,097	\$ 8,220,073	\$ 10,308,584	\$ 2,519,302	32.34%	10.69%
July	PROJECTED	\$ 10,418,284	\$ 8,114,348	\$ 10,093,218			
	ACTUAL	\$ 10,879,459	\$ 8,381,283	\$ 12,806,760	\$ 2,713,542	27%	10.89%
August	PROJECTED	\$ 8,872,793	\$ 9,959,332	\$ 9,006,679			
	ACTUAL	\$ 10,669,448	\$ 9,249,817	\$ 14,226,391			
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 99,029,115</b>	<b>\$ 100,522,437</b>	<b>\$ 9,006,679</b>			8.89%
<b>ACTUALS TO DATE</b>		<b>\$ 103,046,419</b>	<b>\$ 100,313,682</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$103,046,419</b>	<b>\$100,313,682</b>	<b>\$13,426,391</b>	<b>YEAR END PROJECTION</b>		13.38%
<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

# Pioneer Middle School

November 18, 2025



42



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates



## **Walla Walla Public Schools**

*Developing Washington's Most Sought-After Graduates*

### **Our 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.

### **Our Beliefs**

#### **WE BELIEVE:**

That diversity is our strength

In challenging and supporting all students

That quality instruction is critical to students

In elevating student voice and agency

In investing in staff to ensure excellence

In maximizing the impact of our resources

In collaborative and transparent operation

In the importance of family and community





## Highlights and Learning for this Presentation

- Gain a clear understanding of Pioneer's Mission and Vision
- Learn how our Mission and Vision guide the school's goals and strategic direction
- Review Pioneer's progress and future plans within the framework of the District's four Strategic Plan goals

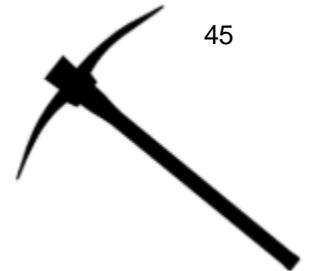




Our **mission** is to prepare ALL students for success in high school and participation in a global society

Our **vision** is to create a school where:

- Teacher teams collaborate interdependently to provide rigorous, effective instruction and demonstrate personal ownership of the success of all students.
- Students feel safe to take risks and are challenged to do their best, be resilient and leave Pioneer ready to enter high school with a reputation for Grit, Ownership, Leadership and Dignity.
- All learning opportunities, in and out of the classroom, have worth and value to our students, staff and community.
- Everyone in the building is cc of every child.

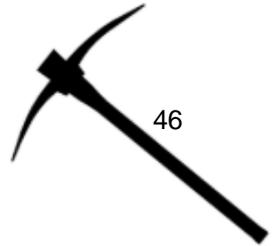


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# Pioneer Middle School

Big Elephant

June Lamb



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**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Pioneer Middle School

## School Improvement Plan: SMARTIE Goals

- 1.** By June of 2026, Pioneer will have increased our percentage of students on grade level (3 or above) on the SBA by 20% and our Relative Risk Rate by 1.5 through targeted interventions for multilingual learners and students on IEPs
- 2.** By June of 2026, Pioneer will increase the percentage of students on grade level in math by 20% as indicated on iReady through targeted professional development for teachers and implementation of Universal Design for Learning strategies at the Tier I level



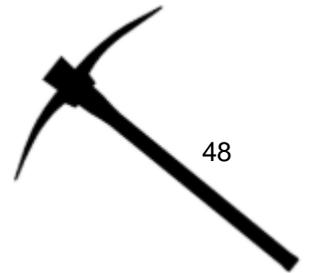
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# Pioneer Middle School

## Professional Development

- [PD Menu Offerings](#)
- Language Objectives
- [Cultural Commitments](#)

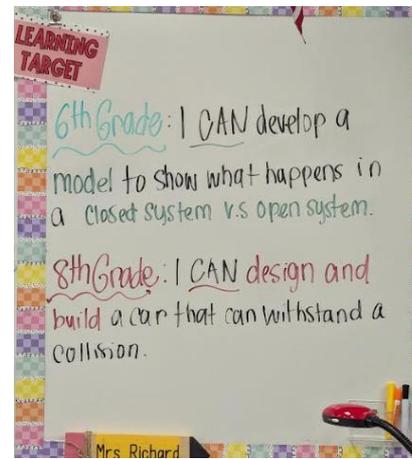


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# Learning Journey



## Designing and Modeling a Cup

Things to include in your poster:

- Sketch/drawing of your cup (use color)
- Materials on your cup & why they work (heat waves, insulation)
- Explanation of why your cup keeps drinks hot
- Realistic price
- Zoom-in model of liquid and steam in your cup
- Ideal  $\Delta T$  of coffee after 1 hour

Elementos a incluir:

- Boceto/dibujo de tu taza
- Materiales de tu taza y su función
- Explicación de por qué tu taza mantiene las bebidas calientes
- Precio realista
- Modelo ampliado del líquido y el vapor en tu taza
- $\Delta T$  de café después de 1 hora
- Autoevaluación

W/ CAN Math/Science



Ambitious  
Learning  
For All



Relevant and  
Rigorous  
Experience



Culture of  
Equity and  
Belonging



Partnership  
with Family and  
Community

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# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

<p>Where are we now?</p>	<p>SBA: 27% on grade level in Math, 42% in ELA              8-9% in ELA for MLs and students on IEPs (exceeded stretch growth)              0% in math for MLs and students on IEPs (exceeded peers' growth)              89% positive <i>My teachers expect me to do my best</i></p>
<p>What are we working on?</p>	<p>District Release for Math              UDL strategies to increase engagement              Push-in support for MLs and students on IEPs (core plus more)-Colleague coaching program</p>
<p>How are we measuring progress?</p>	<p>SGG goals: ML, Embedded Honors              Increased engagement/UDL strategies              Examination of CSA unit results in comparison to grade level on SBA              Interim Block Assessments per unit              Data broken down by demographic</p>

# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

<p><b>Where are we now?</b></p>	<p>GC members trained in UDL UDL PD 7 sections of High School Offerings, 9 Honors/Advanced sections Full Inclusion (core plus more) 24-25 Honors Designee: 126/596 in Science, 108 in Social Studies</p>
<p><b>What are we working on?</b></p>	<p>SGG around UDL strategies Word Walls/Anchor Charts Embedded Honors pilot program (Colleague coaching program)</p>
<p><b>How are we measuring progress?</b></p>	<p>Data for Honors Access (SGG- Increase of 10% each quarter) Number of meeting with colleagues Walk-Throughs and SGG data collection</p>

# Goal 3

## Culture of Equity and Belonging

### OUTCOME STATEMENT:

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

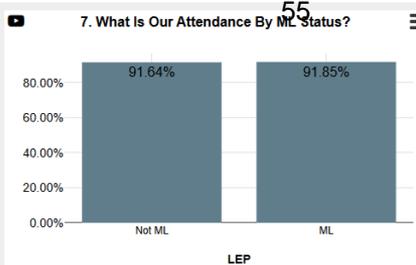
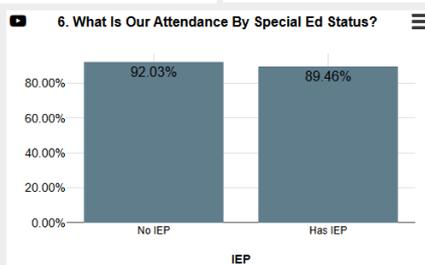
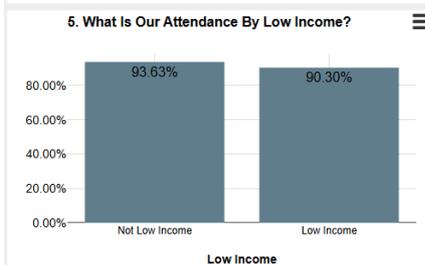
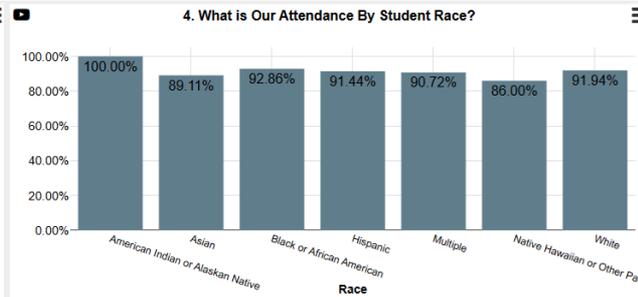
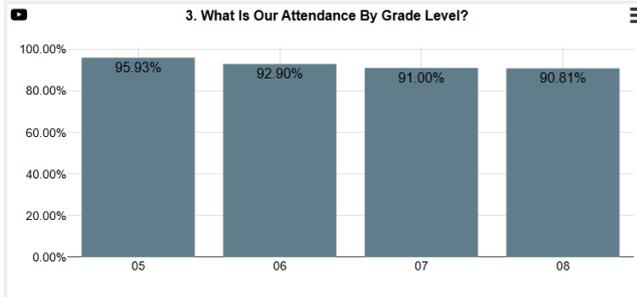
### ACHIEVED THROUGH:

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



<p><b>Where are we now?</b></p>	<p>Cultural Commitments Embedded Honors Pilot PBIS celebrations and themes</p>	<p>Rad Red Retreat 198 Fall athletes, 119 Winter*</p>
<p><b>What are we working on?</b></p>	<p>Language Objectives SEL demographics Dude, Be Nice campaign SEL-based Advisory CIS partnership with Intervention Specialist</p>	<p>6th grade Orientation Big Elephant CIS Pilot class Sources of Strength PAC work</p> <p style="text-align: right;">54</p>
<p><b>How are we measuring progress?</b></p>	<p>Discipline and Attendance Data (next slide) Extracurricular Participation</p>	<p>EE Survey data</p>

	2024-2025 8/21-10/22/24	2025-2026 8/20-10/21/25
Overall referrals (no tardies)	430	236
8th grade	147	99
7th grade	142	91
6th grade	141	47
Students with 2+write ups	94	79
Suspensions	36	22
2+ unexcused tardies (5+, 10+)	204 (81, 45)	175 (44, 9)
Phone violations	25	12
Phone violations thru 10.21.23	93	



# 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

Where are we now?

<p>CIS, Intervention Specialist partnership Tri-state Steelheaders Strong attendance at sports/music events WW Youth Speaks participation School Store EE Survey- 85% feel welcome at the school (91% Hispanic/Latino, 83% Two or more races, 85% white)</p>	<p>Guest speakers Career Fair WW Prevention Coalition Field Trip opportunities 6th grade parent assembly</p>
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What are we working on?

<p>Student Attendance CIS pilot class Family Engagement nights (increased participation)</p>	<p>VIP numbers (MS is hard!) School Links</p>
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How are we measuring progress?

Attendance at Family Engagement events  
EE survey results



Questions?  
Comments?



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# Career and Technical Education



**Walla Walla Public Schools**<sup>58</sup>

Developing Washington's Most Sought-After Graduates

# Today's CTE Topics

- WWPS and CTE strategic planning
- CTE 5-Year Plan process and updates



# WWPS CTE Mission Statement

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



# What is Career and Technical Education?

## Classroom Instruction/Theory

- Academic, Industry, Employability Standards

## Lab/Shop

- Hands-on/project-based
- Technical Skills

## Co-curricular/extended learning

- Career and Technical Student Organizations (i.e. FFA, FBLA, etc.)
- Learning beyond the school day/school year



# Aligned to Industry Demand - Walla Walla

## Industry

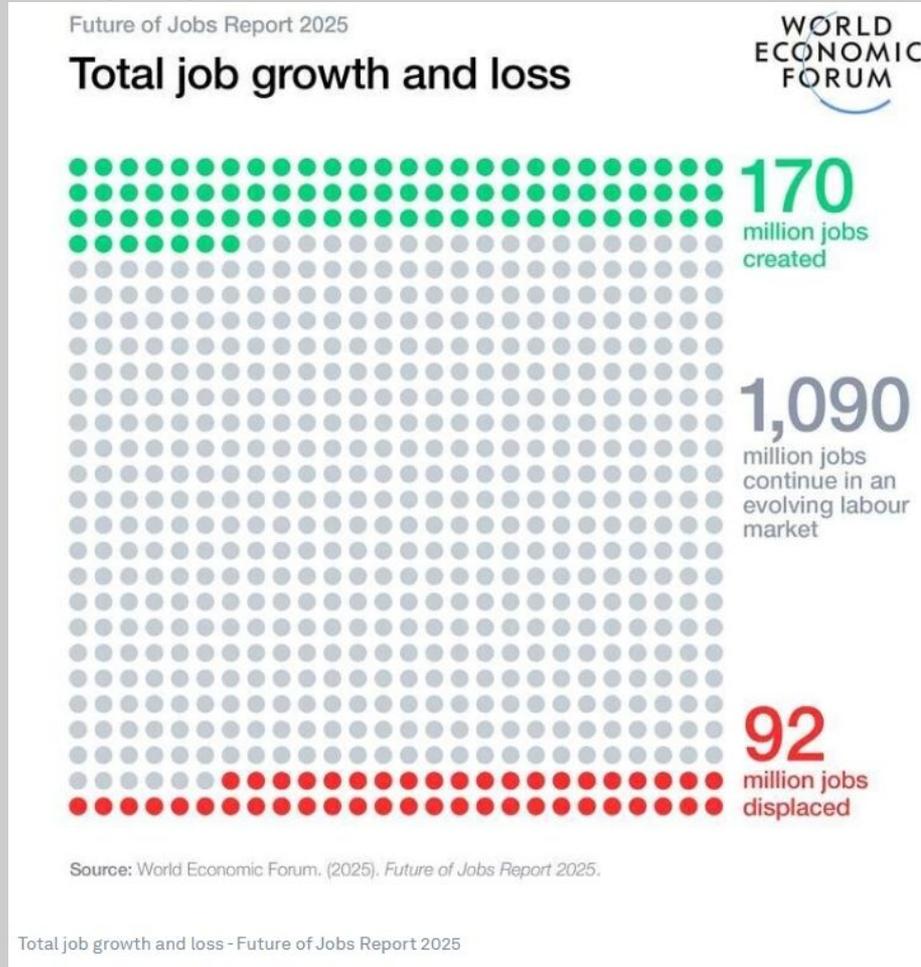
- Health Care/Social Assistance
- Manufacturing
- Agriculture, Forestry, Fishing and Hunting
- Educational Services
- Public Administration
- Retail Trade
- Accommodation and Food Services
- Professional, Scientific, and Technical Services
- Construction
- Wholesale Trade

## Gross Domestic Product

- Manufacturing
- Health Care/social Assistance
- Retail Trade
- Public Administration
- Real Estate and Rental and Leasing
- Agriculture, Forestry, Fishing, and Hunting
- Educational Services
- Professional, Scientific and Technical Services
- Construction
- Wholesale Trade

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# Real world impact - employment trends



# Other CTE 5-Year Planning Influences - WWPS Strategic Plan

WWPS Vision: Developing Washington's Most Sought-After Graduates.

WWPS 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.

Goals: (1) Ambitious Learning for All, (2) Relevant and Rigorous Experience, (3) Culture of Equity and Belonging, (4) Partnership with Family and Community



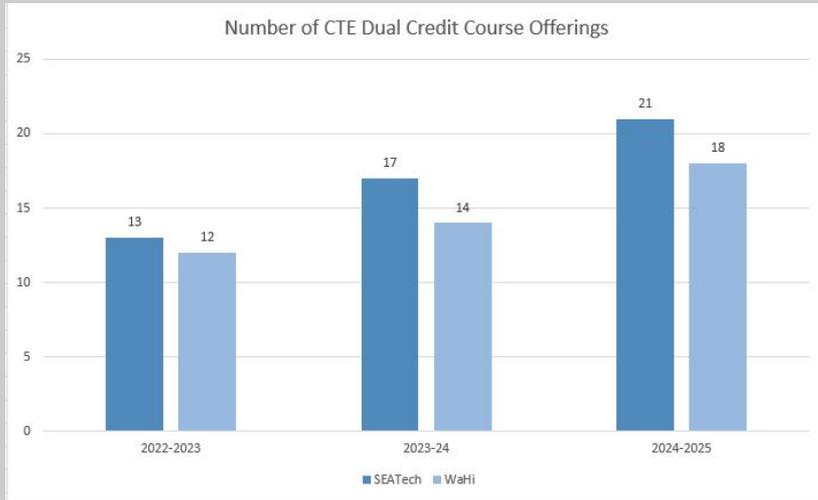
# Additional CTE 5-Year Planning Influences

- CTE Advisory Committees (Prog. eval./4-5 yr plan)
  - Program Advisories
  - General Advisory Committee
  - SEATech Superintendent Advisory Council
- Perkins Comprehensive Local Needs Assessment (CLNA): Staff, industry, community, student, etc. surveys
- Perkins Performance Indicator Data
- District Surveys (i.e. EES)
- Building/district wide data

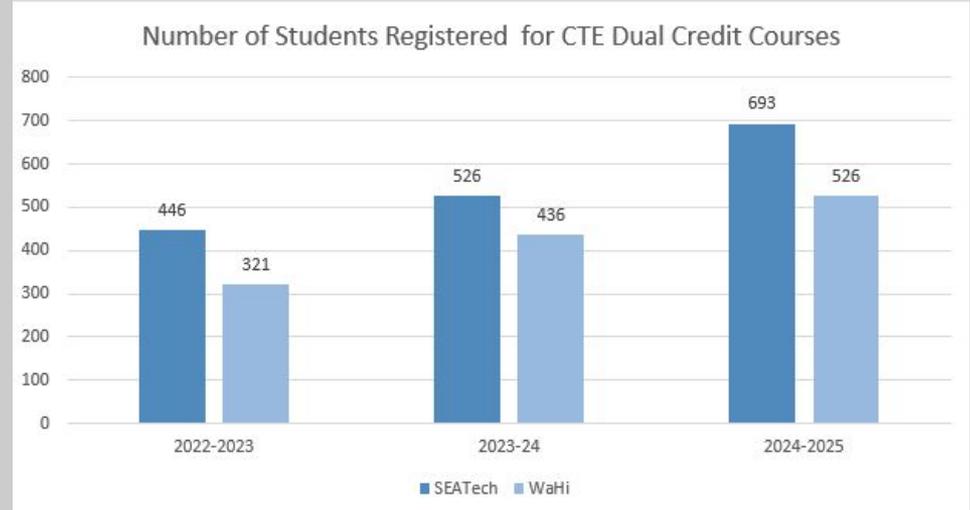


# WWPS Goal 2: Strategy 5, Access to Rigorous Coursework

## Number of CTE Dual Credit Course Offerings



## Number of Students Registered for CTE Dual Credit Courses

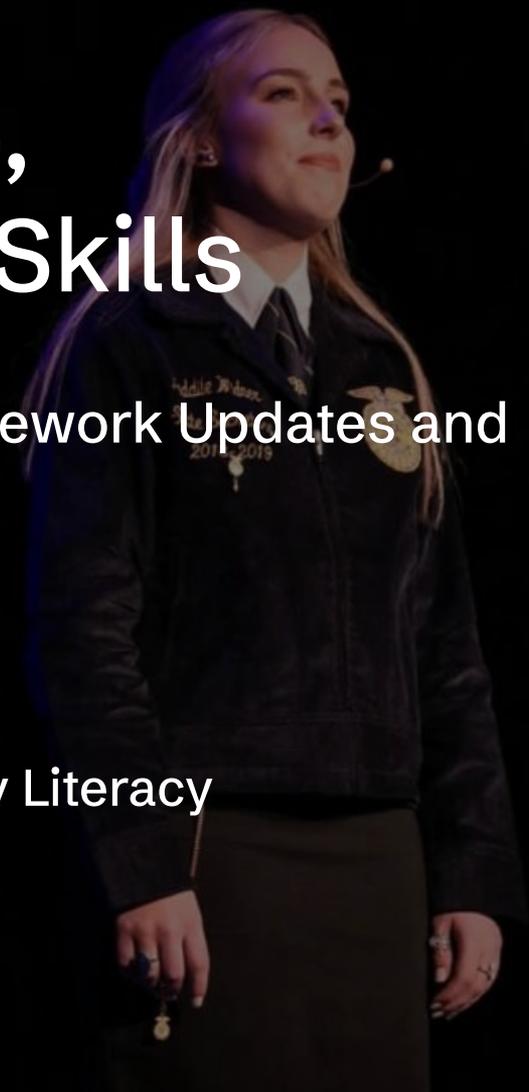


- Community/Technical Colleges WWPS articulates with:
  - WWCC, Columbia Basin, Spokane Falls, Shoreline, Clover Park, Bates
- Number of Community/Technical colleges WWPS articulates CTE Dual Credit with:
  - 22-23: 3
  - 23-24: 4
  - 24-25: 6 (Recently added as a PC3 consortium member)

# WWPS Goal 2: Strategy 6, Developing 21st Century Skills

21st Century Skills Promise Standards (Framework Updates and emphasis in CTE courses, CTE GAC input):

- 2. Critical Thinking and Problem Solving
- 3. Communication and Collaboration
- 6. Information, Communications, and Technology Literacy
- 10. Productivity and Accountability
- 11. Leadership and Responsibility



# WWPS Goal 2: Strategy 6, Developing 21st Century Skills

## WaHi (JROTC, Personal Finance, Financial Ed/TSE)

2021-22: 220

2022-23: 233\*

2023-24: 382

2024-25: 453

## Lincoln High School (Financial Math, 12th Grade)

- 50-65 students annually



\*Financial Education and Traffic Safety started 3rd quarter, during the 2022-23 school year

# Work Based Learning (WBL)

Career-connected internships and experiences updates

Work-based learning includes: Career research and job interviews/job shadows; guest speaker series with career mentors or structured field trips; school based enterprises; placement/unpaid internships (at least 20-hrs); paid internships; apprenticeship preparation/apprenticeship; ownership/entrepreneurship; health care clinical; course related service-learning project; work-site learning

# WWPS Goal 2: Strategy 6, Developing 21st Century Skills

## Fall WBL 2023 based on available data

- 95.58% at Garrison & Pioneer
- 93.82% at SEATech
- 89.96% at WaHi
- 56% at Lincoln

## Spring WBL 2025

- 98.36% at Garrison & Pioneer
- 95.91% at SEATech
- 93.57% at WaHI
- 82.26% at Lincoln



# Certifications (newer)

- **Construction Technology - NCCER (23-24)**
- **Veterinary Assistant (24-25)**
- **Personal Finance (24-25)**
- **AMWT - Production Technician and Automation Technician Journey-Level Card (SEATech, 24-25)**
- **Career Choices-(LHS) Soft Skills AHA Certificate (24-25)**
- **Dispatch Training/Cert (SEATech, 25-26)**
- **Currently pursuing funding to pilot YouScience (state approved) certifications**



# Student Certifications

## In the 23-24 School Year:

- 693 students earned industry certifications
- 16 different industry certs were reported across CTE courses

## TSE Completion:

- Summer 2023 TSE Completion: 47
- 2023-24 TSE Completion: 196
- Summer 2024 Completion: 39

## In the 24-25 School Year:

- 1563 students earned industry certifications
- 21 different industry certs were offered to students across CTE courses

## TSE Completion:

- 2024-25 School Year: 289
- Summer 2025: 46



# Connecting to Careers

## Paid Internships:

2025 Construction

Partnerships: Moreno and Castillo, ESF Solutions, Cutting Edge Plumbing, Hood Plumbing

## Paid Apprenticeships (in partnership with AJAC:)

2025 Manufacturing

Partnership: RDL Machine



**CUTTING EDGE**  
PLUMBING & MECHANICAL



# Connecting to Careers

## Non-Paid On the Job Experience:

Habitat for Humanity (Peyton Project)

Careers in Education (Practicum)

Clinicals (Sports Medicine, Health Science Careers)

Job Shadows



## Worksite Learning/Elective Credit for Work Enrollment (WaHi/LHS):

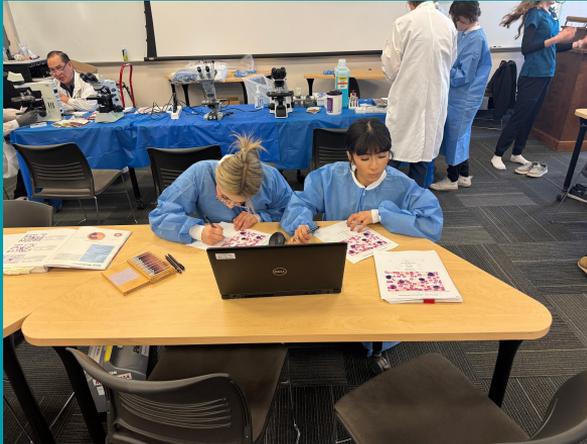
- 2023-24 School Year: 31 students enrolled, 22 students earned credit
- 2024-25 School Year: 31 students enrolled, 22 students earned credit



# Looking Ahead

Non-Paid Internships (coming in 2026):  
**Providence Healthcare Internship**

Childcare Apprenticeship:  
**Child Care (Just starting to work with committee)**



# CTE 5-year Plan (Example action items)

- Computer Science
  - Cyber Security is covered in AP Computer Science
  - Curriculum updates are beginning to reflect the impacts of AI
- Ag alignment research regarding viticulture, hospitality, and tourism
- Financial Education and Traffic Safety: 3 sections offered, 4 cars (24-25)
- Agriculture Equipment Maintenance & Technology - successfully started in 24-25
- Careers in Education 1 at SEATech 25-26
- Careers in Education 2 at SEATech 25-26
- Perkins Comprehensive Local Needs Assessment (25-26)
- CTE Equivalency renewals and approval (health sciences and STEM)
- New course proposals (with existing staffing allocation): Exercise and Sports Science 2 and 3, Principles of Biomedical Science
- SEATech 10-year planning update 25-26

# Perkins Performance Indicators

<p><u>1S1: Four-Year Graduation Rate</u> WA State All: 82.8% (2024) WWPS CTE Concentrators: 96.3%</p>	<p><u>3S1: Postsecondary Placement (2023)</u> WA State: 65% (ERDC data, 2023) WWPS CTE Concentrators: 84.6%</p>
<p><u>1S2: Extended Graduation Rate (2023)</u> WA State All: 85.5% (2023) WWPS CTE Concentrators: 98.5%</p>	<p><u>4S1: Non-traditional Program Enrollment</u> WA State Target: 21.0% (2024) WWPS CTE Concentrators: 27.1%</p>
<p><u>2S1: Academic Proficiency in Reading/Language Arts</u> WA State: 60.1% (2024) WWPS CTE Concentrators: 64.7%</p>	<p><u>5S1: Program Quality - Attained Recognized Postsecondary Credential</u> WA State Target: 36.0% (2024) WWPS CTE Concentrators: 61.9%</p>
<p><u>2S2: Academic Proficiency in Math</u> WA State: 29.9% (2024) WWPS CTE Concentrators: 32.8%</p>	<p><u>5S2: Program Quality - Attained Postsecondary Credits</u> WA State: 67.5% (2024) WWPS CTE Concentrators: 92.6%</p>
<p><u>2S3: Academic Proficiency in Science</u> WA State: 35.7% (2024) WWPS CTE Concentrators: 57.3%</p>	<p><u>5S3: Program Quality - Participated in Work-Based Learning</u> WA State Target: 51.0% (2024) WWPS CTE Concentrators: 99.6%</p>

A photograph of a classroom scene. On the left, a man with a full brown beard and a blue shirt is leaning over a desk, looking towards a young boy. The boy, with short brown hair and wearing a blue hoodie, is sitting at the desk and looking back at the man. His hands are raised slightly as if he is speaking or gesturing. In the background, other students are seated at desks, some looking towards the camera and others looking away. The word "Questions?" is overlaid in large white text in the center of the image.

**Questions?**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 2420

Page 1 of 2

### GRADING AND PROGRESS REPORTS

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents/guardians informed of student welfare and progress in school.

The district will inform parents or legal guardians about their students' academic progress, including the right to receive periodic reports on their students' educational growth and development in accordance with RCW 28A.150.240 and to receive notice of their students' performance on state learning standard tests and assessments in accordance with RCW 28A.230.195. The district will also inform the parents or legal guardians whether their students' performance could threaten their ability to be promoted to the next grade level. Parents or legal guardians have the right to request an in-person meeting with their students' classroom teachers and principals to discuss any resources or strategies available to support and encourage their students' academic improvement.

The issuance of grades, written progress reports and parent conferences on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent/guardian.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points shall be reported for each term, individually and cumulatively.

The superintendent or designee will establish a system of reporting student progress and will ~~The board directs the superintendent to establish a system of reporting student progress and shall~~ require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher shall specify in writing the student learning goals or standards for ~~their~~ his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected if ~~they are/were~~ he/she is absent on a day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made, may follow the appeal process for resolving the differences.

~~A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents/guardians may appeal the imposition of a charge for damages to the superintendent and board of directors.~~

Cross References: Board Policy 3122  
3520

Excused and Unexcused Absences  
Student Fees, Fines, Charges

Legal References: RCW 28A.150.240(2g) Basic Education Act of 1977--Certificated  
teaching & administrative staff as accountable  
for classroom teaching--Scope--  
Responsibilities--Penalty

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 2420  
Page 2 of 2

	28A.635.060	Defacing or injuring school property--Liability of parent/guardian
	28A.600.030	Grading policies--Option to consider Attendance
WAC	180-40-235	Discipline--Conditions & limitations
	180-44-010	Responsibilities Related to instruction
	180-57	Secondary Education--Standardized High School Transcript
	392-210	Washington State Honors Award Program

**First Reading: March 19, 2002**  
**Adopted by the Board: July 16, 2002**  
**First Reading/Revision: November 18, 2025**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3143

Page 1 of 7

### NOTIFICATION AND DISSEMINATION OF INFORMATION ABOUT STUDENT OFFENSES AND NOTIFICATION OF THREATS OF VIOLENCE OR HARM

The ~~Walla Walla School District~~ district is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

#### **A. Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts.**

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 – Student Discipline.

The superintendent, or ~~his or her~~their designee, and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department of corrections notifications to school districts), the following notification provisions will be followed.

#### **1. Sex Offenses and Registered Sex or Kidnapping Offenders.**

**a. Superintendent or Designee.** Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or ~~his or her~~their designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

**b. Principals.** When the principal receives the information described above, ~~he or she~~they must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

## BOARD POLICY

Policy No. 3143

Page 2 of 7

If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

**c. Convicted Juvenile Sex Offenders Attendance at Victims School.** Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

**d. Collaboration.** The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

**e. Inquiries by the Public.** Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

### **2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.**

**a. Superintendent or Designee.** Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled, ~~or will enroll,~~ ed—or, if not known, where the student was most recently enrolled.

**b. Principals.** When the principal, receives the information described above, ~~he or she~~ they, ~~has~~ has discretion to share the information with a district staff member if, in the principal's judgment, the information is necessary for:

- The staff member to supervise the student;
- The staff member to provide or refer the student to therapeutic or behavioral health services; or
- Security purposes.

## BOARD POLICY

Policy No. 3143

Page 3 of 7

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal must notify the student and the parent or legal guardian at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the district in accordance with procedures developed by the district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

### **3. Public Records Act.**

Any information received by district staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

### **4. Assignment of Student Offenders to Certain Classrooms.**

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

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### **B. Notification of Threats of Violence or Harm.**

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. “Threats of violence or harm” means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 – School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241 – Student Discipline.

The district, board, school officials, and school employees providing notice in good faith as required and consistent with the board’s policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

### **C. Immunity.**

Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

### **D. Notification of Criminal Action.**

Upon receiving a report that a criminal action is alleged to have been committed against a student on school property during the school day, or during a school-sponsored activity, including if there has been a shooting on school property, or that a student has been detained based on probable cause that they were involved in a criminal activity on school property during the school day, the district will immediately notify the student’s parents or legal guardians.

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### Cross References:

~~Board Policy 2161 Special Education and Related Services for Eligible Students~~  
~~Board Policy 2162 Education of Students with Disabilities Under Section 504 of Rehabilitation Act 1973~~  
~~Board Policy 3120 Enrollment~~  
~~Board Policy 3140 Release of Resident Students~~  
~~Board Policy 3207 Prohibition of Harassment, Intimidation, and Bullying~~  
~~Board Policy 3225 School-Based Threat Assessment~~  
~~Board Policy 3231 Student Records~~  
~~Board Policy 3241 Student Discipline~~  
~~Board Policy 4020 Confidential Communications~~  
~~Board Policy 5281 Disciplinary Action and Discharge~~

### Legal References:

~~RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement—  
provision of information to teachers and other personnel—Confidentiality~~  
~~RCW 4.24.550 Sex offenders and kidnapping offenders—Release of information to public—Web site~~  
~~RCW 9A.44.130 Registration of sex offenders and kidnapping offenders—Procedures—Definition—  
Penalties~~  
~~RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement—  
Provision of information to teachers and other personnel—Confidentiality~~  
~~RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking—Notification of  
discharge, parole, leave release, transfer, or escape—To whom given—Definitions~~  
~~RCW 28A.225.330 Enrolling students from other districts—Requests for information and permanent  
records—Withheld transcripts—Immunity from liability—Notification to teachers and security  
personnel—Rules~~  
~~RCW 28A.320.128 Notice and disclosure policies—Threats of violence—Student conduct—Immunity  
for good faith notice—Penalty~~  
~~RCW 28A.600.460 Classroom discipline policies—classroom placement of student offenders data on  
disciplinary actions~~  
~~RCW 28A.320; 2020 c 167 § 1 Notification provisions~~  
~~RCW 72.09.345 Sex offenders—Release of information to protect public—End-of-sentence review  
committee—Assessment—Records access—Review, classification, referral of offenders—Issuance  
of narrative notices~~  
~~WAC 392-400 Student Discipline 20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and  
Privacy Act Article IX, Section 1, Washington State Constitution~~

### Management Resources:

~~PNA 97.08.03—Legislature addresses student discipline~~  
~~PNA 99.06.03—School safety bills impact policy~~

### Cross References:

[2161 - Special Education and Related Services for Eligible Students](#)  
[2162 - Education of Students ~~With~~ Disabilities Under Section 504 of the  
Rehabilitation Act of 1973](#)  
[3120 - Enrollment](#)  
[3140 - Release of Resident Students](#)  
[3207 - Prohibition of Harassment, Intimidation, and Bullying](#)  
[3225 - School-Based Threat Assessment](#)

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[3231 - Student Records](#)  
[3241 - Student Discipline](#)  
[4020 - Confidential Communications](#)  
[5281 - Disciplinary Action and Discharge](#)  
[6513 - Workplace Violence Prevention](#)

### Legal References:

[RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement - Provision of information to teachers and other personnel](#)

[WAC 500-010-010 Confidentiality](#)

[RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking](#) [WAC 500-010-010 Notification of discharge, parole, leave, release, transfer, or escape](#)

[WAC 500-010-010 To whom given](#) [WAC 500-010-010 School attendance](#) [WAC 500-010-010 Definitions](#)

[RCW 28A.600.460 Classroom discipline](#) [WAC 500-010-010 Policies - Classroom placement of student offenders](#) [WAC 500-010-010 Data on disciplinary actions](#)

[RCW 4.24.550 Sex offenders and kidnapping offenders](#) [WAC 500-010-010 Release of information to public](#) [WAC 500-010-010 Web site](#)

[RCW 9A.44.130 Registration of sex offenders and kidnapping offenders](#) [WAC 500-010-010](#)

[Procedures](#) [WAC 500-010-010 Definition](#) [WAC 500-010-010 Penalties](#)

[RCW 28A.225.330 Enrolling students from other districts](#) [WAC 500-010-010 Requests for information and permanent records](#) [WAC 500-010-010 Immunity from liability](#) [WAC 500-010-010 Rules](#)

[RCW 28A.320.128 Notice and disclosure policies](#) [WAC 500-010-010 Threats of violence](#) [WAC 500-010-010](#)

[Student conduct](#) [WAC 500-010-010 Immunity for good faith notice](#) [WAC 500-010-010 Penalty](#)

[RCW 28A.320; 2020 c 167](#) [WAC 500-010-010 1](#) [WAC 500-010-010 Notification provisions](#)

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RCW 72.09.345 Sex offenders ~~###-~~ Release of information to protect public ~~###-~~

End-of-sentence review committee ~~###-~~ Assessment ~~###-~~ Records access ~~###-~~

Review, classification, referral of offenders ~~###-~~ Issuance of narrative notices

WAC 392-400 Student Discipline

20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act  
Article IX, Section 1, Washington State Constitution

RCW 28A.605.005 Parental rights

### Management Resources:

~~2018—December 2018—December Policy Issue~~

~~2018—August 2018—August Policy Issue~~

~~2010—October Issue~~

~~Policy News, June 1999 School Safety Bills Impact Policy~~

~~Policy News, August 1997 Legislature addresses student discipline~~

~~2020—August Issue~~

**Adopted:** ~~July~~ July ~~November 16~~ November 16 ~~2002~~ 2002 ~~20~~ 20

**Revised:** ~~November~~ October ~~November 17~~ November 17 ~~XX~~ XX ~~17~~ 17 ~~2020~~ 2020 ~~25~~ 25

**First Reading/Revision:** November 18, 2025

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## BOARD POLICY

Policy No. 3421

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### CHILD ABUSE AND NEGLECT

Child abuse or neglect, including exploitation, are violations of children's human rights and an obstacle to their educational development. The board directs that staff will be alert for any evidence of child abuse or neglect, including exploitation.

For purposes of this policy, the term “child” means anyone under the age of 18.

“Child abuse or neglect” means:

- A. Injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety;
- B. Sexual abuse or sexual exploitation by any person under circumstances which cause harm to the child's health, welfare, or safety; or
- C. The negligent treatment or maltreatment of a child by a person responsible for or providing care to the child.

Physical discipline of a child, including the reasonable use of corporal punishment, is not considered abuse when it is reasonable and moderate and is inflicted by a parent or guardian for the purposes of restraining or correcting the child.

Children (including other students), family members, and any other adult can engage in child abuse or neglect. This may include incidents of student on student misconduct. Staff should report all incidents of suspected child abuse or neglect regardless of the age of the person who engages in it.

Staff should not focus on a person's mental status to determine if they have committed child abuse or neglect. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse or neglect.

When feasible, the district will provide community education programs for prospective parents, foster parents, and adoptive parents on parenting skills and on the problems of child abuse or neglect and methods to avoid child abuse or neglect situations. The district will also encourage staff to participate in in-service programs that address the issues surrounding child abuse or neglect.

The superintendent will develop reporting procedures and provide them to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse or neglect to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse or neglect to the proper authorities and/or the appropriate school administrator. Under state law, staff are free from liability for

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reporting a reasonable suspicion of child abuse or neglect. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused or neglected. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

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### Cross References:

Board Policy 4310 - District Relationships with Law Enforcement and other Government Agencies  
Board Policy 3226 - Interviews and Interrogations of Students on School Premises  
Board Policy 5253 - Maintaining Professional Staff/Student Boundaries

### Legal References:

RCW 13.34.300 - Relevance of failure to cause juvenile to attend school as evidence under neglect petition  
RCW 26.44.020 - Definitions  
RCW 26.44.030 - Reports - Duty and authority to make - Duty of receiving agency - Duty to notify - Case planning and consultation - Penalty for unauthorized exchange of information - Filing dependency petitions - Investigations - Interviews of children - Records - Risk assessment process  
RCW 28A.320.160 - Alleged sexual misconduct by school employee - Parental notification - Information on public records act  
RCW 28A.400.317 - Physical abuse or sexual misconduct by school employees - Duty to report - Training  
RCW 28A.620.010 - Purposes  
RCW 28A.620.020 - Restrictions - Classes on parenting skills and child abuse prevention encouraged  
RCW 43.43.830(6) - Background checks--Access to children or vulnerable persons – Definitions  
WAC 110-30-0030 - What is child abuse or neglect?

AGO 1987, No. 9 - Children--Child Abuse--Reporting by School Officials--Alleged Abuse by Student

**Adopted by the Board: July 16, 2002**

**Revised: May 16, 2017**

**Revised: April 18, 2023**

**First Reading/Revision: November 18, 2025**

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### USE OF SCHOOL FACILITIES AND EQUIPMENT

The board ~~subscribes to the belief~~ believes that public schools are owned and operated by and for the community. The public is encouraged to use school facilities but will be expected to reimburse the district for such use to ensure that funds intended for education are not used for other purposes. On recommendation of the superintendent, the board will set the rental rates schedule.

District sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities will not be considered as endorsement or approval of the activity, group or organization.

~~District sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities will not be considered as endorsement or approval of the activity, group or organization.~~

The superintendent is authorized to establish procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, and security. Those using school facilities will maintain insurance for accident and liability covering persons using the district's facilities under the sponsorship of the organization. ~~For rental rate purposes, organizations seeking the use of school facilities have been divided into four categories:~~

The district does not discriminate based on race, ethnicity, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory mental or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to Boy Scouts of America and other designated youth groups.

Community athletics programs that use district facilities will not discriminate against any person on the basis of sex in the operation, conduct or administration of their programs. The district will provide copies of the district's nondiscrimination policy to all third parties using district facilities.

For rental rate purposes, organizations seeking the use of school facilities have been divided into three categories:

#### School or Child-Related Groups or Other Government Agencies

School or Child-related gGroups or oOther gGovernment aAgencies include those organizations whose main purpose is to promote the welfare of students, or to provide members of the community access to government programs or opportunities for civic participation. Examples

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are: Scouts, Campfire, PTA, 4-H, city or county sponsored recreation groups, polling places, political caucuses and governmental groups. The district will provide official recruiting representatives of the state and United States military forces, Job Corps, Peace Corps and AmeriCorps with access to school facilities (including number of days and type of presentation space) equal to and no less than the access provided to other post-secondary occupational or educational representatives.

When facilities are used outside of regular school hours, or when the district incurs extra utility, cleaning or supervision costs, a fee, established by the superintendent or designee, will be charged to recoup those costs. Additionally, youth organizations engaged in sports activities and using school facilities must provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as required by RCW 28A.600.

### Nonprofit Groups

Nonprofit groups and organizations may use school facilities for lectures, promotional activities, rallies, entertainment, college courses, or other activities for which public halls or commercial facilities generally are rented or owned. The district may charge a rental rate in excess of costs incurred. Excess charges may be waived when a service club or other nonprofit group is raising funds for charitable purposes.

Professional fund-raisers representing charities must provide evidence that they are registered and bonded by the state of Washington. Such fund-raisers must provide evidence that the charity will receive at least sixty (60) percent of the gross revenues received from the public prior to approval to use the facilities.

Similar treatment may be granted public universities and colleges when offering college courses within the community or when any university/college is offering a course for staff at the request of the district. Nonprofit groups of the kind that in most communities have their own facilities (churches, lodges, veterans groups, granges, etc.) who wish to use district facilities on a regular, but temporary, basis may do so under this rental rate.

### Commercial Enterprises

Commercial Enterprises include profit-making organizations and business-related enterprises. While the district would prefer these organizations use commercial or private facilities, facilities may be rented for non-regular use at the prevailing rate charged by commercial facilities in the area.

Group A (school sponsored organizations or activities, including PTSA groups) — Use should be allowed free whenever possible.

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~~Group B (youth groups and organizations conducting a community educational activity) — No facility use fee shall be charged; however, the costs of custodial and cafeteria personnel and lab costs necessitated by the use shall be paid by the user.~~

~~Group C (nonprofit groups and organizations) — No facility use fee shall be charged; however, the costs of custodial and cafeteria personnel and lab costs necessitated by the use shall be paid by the user. If these groups charge admission, collect an offering, or sell merchandise (other than to offset meeting costs), rental fees as described for Group D shall be charged.~~

~~Group D (commercial, profit-making organizations) — These groups shall be charged a fee based upon the comparative rate charged for other local facilities. The fee will need to be determined on a case by case basis by the superintendent or designee.~~

~~Staff members are specifically prohibited from the use of school time, school facilities, or school vehicles and equipment for the conduct of private business activities, except within the guidelines established for such use by the general public.~~

~~District sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities will not be considered as endorsement or approval of the activity, group or organization.~~

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<del>Legal References:</del>	<del>RCW</del>	<del>4.24.660</del>	<del>Liability of school districts under contracts with youth programs</del>
	<del>28A.320.510</del>		<del>Night schools, summer schools, meetings, use of facilities for</del>
	<del>28A.335.150</del>		<del>Permitting use and rental of playgrounds, athletic fields, or athletic facilities</del>
	<del>28A.335.155</del>		<del>Use of buildings for youth programs — Limited immunity</del>
	<del>20 USC Sec. 7905</del>		<del>Boy Scouts of American Equal Access Act</del>
	<del>34 CFR Sec. 108.6</del>		<del>Equal Access to Public School Facilities for the Boy Scouts of America and Other Designated Youth Groups</del>
	<del>AGO 1973 No. 26</del>		<del>Initiative No. 276 School districts Use of school facilities for presentation of programs — Legislature — Elections</del>

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~~Management Resources: Policy News, August 2009~~  
~~Concussion and Head Injuries Legislation~~

Cross References: [3422 - Student Sports](#) [☐☐☐ Concussion, Head Injury and Sudden Cardiac Arrest](#)

Legal References: [RCW 28A.230.180 Access to campus and student information directories by official recruiting representatives](#) [☐☐☐ Informing students of educational and career opportunities.](#)  
[RCW 4.24.660 Liability of school districts under contracts with youth programs](#)  
[RCW28A.320.510 Night schools, summer schools, meetings, use of facilities for](#)  
[RCW 28A.335.150 Permitting use and rental of playgrounds, athletic fields, or athletic facilities](#)  
[RCW 28A.335.155 Use of buildings for youth programs](#) [☐☐☐](#)  
[Limited immunity](#)  
[20 USC Sec. 7905 Boys Scout of America Equal Access Act](#)  
[34 CFR Sec. 108.6 Equal Access to Public School Facilities For The Boy Scouts of America and Other Designated Youth Groups](#)  
[AGO 1973 No. 26, Initiative No. 276 - School districts](#) [☐☐☐ Use of school facilities for presentation of programs](#) [☐☐☐ Legislature](#)  
[☐☐☐ Elections](#)

Adopted by the Board: July 16, 2002

Revised: January 15, 2008

Revised: December 18, 2012

93 [First Reading/Revision: November 18, 2025](#)

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### RECRUITMENT AND SELECTION, AND EVALUATION OF STAFF

The board of directors delegates most or all recruitment and selection of school district staff to the superintendent and/or their designee(s).

#### Responsible Governance

Staff are recruited and selected to assure ensure that ~~students grow and meet their full potential in district programs. New certificated staff must participate in the district's orientation and mentoring program during their time as provisional employees.~~ all ~~Staff~~ members are highly effective, and have the necessary skills and experience to meet the learning needs of all students. ~~The district works with teacher preparation programs, communicating the teaching skills, competencies, and experiences it considers of primary importance in its staff, and providing field experiences designed to train teachers to be able to improve student learning. Decisions about hiring, assigning, or transferring staff are based on maximizing the effectiveness of that staff member within the district's programs.~~

#### Creating Conditions for Student and Staff Success

Staff positions are established by the board based on recommendations of the superintendent or designee according to the needs and financial constraints of the district. ~~to provide the district's comprehensive program of education. New positions are established by the superintendent as needed.~~ The superintendent or designee establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels required for each position, ~~as it relates and to the district's comprehensive program of education, and contribute toward~~ the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, reference check process, and equity other requirements.

#### High Expectations for Student Learning

Positions are created ~~within and filled with consideration of salary and~~ budget parameters, strategic goals, student enrollment and legal requirements. Part of the district's strategic and short-term planning processes analyze current and projected staffing requirements. ~~The filling of individual positions is done with consideration to salary issues, budget parameters, and legal requirements.~~ The superintendent ~~annually or their designee(s)~~ regularly/annually evaluates the effectiveness of the district's staff recruitment and selection processes, ~~and determines methods of improvement~~ and reports the findings and recommendations from the evaluation to the board.

#### Community Engagement

~~The board and district regularly communicates to staff, professional associations, employee bargaining units, teacher and professional preparation programs in higher education, students, parents, and the~~

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~~larger community the district's commitment to hiring those people best prepared and able to improve student achievement.~~

### Cross References:

~~Board Policy 5005 — Employment Disclosures, Certification Requirements, Assurances and Approval~~

~~Board Policy 5610 — Substitute Employment~~

### Legal References:

~~RCW 28A.400.300 — Hiring and discharging of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers.~~

~~RCW 28A.405.210 — Conditions and contracts of employment — Determination of probable cause for nonrenewal of contracts — Nonrenewal due to enrollment decline or revenue loss — Notice — Opportunity for hearing~~

~~RCW 43.43.830 — Background checks — Access to children or vulnerable persons — Definitions~~

~~RCW 43.43.832 — Background checks — Disclosure of information — Sharing of criminal background information by health care facilities~~

~~RCW 49.44.200 — Personal social networking accounts — Restrictions on employer access — Definitions~~

~~RCW 49.44.205 — Violations of RCW 49.44.200 — Civil action — Remedies~~

~~Chapter 162-12 WAC — Preemployment Inquiry Guide (Human Rights Commission)~~

~~P.L. 99-603 (IRCA) — Immigration Reform and Control Act of 1986~~

~~Title 8 USC, Ch. 12-1324a and 1324b~~

~~WAC 392-190-0591 — Public school employment and contract practices — Nondiscrimination~~

Cross References: [5005 - Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval](#)

[5610 - Substitute Employment](#)

### Legal References:

[RCW 28A.400.300 Hiring and discharging of employees](#) [5005-](#)

[Written leave policies](#) [5005-](#) [Seniority and leave benefits of employees transferring between school districts and other educational employers.](#)

[RCW 28A.405.210 Conditions and contracts of employment](#) [5005-](#)

[Determination of probable cause for nonrenewal of contracts](#) [5005-](#)

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Nonrenewal due to enrollment decline or revenue loss [§§§- Notice](#)

§§§- Opportunity for hearing

RCW 43.43.830 Background checks [§§§- Access to children or](#)

vulnerable persons [§§§- Definitions](#)

RCW 43.43.832 Background checks [§§§- Disclosure of information -](#)

Sharing of criminal background information by health care facilities

RCW 49.44.200 Personal social networking accounts [§§§-](#)

Restrictions on employer access - Definitions

RCW 49.44.205 Violations of RCW 49.44.200 [§§§- Civil action -](#)

Remedies

Chapter 162-12 WAC Preemployment Inquiry Guide (Human Rights Commission)

P.L. 99-603 (IRCA) Immigration Reform and Control Act of 1986

Title 8 USC, Ch. 12 [§§-1324a](#) and [§§-1324b](#)

WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination

**Adopted by the Board: July 16, 2002**  
**Revised: October 7, 2003; February 27, 2018**  
**First Reading/Revision: November 18, 2025**

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### NONDISCRIMINATION AND AFFIRMATIVE ACTION

#### Definition

“Protected status” is short for the phrase “age, sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability.”

#### Nondiscrimination

The district is committed to an educational and working environment free from discrimination and harassment based on a person’s protected status.

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

The district will not grant preferential treatment to applications for employment based on an applicant’s enrollment at any education institution or entity that only predominantly admits students based on sex, race, color, or national origin if the giving of such preferences has the effect of discriminating based on sex, race, color or national origin.

#### Equal Employment Opportunity

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training.

#### Examples of Employment Discrimination

Employment discrimination may include the following:

1. Unfair treatment based on an employee’s protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment and assignment of instructional and non-instructional duties.

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2. Harassment based on an employee's protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.
3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.
4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.
5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.
6. Discriminating against individuals married to or otherwise associated with people of a certain group.
7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

### **Discriminatory Harassment**

The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile or offensive: Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the level of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

### **Employment of Persons with Disabilities**

To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of their disability. This prohibition applies

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to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.

2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship. Reasonable accommodations may include:

- making facilities used by staff readily accessible and usable by persons with disabilities;
- job restructuring; part-time or modified work schedules; acquisition or modification of equipment or devices; the provision of readers or interpreters; and other similar actions.

An undue hardship means an accommodation would be unduly costly, extensive, substantial or disruptive or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.
4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

### **Nondiscrimination for Military Service**

The district will not discriminate against any person who is a member of, applies to be a member of, or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of their participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

### **Affirmative Action Program**

The district will develop an affirmative action employment plan or program that includes appropriate provisions designed to eliminate discrimination based on protected status.

Regarding sex discrimination, the district's affirmative action employment plan or program must include the requirements to maintain credential requirements for all personnel without regard to sex; make no differentiation in pay scale based on sex; make no differentiation in the assignment of school duties based on sex except where an assignment would involve duty areas or situations such as, but not limited to, a shower room, where persons might be disrobed; provide the same opportunities for advancement

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for males and females; and make no differentiation in conditions of employment based on sex, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of or payment for instructional or noninstructional duties.

### **Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

### **Compliance Officer**

The superintendent [or designee](#) will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

### **Retaliation Prohibited**

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

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### Cross References:

Board Policy 2030 Service Animals in Schools

Board Policy 5011 Sex Discrimination and Sex-Based Harassment of District Staff

Board Policy 5270 Resolution of Staff Complaints

Board Policy 5407 Military Leave

### Legal References:

RCW 28A.400.310 Law against discrimination applicable to district's employment practices

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

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RCW 28A.642 Discrimination prohibition

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RCW 49.60 Discrimination – Human rights commission  
RCW 49.60.030 Freedom from discrimination – Declaration of civil rights  
RCW 49.60.180 Unfair practices of employer  
RCW 49.60.400 Discrimination, preferential treatment prohibited  
RCW 73.16 Employment and Re-employment  
WAC 392-190 Equal Education Opportunity – Unlawful Discrimination Prohibited  
WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination  
WAC 392-190-0592 Public school employment--Affirmative action program  
8 USC 1324 (IRCA) Immigration Reform and Control Act of 1986  
20 USC 1681-1688 Title IX Educational Amendments of 1972  
29 USC 794 Vocational Rehabilitation Act of 1973  
38 USC 4212 Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)  
38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act  
42 USC 2000e1-2000e10 Title VII of the Civil Rights Act of 1964  
42 USC 12101-12213 Americans with Disabilities Act  
34 CFR 104 Nondiscrimination on the basis of handicap in Programs of activities receiving federal financial assistance

Adopted: July 16, 2002

Revised: ~~10.07~~October 07, 2003; ~~10.04~~October 04, 2005;  
~~11.21~~November 21, 2006; ~~05.21~~May 21, 2013; ~~08.15~~August 15, 2017

Revised: -February 18, 2025

First Reading/Revision: November 18, 2025

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### PERSONNEL RECORDS

The district ~~shall will~~ organize, compile and maintain personnel records and files for each staff member of the district which ~~shall will~~ be kept secure under the authority of the superintendent/designee. The contents of the files ~~shall will~~ be available to the superintendent ~~or /designee~~ and to those staff authorized by the superintendent ~~or designee~~ to organize, compile and maintain the ~~personnel~~ files. ~~Staff members who have access to the files shall be required to maintain the confidentiality of the files and their contents.~~ Any confidential college or university credentials or other confidential pre-employment materials received by the district ~~shall will~~ be returned to the sender or ~~maintained in personnel records, such as an application file, destroyed at the time of employment by the board.~~

~~Any certificated or classified~~ staff member ~~shall will~~ be permitted, during normal district business hours, to review the contents of his/her personnel file in the presence of an authorized staff member. ~~Personnel files may be maintained by the district in hard copy or in an electronic format~~

~~Any~~ staff member ~~annually~~ may ~~request, at least annually, petition~~ that the superintendent/designee review all information in the staff member's personnel file(s) ~~to determine if that is regularly maintained by the district as a part of his/her business records or is subject to reference for information given to persons outside of the district. The superintendent shall determine if~~ there is any irrelevant or erroneous information in the file(s), and ~~shall will~~ remove all such information from the file(s). If a staff member does not agree with the ~~superintendent's~~ determination, the staff member may at ~~his or her~~their request have placed in the staff member's personnel file a statement containing a rebuttal or correction.

~~The superintendent shall develop procedures for personnel records.~~

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Cross Reference:	Board Policy 4040	Public Access to District Records
Legal References:	RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against--Right to inspect personnel file
	42. <del>1756.310-230</del> (13)	Certain personal and other records exempt (from public inspection)
	49.12.240-260	Employee inspection of personnel file

**First Reading: May 21, 2002**

**Adopted by the Board: July 16, 2002**

**First Reading/Revision: November 18, 2025**