Walla Walla Public Schools
364 S. Park Street • Walla Walla, WA 99362 • (509) 527-3000 • www.wwps.org

BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
November 17, 2026
364 S Park St
Walla Walla, WA 99362

Watch Live: https://zoom.us/j/94898180987
Listen: Dial 1-253-215-8782 and enter the Webinar ID: 948 9818 0987
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 en Español: https://www.wwps.org/district/information/school-board/board-meeting-schedule

I. **CALL TO ORDER:** *(5:30 p.m.) Alayna Brinton*
II. **FLAG SALUTE:** *Elizabeth Alonso-Barrientos*
III. **ROLL CALL:**
- Alayna Brinton, President
- Kathy Mulkerin, Vice President
- Elizabeth Alonso-Barrientos
- Ruth Ladderud
- Derek Sarley
- Abril Salazar, Student Representative
- Lucy Anderton, Student Representative

IV. **APPROVAL OF AGENDA:** *Alayna Brinton*
V. **CONSENT AGENDA:** *Alayna Brinton*

1. Personnel Report	3
2. Extracurricular Athletic Contracts	4
3. Non-Athletic Extra & Co-Curricular Contracts	5
4. November 3 & November 17 Accounts Payable and October Payroll	6
5. August Financial Report	
6. CTE Program Five-Year Plan	7
7. 2026-2027 Multilingual Learner Plan	20
8. Regular Business Meeting Minutes of October 20, 2026	30
9. Regular Study Meeting Minutes of November 3, 2026	32

VI. **SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** *(5:35 p.m.) Alayna Brinton*
1. Building Belonging Recognition: *Dr. Julie Perron*
   - Anne Bickelhaupt, Clayton Hudiburg, Karli Hart, Jill Meliah, Nathan McClure, Shauna Millett, Jennifer Mouat, Refugio Reyes and Quin Wise - Walla Walla High School
2. 2026 Harbor Freight Tools for Schools Award for Teaching Excellence: *Dr. Ben Gauyan*
   - Eric Matson - SEATech Skills Center

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

VII. **STUDENT REPRESENTATIVE REPORT:**

1. **WA-HI ASSOCIATE STUDENT BODY REPRESENTATIVE REPORT:** *Crystal Solis-Garcia*
2. **LINCOLN HIGH SCHOOL STUDENT REPORT:** *Vivian McClure*

VIII. **CITIZENS' COMMENTS:** *(5:45 p.m.) Alayna Brinton* **34**

IX. **REPORTS:** *(5:55 p.m.) Alayna Brinton*

1. Board of Directors Report: *Alayna Brinton*
2. Superintendent's Report: *Dr. Ben Gauyan*
   a. Monthly Enrollment Report 35
3. Monthly Financial Dashboard Report: *Janette Jeffris*
4. Head Start Update: *Dr. Ben Gauyan*
5. School Report - Garrison Middle School: *Kim Doepker* 37
6. Policies First Reading: *Dr. Ben Gauyan* 58
   - 1630 Evaluation of the Superintendent
   - 2230 Transition to Kindergarten Program
   - 3115 Students Experiencing Homelessness: Enrollment Rights and Services
   - 3120 Enrollment
   - 3122 Excused and Unexcused Absences
   - 3124 Removal/Release of Student During School Hours
   - 3205 Sexual Harassment of Students Prohibited
   - 3418 Emergency Treatment
   - 4200 Parent Access and Safe and Orderly Learning Environment
   - 5001 Hiring of Retired School Employees
   - 5401 Sick Leave
   - 5404 Family, Medical, and Maternity Leave

X. **ACTION:** *(6:55 p.m.) Alayna Brinton*

XI. **ADJOURNMENT:** *(7:00 p.m.) Alayna Brinton*

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

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

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

PERSONNEL REPORT

November 17, 2026 – Board Meeting

Date: November 12, 2026

EMPLOYMENT

Classified: Amber Bagley, Para-Educator, WWCCF
Mikayla Ching, Para-Educator, Pioneer Middle School
Milani Filan, Temporary Para Educator (2026-7), Edison Elementary School and Green Park Elementary School
Maryah Showalter, Kitchen Assistant, Walla Walla High School
Diana Vieyra, Para-Educator, WWCCF

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Classified: Lisa Bartlett, Bus Assistant, SE Washington Transportation Co-Op, 1 year
Kevin De Santiago Cisneros, Intervention Specialist/Behavior Coach, Special Education, 10 years
Maria Lakkham, Cook, WWCCF, 1 year
Tamara "Tami" Tucker, Payroll Coordinator, Business Office, 27 years
Mayra Vargas, Head Start Associate Teacher, WWCCF, 5.5 years
Tyson Wright, Para-Educator, WWCCF, 2 years

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2026-2027

Name	School	Assignment
To Be Determined	Berney Elementary	Boys Basketball
Sergio Maldonado	Berney Elementary	Boys Basketball
Norma Arceo	Edison Elementary	Boys Basketball
Lynette Fogg	Edison Elementary	Boys Basketball
Jennifer Knowles	Green Park Elementary	Boys Basketball
Kristin Richard	Green Park Elementary	Boys Basketball
Alfredo Avalos	Lincoln High School	Assistant Boys Basketball
To Be Determined	Prospect Point Elementary	Boys Basketball
David Parodi	Prospect Point Elementary	Boys Basketball
Jessica Braddock	Sharpstein Elementary	Boys Basketball
Leo Braddock	Sharpstein Elementary	Boys Basketball
Nicole Bobadilla	Walla Walla High School	Assistant Slowpitch Softball
Damien Daniel	Walla Walla High School	Unified Basketball
Lenna Henry	Walla Walla High School	Athletic Events Coordinator Winter
Katlin Presler	Walla Walla High School	Unified Basketball
Ryan Shiplet	Walla Walla High School	Assistant Boys Swimming & Dive
Shannon White	Walla Walla High School	Concessions Manager (W)
Vangie Young	Walla Walla High School	Game Supervision Winter

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2026-2027

Name	School	Assignment
Jordan Calhoun	PI	Drama Assistant Director
Elizabeth Clearman	GA	Drama Director
Lynette Fogg	ED	Social Emotional Learning Team
Kate Van Cleve	PI	Drama Director
Sara Van Donge	GA	Drama Assistant Director

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 17th, 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 - 11/03/26				
Warrants Issued			**ACH Issued**	
From	**To**		**From**	**To**
254480	254589		9000000537	9000000548
Fund	**Amount**		**Fund**	**Amount**
General Fund	489,716.91		General Fund	3,296.78
ASB	22,835.74		ASB	-
Capital	59,854.75		Capital	-
Transportation	-		Transportation	-
Total	**572,407.40**		**Total**	**3,296.78**

Warrant Date - 11/17/26				
Warrants Issued			**ACH Issued**	
From	**To**		**From**	**To**
254592	254732		9000000549	9000000565
Fund	**Amount**		**Fund**	**Amount**
General Fund	530,834.65		General Fund	99,814.08
ASB	8,463.12		ASB	10,472.12
Capital	210,635.61		Capital	-
Transportation	-		Transportation	-
Total	**749,933.38**		**Total**	**110,286.20**

Payroll					
10/31/2026	254435	Through	254479	$	2,283,711.71
10/31/2026	NA	Wire Transfer	NA	$	3,550,986.69
10/31/2026	NA	Payroll Taxes	NA	$	1,195,593.95

TOTAL:	**$**	**8,466,216.11**

SCHOOL BOARD PRESIDENT:

_____

Alayna Brinton

SECRETARY OF THE BOARD:

_____

Dr. Ben Gauyan, Superintendent

SEATECH
SOUTHEAST AREA TECHNICAL SKILLS CENTER
525 Campus Loop Drive • Walla Walla, Washington 99362

October 21, 2026

To: Dr. Ben Gauyan, Superintendent

From: Jerry Maher

Re: CTE Program Five-Year Plan

Dear Dr. Gauyan,

I would like to request school board review and approval of our Career and Technical Education (CTE) Five-Year Plan. The plan was reviewed and approved by the CTE General Advisory Committee during our October 14, 2026 meeting. This Five-Year Plan will continue to be reviewed and updated annually in alignment with our WWPS Strategic Plan.

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

Sincerely,

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

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

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	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Educator Licensing WAC 181-77-014 **(Criteria 1)***	• Assist CTE teachers to attain and maintain certification • Provide opportunities to update/obtain CPR and First Aid Certs • Encourage Type 2 Driver Endorsement • Provide/support teacher PD opportunities • Support flexible staffing model	• Assist CTE teachers to attain and maintain certification • Provide opportunities to update/obtain CPR and First Aid Certs • Encourage Type 2 Driver Endorsement • Provide/support teacher PD opportunities • Support flexible staffing model	• Assist CTE teachers to attain and maintain certification • Provide opportunities to update/obtain CPR and First Aid Certs • Encourage Type 2 Driver Endorsement • Provide/support teacher PD opportunities • Support flexible staffing model	• Assist CTE teachers to attain and maintain certification • Provide opportunities to update/obtain CPR and First Aid Certs • Encourage Type 2 Driver Endorsement • Provide/support teacher PD opportunities • Support flexible staffing model	• Assist CTE teachers to attain and maintain certification • Provide opportunities to update/obtain CPR and First Aid Certs • Encourage Type 2 Driver Endorsement • Provide/support teacher PD opportunities • Support flexible staffing model
Curriculum, Instruction, and Evaluation RCW 28A.700.010 **(Criteria 2)***	• Program re-approval per OSPI (Group 2) – Family and Consumer Sciences • Submit MISC Frameworks identified on OSPI's verification report as directed • Summer exploratory/enrichment programs • Update CTE secondary pathways	• Program re-approval per OSPI (Group 2) – Business and Marketing • Submit MISC Frameworks identified on OSPI's verification report as directed • Summer exploratory/enrichment programs • Update CTE secondary pathways (sequence of courses)	• Program re-approval per OSPI (Group 2) – Agriculture Education • Submit MISC Frameworks identified on OSPI's verification report as directed • Summer exploratory/enrichment programs • Update CTE secondary pathways (sequence of courses)	• Program re-approval per OSPI (Group 2) – Skilled and Technical Sciences • Submit MISC Frameworks identified on OSPI's verification report as directed • Summer exploratory/enrichment programs • Update CTE secondary pathways (sequence of courses)	• Program re-approval per OSPI (Group 2) – STEM/Health Sciences • Submit MISC Frameworks identified on OSPI's verification report as directed • Summer exploratory/enrichment programs • Update CTE secondary pathways

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

	(sequence of courses) • Review WA OSPI Industry Recognized Credentials List • Update curriculum as needed • Support research of potential CTE Pathways at Lincoln HS • Seek opportunities to embed robotics/automation in STEM courses • AJAC Apprenticeship Preparation Partnership • Continue Financial Education and Traffic Safety • Continue curriculum extensions in middle school STEM • Continue research Agriculture Education alignment with WWCC (i.e. Viticulture, hospitality/tourism) • Continue STEM A/B Rotation for CS Coding and App Creators • Implement Careers in Education 2 framework (540 hours, Skills Center) • Implement Exercise	• Review WA OSPI Industry Recognized Credentials List • Update curriculum as needed • Support research/implementation of potential CTE Pathways at Lincoln HS • Seek opportunities to embed robotics/automation in STEM courses • Continue alignment of middle school STEM • Research opportunities to strengthen hospitality and tourism in current classes or as standalone courses • Implement new PLTW Building for the Future curriculum (formerly Green Architecture) • Make recommendations for AI implementation in CTE • Research trends in Digital Media Arts through job-a-like, etc. • Implement Exercise and Sports Science 3	• Review WA OSPI Industry Recognized Credentials List • Update curriculum as needed • Support research/implementation of potential CTE Pathways at Lincoln HS • Seek opportunities to embed robotics/automation in STEM courses • Continue alignment of middle school STEM • AI training in CTE	• Review WA OSPI Industry Recognized Credentials List • Update curriculum as needed • Support research/implementation of potential CTE Pathways at Lincoln HS • Seek opportunities to embed robotics/automation in STEM courses • Continue alignment of middle school STEM • AI training in CTE	(sequence of courses) • Review WA OSPI Industry Recognized Credentials List • Update curriculum as needed • Support research/implementation of potential CTE Pathways at Lincoln HS • Seek opportunities to embed robotics/automation in STEM courses • Continue alignment of middle school STEM • AI training in CTE

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

	and Sports Science 2 • Implement Principles of Biomedical Science at Walla Walla HS • Continue rotation of AP CS Principles/AP CS A at Walla Walla HS • Research curriculum to replace PLTW Green Architecture (last year offered) and submit framework to OSPI for approval • Research Animal Science Curriculum per student interest in more training • Convene AI committee to research and determine recommendations for educating students about responsible AI utilization in careers • CIP Code revision for AMPED on Algebra				
Academic Integration RCW 28A.700.010(2)(a) **(Criteria 3)***	• Maximize course equivalency options • Implement equivalency enrollment procedures • Align frameworks to state standards and essential locally identified standards • Align academic	• Maximize course equivalency options • Implement equivalency enrollment procedures • Align frameworks to state standards and essential locally identified standards • Align academic integration efforts to	• Maximize course equivalency options • Implement equivalency enrollment procedures • Align frameworks to state standards and essential locally identified standards • Align academic integration efforts to	• Maximize course equivalency options • Implement equivalency enrollment procedures • Align frameworks to state standards and essential locally identified standards • Align academic integration efforts to	• Maximize course equivalency options • Implement equivalency enrollment procedures • Align frameworks to state standards and essential locally identified standards • Align academic

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

	integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum	WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum	WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum	WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum	integration efforts to WWPS Goal 1: Ambitious Learning for All through collective efficacy; guaranteed and viable curriculum
Student Access to Program RCW 28A.700.010 **(Criteria 4)***	• Review of course catalog (CTE) • Promote non-traditional options/opportunities • Support equitable and non-discriminatory registration/enrollment processes • Communicate program updates in English and Spanish • Implement staffing model to increase access to internships and experiential learning for students • Implement 2nd year delivery of Careers in Education based on guidance of SEATech Supt Adv Council • Continue implementation of Skills Center Shop Tech/Para support to increase student access to CT (Approved by Sup. Adv. Council and	• Review of course catalog (CTE) • Promote non-traditional options/opportunities • Support equitable and non-discriminatory registration/enrollment processes • Communicate program updates in English and Spanish • Implement staffing model to increase access to internships and experiential learning for students	• Review of course catalog (CTE) • Promote non-traditional options/opportunities • Support equitable and non-discriminatory registration/enrollment processes • Communicate program updates in English and Spanish • Implement staffing model to increase access to internships and experiential learning for students	• Review of course catalog (CTE) • Promote non-traditional options/opportunities • Support equitable and non-discriminatory registration/enrollment processes • Communicate program updates in English and Spanish • Implement staffing model to increase access to internships and experiential learning for students	• Review of course catalog (CTE) • Promote non-traditional options/opportunities • Support equitable and non-discriminatory registration/enrollment processes • Communicate program updates in English and Spanish • Implement staffing model to increase access to internships and experiential learning for students

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

	WWPS due to long-standing waiting list, etc.)				
Accountability RCW 28A.700.040(1)(c) **(Criteria 5)***	• 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 • Maintain compliance and reporting in regard to CTE Program Standards	• 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 • Maintain compliance and reporting in regard to CTE Program Standards	• 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 • Maintain compliance and reporting in regard to CTE Program Standards	• 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 • Maintain compliance and reporting in regard to CTE Program Standards	• 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 • Maintain compliance and reporting in regard to CTE Program Standards
Safe Practices RCW 28A.700.010 **(Criteria 6)***	• Conduct shop/lab consultation walk-throughs to ensure safe practices • Ensure student safety tests are kept on file for seven years • Review OSPI Health and Safety Guide • Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning	• Collaborate with Risk Management to ensure safe practices • Ensure student safety tests are kept on file for seven years • Review OSPI Health and Safety Guide • Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning	• Collaborate with Risk Management to ensure safe practices • Ensure student safety tests are kept on file for seven years • Review OSPI Health and Safety Guide • Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning	• Conduct shop/lab consultation walk-throughs to ensure safe practices • Ensure student safety tests are kept on file for seven years • Review OSPI Health and Safety Guide • Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning	• Collaborate with Risk Management to ensure safe practices • Ensure student safety tests are kept on file for seven years • Review OSPI Health and Safety Guide • Continue use of CTE Lab/Shop spaces to maintain flexibility and support safe practices and leverage opportunities for project-based learning
Facilities RCW 28A.700.010	• Review and implement long-range facilities	• Review and implement long-range facilities	• Review and implement long-range facilities	• Review and implement long-range facilities	• Review and implement long-range facilities

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

(Criteria 7)*	plan • Implement SEATech 10-year facilities plan • Monitor minor works submission to OSPI for HVAC and Heating repairs at SEATech	plan • Update and Implement SEATech 10-year facilities plan • Leverage minor works funding for HVAC and Heating repairs at SEATech, pending state legislative prioritization	plan • Implement SEATech 10-year facilities plan	plan • Update and Implement SEATech 10-year facilities plan	plan • Implement SEATech 10-year facilities plan
Instructional Materials RCW 28A.700.010 **(Criteria 8)***	• Review of equipment/technology rotations • Renew software subscriptions • Purchase start-up equipment for new programs/courses • Identification of equipment surplus and consumable waste district-wide • Purchase industry standard equipment aligned to program needs • Review/update welding equipment (AMWT, SEATech) • Continue implementation of Anatomage Tables • Continue zSpace laptop technology at MS, HS, SEATech • Continue implementation of	• Review of equipment/technology rotations • Renew software subscriptions • Purchase start-up equipment for new programs/courses • Identification of equipment surplus and consumable waste district-wide • Purchase industry standard equipment aligned to program needs • Review/update welding equipment (AMWT, SEATech) • Continue implementation of Anatomage Tables • Continue zSpace laptop technology at MS, HS, SEATech	• Reviewof equipment/technology rotations • Renew software subscriptions • Purchase start-up equipment for new programs/courses • Identification of equipment surplus and consumable waste district-wide • Purchase industry standard equipment aligned to program needs • Review/update welding equipment (AMWT, SEATech) • Continue implementation of Anatomage Tables • Continue zSpace laptop technology at MS, HS, SEATech	• Reviewof equipment/technology rotations • Renew software subscriptions • Purchase start-up equipment for new programs/courses • Identification of equipment surplus and consumable waste district-wide • Purchase industry standard equipment aligned to program needs • Review/update welding equipment (AMWT, SEATech)	• Reviewof equipment/technology rotations • Renew software subscriptions • Purchase start-up equipment for new programs/courses • Identification of equipment surplus and consumable waste district-wide • Purchase industry standard equipment aligned to program needs • Review/update welding equipment (AMWT, SEATech)

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

	dispatch/training simulators for Criminal Justice				
Leadership and Employability RCW 28A.700.010 **(Criteria 9)***	• Promote CTSO and extended learning to maximize student participation • Emphasize industry and 21st Century Skills • Encourage and support all staff to provide leadership opportunities for students • Provide funding for basic CTSO Leadership Training • Fund CTSO Student Registration and Travel regional, state, or national events for CTE students (does not include enrichment activities) • 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 21st Century Skills	• Promote CTSO and extended learning to maximize student participation • Emphasize industry and 21st Century Skills • Encourage and support all staff to provide leadership opportunities for students • Provide funding for basic CTSO Leadership Training • Fund CTSO Student Registration and Travel regional, state, or national events for CTE students (does not include enrichment activities) • 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 21st Century Skills	• Promote CTSO and extended learning to maximize student participation • Emphasize industry and 21st Century Skills • Encourage and support all staff to provide leadership opportunities for students • Provide funding for basic CTSO Leadership Training • Fund CTSO Student Registration and Travel regional, state, or national events for CTE students (does not include enrichment activities) • 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 21st Century Skills	• Promote CTSO and extended learning to maximize student participation • Emphasize industry and 21st Century Skills • Encourage and support all staff to provide leadership opportunities for students • Provide funding for basic CTSO Leadership Training • Fund CTSO Student Registration and Travel regional, state, or national events for CTE students (does not include enrichment activities) • 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 21st Century Skills	• Promote CTSO and extended learning to maximize student participation • Emphasize industry and 21st Century Skills • Encourage and support all staff to provide leadership opportunities for students • Provide funding for basic CTSO Leadership Training • Fund CTSO Student Registration and Travel regional, state, or national events for CTE students (does not include enrichment activities) • 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 21st Century Skills

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

Long Range Planning RCW 28A.700.010(2)(b) **(Criteria 10)***	• Facilitate the ongoing development and implementation of 4-year plans for all programs • Update and approve SEATech Joint Operation Agreement (Superintendents, WWCC Pres.)	• Facilitate the ongoing development and implementation of 4-year plans for all programs	• Facilitate the ongoing development and implementation of 4-year plans for all programs • Update and approve SEATech Joint Operation Agreement (Superintendents, WWCC Pres.)	• Facilitate the ongoing development and implementation of 4-year plans for all programs	• Facilitate the ongoing development and implementation of 4-year plans for all programs • Update and approve SEATech Joint Operation Agreement (Superintendents, WWCC Pres.)
Advisory Committee RCW 28A.700.020(1) **(Criteria 11)***	• Utilize Advisory committees to provide up-to-date employment data and information • Review Program Advisory documents to inform strategic planning • Recruit/fill advisory vacancies • Implement GAC Bylaws	• Utilize Advisory committees to provide up-to-date employment data and information • Review Program Advisory documents to inform strategic planning • Recruit/fill advisory vacancies • Implement GAC Bylaws	• Utilize Advisory committees to provide up-to-date employment data and information • Review Program Advisory documents to inform strategic planning • Recruit/fill advisory vacancies • Implement GAC Bylaws	• Utilize Advisory committees to provide up-to-date employment data and information • Review Program Advisory documents to inform strategic planning • Recruit/fill advisory vacancies • Implement GAC Bylaws	• Utilize Advisory committees to provide up-to-date employment data and information • Review Program Advisory documents to inform strategic planning • Recruit/fill advisory vacancies • Implement GAC Bylaws
Program of Study RCW 28A.700.020(2)(a)(b) **(Criteria 12)***	• Update/maintain Articulation agreements • Revise and Approve Programs of Study/Assurances • Update and approve CTE Graduation Pathways/courses • Seek opportunities to add dual credit and/or	• Update/maintain Articulation agreements • Revise and Approve Programs of Study/Assurances • Update and approve CTE Graduation Pathways/courses • Seek opportunities to add dual credit and/or	• Update/maintain Articulation agreements • Revise and Approve Programs of Study/Assurances • Update and approve CTE Graduation Pathways/courses • Seek opportunities to add dual credit	• Update/maintain Articulation agreements • Revise and Approve Programs of Study/Assurances • Update and approve CTE Graduation Pathways/courses • Seek opportunities to add dual credit and/or	• Update/maintain Articulation agreements • Revise and Approve Programs of Study/Assurances • Update and approve CTE Graduation Pathways/courses • Seek opportunities to add dual credit

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

	Industry Relevant Credentials (IRC) to courses • Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3 • Continue Perry Tech Scholarship Program at SEATech: AMWT/CT	Industry Relevant Credentials (IRC) to courses • Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3 • Continue Perry Tech Scholarship Program at SEATech: AMWT/CT	and/or Industry Relevant Credentials (IRC) to courses • Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3 • Continue Perry Tech Scholarship Program at SEATech: AMWT/CT	Industry Relevant Credentials (IRC) to courses • Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3 • Continue Perry Tech Scholarship Program at SEATech: AMWT/CT	and/or Industry Relevant Credentials (IRC) to courses • Maintain WWPS CTE Dual Credits with WWCC, CBC, Spokane CC, Shoreline CC, and PC3 • Continue Perry Tech Scholarship Program at SEATech: AMWT/CT
Certification Work based Learning RCW 28A.700.060(2)(c)(d) **(Criteria 13A, 13B)***	• Offer worksite learning • Develop community partnerships • Increase job shadow opportunities • Document and report WBL to OSPI • Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials • Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations, etc.) • Increase WBL opportunities (i.e. job shadows/field trips, etc.)	• Offer worksite learning • Develop community partnerships • Seek job shadow opportunities • Document and report WBL to OSPI • Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials • Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations, etc.) • Increase WBL opportunities (i.e. job shadows/field trips, etc.)	• Offer worksite learning • Develop community partnerships • Seek job shadow opportunities • Document and report WBL to OSPI • Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials • Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations, etc.) • Increase WBL opportunities (i.e. job shadows/field	• Offer worksite learning • Develop community partnerships • Seek job shadow opportunities • Document and report WBL to OSPI • Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials • Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations, etc.) • Increase WBL opportunities (i.e. job shadows/field	• Offer worksite learning • Develop community partnerships • Seek job shadow opportunities • Document and report WBL to OSPI • Provide opportunities for students to earn relevant certifications and or pursue post-secondary credentials • Continue off-site partnerships (i.e. Habitat for Humanity, Clinical Rotations, etc.) • Increase WBL opportunities (i.e. job shadows/field

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

	• Offer student access to ProStart Culinary curriculum/certs (WAHI) • Offer WSL at SEATech • Seek Apprenticeship Preparation status - Construction at SEATech • Pilot AJAC-SEATech Apprenticeship Preparation Program • Implement YouScience pilot at Walla Walla HS to increase certifications offered to students	• Offer student access to ProStart Culinary curriculum/certs (WAHI) • Offer WSL at SEATech • Look for opportunities to partner with local/regional CS volunteers	trips, etc.) • Offer student access to ProStart Culinary curriculum/certs (WAHI) • Offer WSL at SEATech	trips, etc.) • Offer student access to ProStart Culinary curriculum/certs (WAHI) • Offer WSL at SEATech • Look for opportunities to partner with local/regional CS volunteers	trips, etc.) • Offer student access to ProStart Culinary curriculum/certs (WAHI) • Offer WSL at SEATech
Career Guidance RCW 28A.700.010(3) **(Criteria 14)***	• Provide recruitment timeline and suggested strategies to CTE Staff • Radio, television, and print campaign • Recruit students to SEATech Skills Center/ electronic registration • Recruit students to all CTE Programs • Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc.) • Attend Career Fair; We Are WAHI, SEATech	• Provide recruitment timeline and suggested strategies to CTE Staff • Radio, television, and print campaign • Recruit students to SEATech Skills Center/ electronic registration • Recruit students to all CTE Programs • Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc.) • Attend Career Fair; We Are WAHI, SEATech	• Provide recruitment timeline and suggested strategies to CTE Staff • Radio, television, and print campaign • Recruit students to SEATech Skills Center/ electronic registration • Recruit students to all CTE Programs • Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc.) • Attend Career Fair; We Are WAHI, SEATech	• Provide recruitment timeline and suggested strategies to CTE Staff • Radio, television, and print campaign • Recruit students to SEATech Skills Center/ electronic registration • Recruit students to all CTE Programs • Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc.) • Attend Career Fair; We Are WAHI, SEATech	• Provide recruitment timeline and suggested strategies to CTE Staff • Radio, television, and print campaign • Recruit students to SEATech Skills Center/ electronic registration • Recruit students to all CTE Programs • Utilize multiple mailing strategies (i.e. CS, AMPED, GeoCon, etc.) • Attend Career Fair; We Are WAHI, SEATech

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

	Open House, etc. • Continue offering 8th grade elective tours • Utilize Schoolinks for HS & Beyond Planning • Attend career connected field days • Offer Career Panels	Open House, etc. • Continue offering 8th grade elective tours • Utilize Schoolinks for HS & Beyond Planning • Attend career connected field days • Offer Career Panels	Open House, etc. • Continue offering 8th grade elective tours • Utilize Schoolinks for HS & Beyond Planning • Attend career connected field days • Offer Career Panels	Open House, etc. • Continue offering 8th grade elective tours • Utilize Schoolinks for HS & Beyond Planning • Attend career connected field days • Offer Career Panels	Open House, etc. • Continue offering 8th grade elective tours • Utilize Schoolinks for HS & Beyond Planning • Attend career connected field days • Offer Career Panels
Program Evaluation RCW 28A.700.020(1) **(Criteria 15)***	• Complete Annual Districtwide CTE Evaluation • Complete Program Level Evaluations • Update Perkins CLNA	• Complete Annual Districtwide CTE Evaluation • Complete Program Level Evaluations • Review regional CTE Course Offerings • Perkins CLNA	• Complete Annual Districtwide CTE Evaluation • Complete Program Level Evaluations • Update Perkins CLNA	• Complete Annual Districtwide CTE Evaluation • Complete Program Level Evaluations • Review regional CTE Course Offerings • Perkins CLNA	• Complete Annual Districtwide CTE Evaluation • Complete Program Level Evaluations • Update Perkins CLNA
Professional Development RCW 28A.700.005(4) **(Criteria 16)***	• Develop/research local training and in-service opportunities • CTE WA-ACTE Summer Conference • CTE STEM • Skills Center • AP Training • Agriculture Education • WA-FACS • WITEA Conference • WSBEA Events • Type 2 Driver • CPR/First Aid • GeoCon/AMPED	• Develop/research local training and in-service opportunities • CTE WA-ACTE Summer Conference • CTE STEM • Skills Center • AP Training • Agriculture Education • WA-FACS • WITEA Conference • WSBEA Events • Type 2 Driver • CPR/First Aid • Other	• Develop/research local training and in-service opportunities • CTE WA-ACTE Summer Conference • CTE STEM • Skills Center • AP Training • Agriculture Education • WA-FACS • WITEA Conference • WSBEA Events • Type 2 Driver • CPR/First Aid	• Develop/research local training and in-service opportunities • CTE WA-ACTE Summer Conference • CTE STEM • Skills Center • AP Training • Agriculture Education • WA-FACS • WITEA Conference • WSBEA Events • Type 2 Driver • CPR/First Aid	• Develop/research local training and in-service opportunities • CTE WA-ACTE Summer Conference • CTE STEM • Skills Center • AP Training • Agriculture Education • WA-FACS • WITEA Conference • WSBEA Events • Type 2 Driver • CPR/First Aid

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

	• Forklift		• Other	• Other	• Other

***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 2026-27 school year, with the understanding this plan is a "living document." Timelines will be adjusted with sustainable outcomes, funding, and feasibility, etc. in mind.**

Advisory Chairperson _____ Date 10/14/2026

CTE Instructor _____ Date 10/14/2026

CTE Director _____ Date 10/14/2026

Multilingual Learner Plan

District: **Walla Walla Public Schools**	Lead Contact: **Dr. Julie Perron, Director and Marlene Perez, Program Supervisor**
School Year:26-27	
District Strategic Goal(s): *(List any district goals that relate to programs for multilingual learners.)* **1. Ambitious Learning for ALL** **2. Relevant and Rigorous Experience** **3. Culture of Equity and Belonging** **4. Partnership with Family and Community**	

Identification, Screening, and Placement

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.

● How is the Home Language Survey (HLS) information collected? ● What is the process for reviewing HLS information and ensuring that students are screened?	**Home Language Survey (HLS)** information is collected as part of the student enrollment process. **Initial Review**: 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.
● What is the process for screening and recording results of the screener?	The screener must be administered within **10 days** of the student's enrollment to comply with state and federal guidelines. <u>Elementary</u> ● During registration, the school secretary alerts the building admin, ML coordinator, McKinney-Vento liaison and general ed teacher. ● The ML coordinator screens the student within 10 days and records results. ● Services and supports are assigned based on results. <u>Middle School</u> ● During registration, the school secretary alerts the building admin, ML coordinator, McKinney-Vento liaison and counselor. ● The ML coordinator screens and records results within 10 days. ● Counselor and ML coordinator plan class placement and supports. <u>High School</u> ● During registration, the school secretary alerts the counselor, registrar, McKinney-Vento liaison, ML program supervisor, and building admin. ● The ML program supervisor screens and records results within 10 days. ● Supervisor recommends ELD placement; counselors build the student's schedule.
● What is the process for placing students into the TBIP program?	**Eligibility for TBIP** is based on the student's score on the English proficiency screener: ● If the student's score indicates that they are **not yet proficient** in English, they qualify for TBIP services.

	• If the student's score indicates they are **proficient**, they do not qualify for TBIP services. This ensures that this process follows **state and federal guidelines** to support multilingual learners. .
• What is the process for notifying families for… o New student placement? o Continuing student programming? o Exiting students?	**Placement** Families are notified in **writing** about their child's eligibility for TBIP services and the specific program placement. The notification includes information about the **TBIP program, the reasons for placement**, and an **explanation of how the program will support the student's language development and academic success**. **Continuing Student Programming** **Annual Notification**: Each year, families of students who continue in the TBIP receive a written notice regarding their child's **current progress** and **continued placement** in the program. **Details Included in the Notification**: • **Progress Update**: Information about the student's progress in English language development, based on the results of the annual **WIDA ACCESS** assessment. **Exiting Students** **Exit Notification**: 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 **exit from the program**. • **Exit Criteria**: Explanation of how the student's proficiency level was determined, based on their **WIDA ACCESS** scores and state exit standards. • **Transitional Support**: Details about any **transitional support** or **monitoring** that will be provided for a period (up to **two years**) to ensure that the student continues to succeed in the general education setting.
• What is the process for handling requests to waive services?	Parents complete a Waiver Form, which the department then documents and keeps on record.

Program Models

The following program models are allowable in Washington state. Identify which program models are used in each school.

Program Model	School(s)
Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language with an 80-20 model, beginning with 80% Spanish in Kindergarten, and gradually adding English as the language of delivery.. 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.	Green Park Elementary Edison Elementary Garrison Middle School Pioneer Middle School
Transitional Bilingual Programs (Early or late exit): 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.	

Alternative Programs (Content-based Instruction): Content-Based Instruction (CBI) or "sheltered" instruction is 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.	Walla Walla High School
Alternative Programs (Supportive Mainstream): 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
Newcomer Programs: 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
Other Special Programs (Alternative Schools, Open Doors, Juvenile Detention, etc.): 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

ELD Services - Elementary			
Describe how English Language Development (designated and integrated ELD) is provided in each model for each group.			
	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term** multilingual/**English Learners (LTELs)** (5+ years in program)
Program Model: Dual Schools	For K-2 students at the beginning level of English proficiency in a dual language school, **designated ELD** provides daily, focused instruction on building essential English language skills. These students have dedicated time with the **Multilingual Learner (ML) Coordinator** or the **English Learner (EL) teacher** each day. For students in grades 3-5 at the beginning level of English proficiency in a dual language school, **designated ELD** offers focused, daily instruction with either a **Multilingual Learner (ML) Coordinator** or an **ML paraeducator**. 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.	For K-2 students at the intermediate level of English proficiency in a dual language school, **designated ELD** provides daily, focused instruction on building essential English language skills. These students have dedicated time with the **Multilingual Learner (ML) Coordinator** or the **English Learner (EL) teacher** each day. For students in grades 3-5 at the intermediate level of English proficiency, ELD support is provided through both **designated** and **integrated** approaches. **Designated ELD** Intermediate-level students receive dedicated, focused time with the **Multilingual Learner (ML) Coordinator** or the **ML paraeducator** daily. This instruction can take place in two ways: 1. Supportive Mainstream 2. Small Group Instruction **Integrated ELD**: In addition to designated support, teachers embed	For students that are LTEL's ELD support is provided through both **designated** and **integrated** approaches. **Designated ELD** Intermediate-level students receive dedicated, focused time with the **Multilingual Learner (ML) Coordinator** or the **ML paraeducator** daily. This instruction can take place in two ways: 1. Supportive Mainstream 2. Small Group Instruction **Integrated ELD**: In addition to designated support, teachers embed English language development into daily lessons.

		English language development into daily lessons.	
Program Model: English only schools	For students in grades K-5 at the beginning level of English proficiency, **designated ELD** provides focused, daily instruction to help them build essential English language skills. These students have dedicated time each day with either a **Multilingual Learner (ML) Coordinator** or **paraeducator**	For students in grades K-5 at the intermediate level of English proficiency, **designated ELD** provides focused, daily instruction to help them build essential English language skills. These students have dedicated time each day with either a **Multilingual Learner (ML) Coordinator** or **paraeducator**	For students that are LTEL's ELD support is provided through both **designated** and **integrated** approaches. **Designated ELD** Students receive dedicated, focused time with the **Multilingual Learner (ML) Coordinator** or the **paraeducator** daily. This instruction can take place in two ways: 1. Supportive Mainstream 2. Small Group Instruction **Integrated ELD**: In addition to designated support, teachers embed English language development into daily lessons.

Accessible Content - Elementary

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

	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term** multilingual/**English Learners (LTELs)** (5+ years in program)
Program Model: Dual Schools	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: • **80% Spanish Instruction**: Core subjects are taught in Spanish, ensuring that students build foundational skills in a language they understand. • **20% English Instruction**: Focuses on building English language in Library, P.E. and Music. 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: • **50% Spanish Instruction**: Core subjects are taught in Spanish for half of	In a K-2 dual language program for intermediate students, where 80% of content is in Spanish: • **80% Spanish Instruction**: Core subjects are taught in Spanish, helping students deepen understanding and maintain strong literacy skills in their native or more comfortable language. • **20% English Instruction (ELD)**: ELD focuses on building English skills through academic content, reinforcing vocabulary and grammar related to subjects they've studied in Spanish. In a 3-5 dual language program for intermediate students, where content is 50% Spanish and 50% English: • **50% Spanish**: Core subjects are taught in Spanish, helping students maintain and deepen their Spanish literacy and content understanding. • **50% English**: English instruction, including ELD, focuses on building academic language and	In a 5th-grade dual language program for LTEL students, with 50% of content in Spanish and 50% in English: • **50% Spanish**: Core subjects in Spanish help maintain literacy and reinforce content knowledge. • **50% English**: English, including ELD, focuses on academic vocabulary and concepts.

	the instructional time, allowing 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. • **50% English Instruction**: 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.	vocabulary, reinforcing content learned in Spanish.	
Program Model: Traditional, Non-Dual Schools	In an English-only K-5 school for beginning-level students, with content delivered by the general ed teacher and ML coordinator: • **Collaboration**: They adapt lessons to include language supports, making content accessible for multilingual/English learners. • **Differentiation**: Visuals, simplified language, and hands-on activities help students understand core subjects. • **Integrated Language Support**: The ML coordinator builds English skills through content, supporting gradual language development alongside academic learning.	In an English-only K-5 school for intermediate level students, with content delivered by the general ed teacher and ML coordinator: • **Collaboration**: They adapt lessons to include language supports, making content accessible for multilingual/English learners. • **Differentiation**: Visuals, simplified language, and hands-on activities help students understand core subjects. • **Integrated Language Support**: The ML coordinator builds English skills through content, supporting gradual language development alongside academic learning.	In an English-only school for 5th-grade LTEL (Long-Term multilingual/English Learner) students: • **Collaboration**: The general education teacher works closely with the ML coordinator to tailor instruction, ensuring LTELs can access content while strengthening their English skills. • **Differentiation**: Tools like graphic organizers, sentence frames, and peer discussions help LTELs engage with grade-level content, making complex ideas more accessible. • **Focused Language Support**: The ML coordinator provides targeted instruction to develop academic vocabulary and language structures, bridging gaps between conversational fluency and academic English.

ELD Services – Middle School

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.			
	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term** multilingual/**English Learners (LTELs)** (5+ years in program)
Program Model:	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.			
	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term** multilingual/ **English Learners (LTELs)** (5+ years in program)
Program Model:	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.			
	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term** multilingual/**English Learners (LTELs)** (5+ years in program)
Program Model:	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

		students at varying levels receive appropriate language support.	ensures ongoing language support in their content classes.

Accessible Content – High School

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.

	Beginning Level (0-2 years in program)	**Intermediate Level** (2-5 years in program)	**Long-Term** multilingual/**English Learners (LTELs)** (5+ years in program)
Program Model:	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.

Assessment & Monitoring of Student Progress

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.

	Academic Assessments	**Language Assessments**
Elementary:	iReady (Reading and Math) SBA Unit assessments	mClass - DIBELS/Lectura WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA
Middle School:	iReady (Reading and Math) SBA Unit assessments	WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA
High School:	SBA Unit assessments	WIDA annual assessment WIDA Screener WIDA Access Modified WIDA SBA

Program Evaluation

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.

ESSA Required Data Elements		**Continuous Improvement Plans**
Number and % of ELs attaining proficiency and exiting EL services.		Continue with Professional Development targeting structured student talk, oracy, as well as writing.
Number and % of former ELs who met academic standards 2 & 4 years after exiting.		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)		Professional Development targeting structured student talk, oracy and writing.
Percent and performance of ELs who dually qualify for Special Education.		Continue working with Special Education Team for each student's needs.

Family Communication and Engagement	
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.	
How are families informed about student progress and assessments?	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. During September conferences, families have the opportunity to meet with teachers to discuss student achievements and set goals, fostering collaboration and open communication.
How do educators learn more about families' funds of knowledge?	Educators learn about families' cultural backgrounds and experiences through conversations, surveys, and community events. 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.
How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?	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. 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.
How does the district ensure that families have access to translation and interpretation services for effective communication?	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.
How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?	DMLAB (Dual and Multilingual Learner Advisory Board, comprised of staff and parents)
Student Records	
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.	
Home language surveys	Are embedded with our registration form
Individual test score sheets for… ● English language proficiency placement (screening). and Annual English language proficiency testing.	n/a-created and maintained by ML Coordinators WIDA assessments occur based on OSPI calendar
Parent notification letters for… ● Initial placement ● Continued eligibility ● Transition from services (exiting)	These letters are coordinated and decimated by our office
Parent requests to waive services	Waivers are managed through a form.

Roster of ML students including type, amount, and frequency of ELD services	Our ML coordinators keep track of this information.
Training for ML Coordinators related to WIDA Screener and Access	WWPS provides ongoing training and support for ML Coordinators around both the WIDA Screener and WIDA ACCESS. Senior ML Coordinators: ● We send annual reminders for required recertification. ● WIDA Screener recertification is completed each August. ● WIDA ACCESS recertification is completed each December/January. New ML Coordinators and Teachers (or anyone needing a refresher): ● We offer individualized 1:1 training sessions. ● These can be scheduled in person or via Zoom, depending on staff preference and availability. This structure ensures all coordinators remain current with WIDA requirements while also providing flexible support for those who are new to the role or would like additional guidance.

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
October 20, 2026
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS	ADMINISTRATORS
Alayna Brinton, President	Dr. Ben Gauyan, Superintendent
Kathy Mulkerin, Vice President	Chris Gardea, Assistant Superintendent
Elizabeth Alonso-Barrientos	Christy Krutulis, Director of Teaching and Learning
Ruth Ladderud	Mark Higgins, Director of Communications
Derek Sarley	Keith Ross, Director of Technology
Abril Salazar, Student Representative	
Lucy Anderton, Student Representative	

AUDIENCE
Approximately 15 individuals, including board members, administrators and guests, were in attendance.

I. CALL TO ORDER
The meeting was called to order at 5:01 p.m. in the Administration Building Anne Golden Boardroom, by President Alayna Brinton.

II. FLAG SALUTE
The flag salute and Pledge of Allegiance were led by Director Ruth Ladderud.

III. ROLL CALL
All board members were present in person except Directors Kathy Mulkerin and Elizabeth Alonso-Barrientos who attended remotely and Student Representative Abril Salazar was not able to attend.

IV. APPROVAL OF AGENDA
Motion by Ruth Ladderud and seconded by Derek Sarley to approve the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA
Motion by Derek Sarley and seconded by Ruth Ladderud to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) approval of teachers assigned out of endorsement area; 5) October 6 & 20 accounts payable and September payroll; 6) regular business meeting minutes of September 15, 2026; 7) regular study meeting minutes of October 6, 2026; 8) excused absence for Director Derek Sarley and Student Representative Abril Salazar from October 6, 2026 regular study meeting and 9) special meeting/school board retreat minutes of October 16, 2026. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS
FFA Update: Walla Walla High School Agriculture Education teacher and FFA advisor Jessica Johnson shared highlights of the school's thriving Agriculture Education Program and FFA chapter. Johnson expressed appreciation for the continued support of the Walla Walla Public Schools Board

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

of Directors and district leadership, noting the important role that support has played in strengthening the program over the years.

VII. CITIZENS' COMMENTS

Public comment was received by 1 individual.

VII. 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 many attended the Equity and Access Committee and the Walla Walla Foundation Lunch that was a huge success. Director Mulkerin commended Student Representative Anderton on her amazing hundred butterfly at the swim meet.

Superintendent's Report: Superintendent Dr. Ben Gauyan also joined the Walla Walla Foundation Luncheon and the Booster JROTC Barbecue and wanted to recognize its National Principals Month and noted October enrollment is 5138 FTE.

School Report: Walla Walla Center for Children and Families Principal Michelle Carpenter and Partnership/Community Outreach Coordinator Brent Cummings presented a school update.

IX. ACTION

X. ADJOURNMENT

President Brinton adjourned the meeting at 6:28 p.m.

Minutes to be presented for board approval on November 17, 2026.

APPROVED:

Dr. Ben Gauyan, Superintendent and Secretary of the Board *- Veronica Esparza, Recorde*	Alayna Brinton School Board President

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

BOARD OF DIRECTORS
Regular Study Meeting – 4:00 p.m.
November 3, 2026
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS	ADMINISTRATORS
Alayna Brinton, President	Dr. Ben Gauyan, Superintendent
Kathy Mulkerin, Vice President	Chris Gardea, Assistant Superintendent
Elizabeth Alonso-Barrientos	Janette Jeffris, Director of Fiscal Services
Ruth Ladderud	Christy Krutulis, Director of Teaching and Learning
Derek Sarley	Brent Cummings, Partnership and Community Outreach
Abril Salazar, Student Representative	Coordinator
Lucy Anderton, Student Representative	

AUDIENCE
Approximately 23 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 Alayna Brinton.

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 Derek Sarley to approve the agenda as presented; the motion carried unanimously.

V. STUDY ITEMS
Head Start: Walla Walla Public Schools will maintain its Head Start program through June 4, 2027, even if additional federal funding is not secured by the December 31, 2026, the end date of the current award letter. Superintendent Dr. Ben Gauyan recommended continuing the program through the end of the 2026-27 school year. School board members unanimously expressed support for the recommendation, emphasizing the importance of maintaining consistent services for children, families and staff.

School Board Goal 3: Excellent Stakeholder and Community Involvement: Walla Walla Public Schools is moving forward with plans to establish a Future Schools Advisory Committee (FSAC) to engage students, staff, families and community members in shaping the future of educational programming and systems across the district. Superintendent Dr. Ben Gauyan outlined the proposed committee and its role in supporting long-range planning. The effort aligns with a school board goal of promoting an open, transparent process that encourages community engagement and input. The committee will examine changing student enrollment trends, evolving educational

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

needs and long-term planning considerations to help identify priorities for future educational programs and services.

VI. ADJOURNMENT

President Brinton adjourned the meeting at 5:55 p.m.

Minutes to be presented for board approval on November 17, 2026.

APPROVED:

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

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

~ 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.

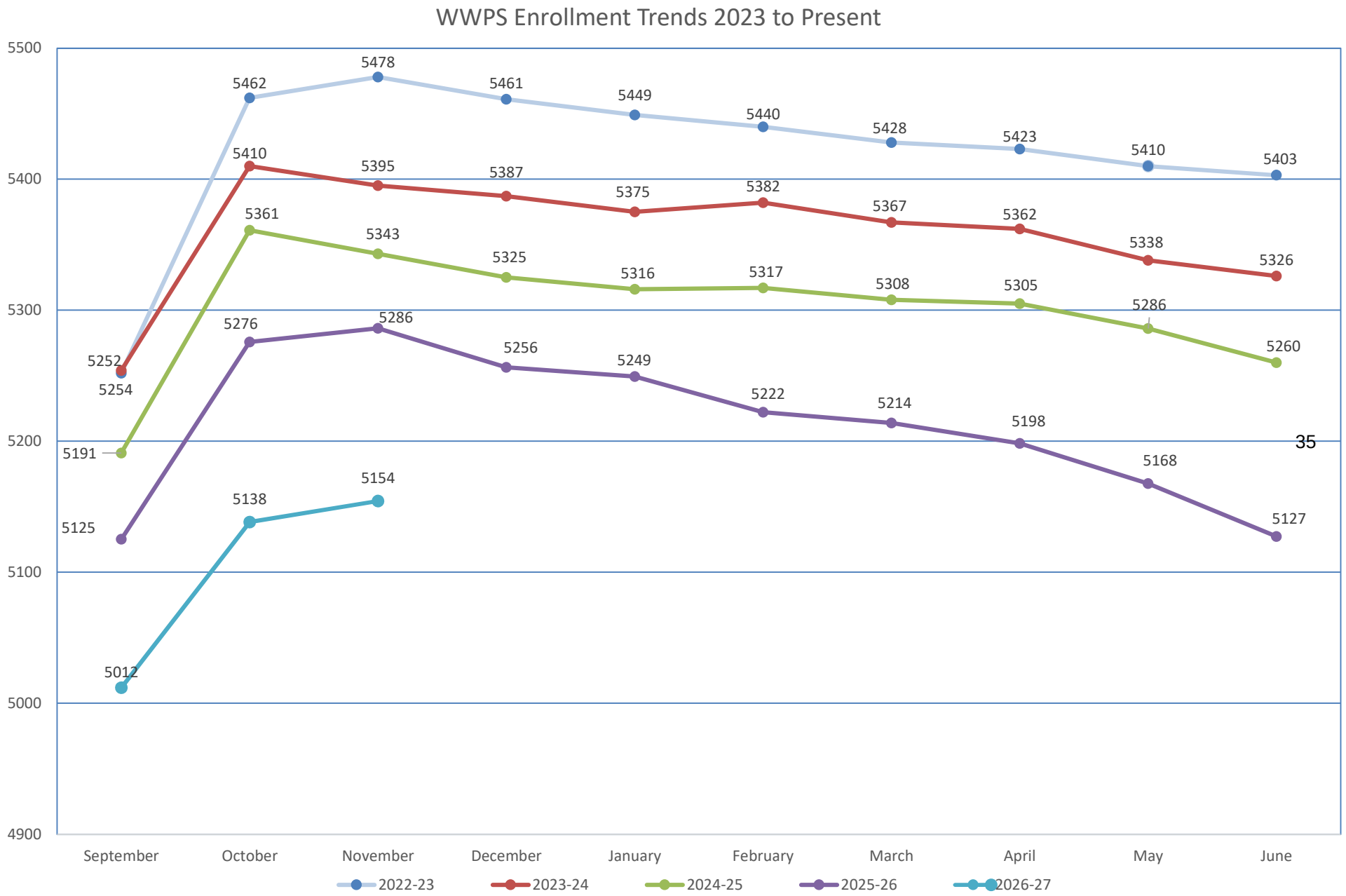
We also ask that you adhere to the following guidelines:

- 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

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.


WWPS Enrollment Trends 2023 to Present
5500
5400
5300
5200
5100
5000
4900
5462
5478
5461
5449
5440
5428
5423
5410
5403
5410
5395
5387
5375
5382
5367
5362
5338
5326
5361
5343
5325
5316
5317
5308
5305
5286
5260
5252
5254
5276
5286
5256
5249
5222
5214
5198
5168
5127
5191
5125
5154
5138
5012
September
October
November
December
January
February
March
April
May
June
2022-23
2023-24
2024-25
2025-26
2026-27

Target Avg Class Size	24		25		27		27		28		28			
2026-2027	**Kindergarten**		**First**		**Second**		**Third**		**Fourth**		**Fifth**			**TOTALS**
Berney	Hubbard, K	20	Diaz Madrigal, A	13	Kearbey, K	18	Baker, T	19	Ambler, C	25	Holbrook, J	23		
	Vicari, S	18	Gonzales, C	20	Parodi, D	17	Hartelius, S	19	Bona, A	26	James, I	20		
							Jones, Z	18						
Behavior Prg K-5	Merrill, L		Merrill, L	1	Merrill, L		Merrill, L	2	Merrill, L	6	Merrill, L	3		
SECTIONS	**12**	38		33		35		56		51		43		256
slots available	10		17		19		25		5		13		Ratio	21.33
Edison	Barajas Espinosa, A	21	Maycumber, Y	21	Hobbs, S	18	Aceves, J	26	Ledesma, M	22	Lopez, C	25		
	Carrillo, T	20	Berumen, B	21	Parsons, S	19	Estrada, A	26	Leos, S	22	Solis Martinez, V	24		
	Helm, E	22	Moreno, J	22	Saldivar, C	20	Ochoa, F	26	Reed, J	23	Solis, C	24		
	Matson, E	20	Williams, N	19	Sanchez Sarabia, C	19								
SECTIONS	**21**	83		83		76		78		67		73		460
slots available*	1		1		8		3		17		11		Ratio	21.90
Green Park	Goble, E	22	Bahena-Flores, R	22	Chavez, R	18	Contreras, A	24	Mora, G	20	Maya, J	18		
	Nuno, J	21	Garcia, A	24	Salazar, I	19	Espinosa, M	22	Rodriguez-Ceballos, A	20	Lopez, M	19		
	Hartzheim, M	20	French, A	18	Shuler, A	24	Boeckman, R	23	Johnson, M	22	Ambler, D	22		
	Katsel, E	21	James, L	17	Stimmel, M	22	Cummings, T	21	Tobin, J	20	Lux, J	21		
Lifeskills Program	Angotti, E	-	Angotti, E	2	Angotti, E	6	Angotti, E	1	Angotti, E	1	Angotti, E	1		
	Hinsley, D	1	Hinsley, D	-	Hinsley, D	1	Hinsley, D	2	Hinsley, D	2	Hinsley, D	5		
SECTIONS	**24**	84		81		83		90		82		80		500
slots available	12		19		25		39		50		32		Ratio	20.83
Prospect Point	Ferraro, A	19	Hanson, K	19	Baldwin, W	26	Jausoro, D	20	Prull, V	27	Babbit, H	26		
	Heinzman, A	19	Humphreys, S	20	McFetridge, M	24	Kuhlmann, K	21	Taylor, L	27	Parodi, D	25		
	Kaup Rose, S	19	Pederson, R	20	Paul, M	24	Reese, N	22	Watson, K	27	Pegel, G	26		
SECTIONS	**18**	57		59		74		63		81		77	36	411
slots available*	15		16		7		18		3		7		Ratio	22.83
Sharpstein	Gillin, L	18	Locati, R	17	Berg, L	23	Hutchinson, D	26	Griffith, R	20	Keyes, K	25		
	Wilson, H	17	Ruvalcaba, G	17	Russell, J	21	York, L	26	Mendoza, L	20	VanDonge, B	26		
									Woiblet, B	21				
Developmental Prog	Cole, L		Cole, L	1	Cole, L	9	Cole, L	1	Cole, L		Cole, L	1		
Autism Program	Amundson		Amundson		Amundson	1	Amundson	4	Amundson	5	Amundson	2		
	Doherty	5	Doherty	6	Doherty		Doherty		Doherty		Doherty			
SECTIONS	**12**	35		34		44		52		61		51		277
slots available	13		16		10		2		44		5		Ratio	23.08
WW Online/Homelink	Homelink	7	Homelink	4	Homelink	8	Homelink	9	Homelink	6	Homelink	6		
	WW Online		WW Online		WW Online		WW Online		WW Online		WW Online	1		
		7		4		8		9		6		7		41
slots available														
TOT SLOTS AVAIL	51		69		69		87		119		68			
GRADE LVL TOTAL		297		290		312		339		342		324		1904
GRADE LVL SECTNS	15		15		15		14		14		14			
AVERAGE LOADS		19.80		19.33		20.80		24.21		24.43		23.14		

TOTAL SC SPED	6	10	17	10	14	12	69
TOTAL ENROLLED	310	304	337	358	362	343	2014

Dual classes

SCHOOL BOARD UPDATE

Garrison Middle School

Home of the Troopers · November 17, 2026

Kim Doepker, Principal
Nicole Duncan, Assistant Principal

WALLA WALLA PUBLIC SCHOOLS

Our district’s mission and beliefs

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.

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

TONIGHT'S FOCUS

Highlights and learning for this presentation

1

Gain a clear understanding of Garrison Middle School's **Mission and Vision**

2

Learn how our Mission and Vision guide the school's **goals and strategic direction**

Mission & Vision → SIP Goal 1 → SIP Goal 2 → SIP Goal 3 → Professional Development → Student Voice

Our mission and vision

MISSION

Learning is Required

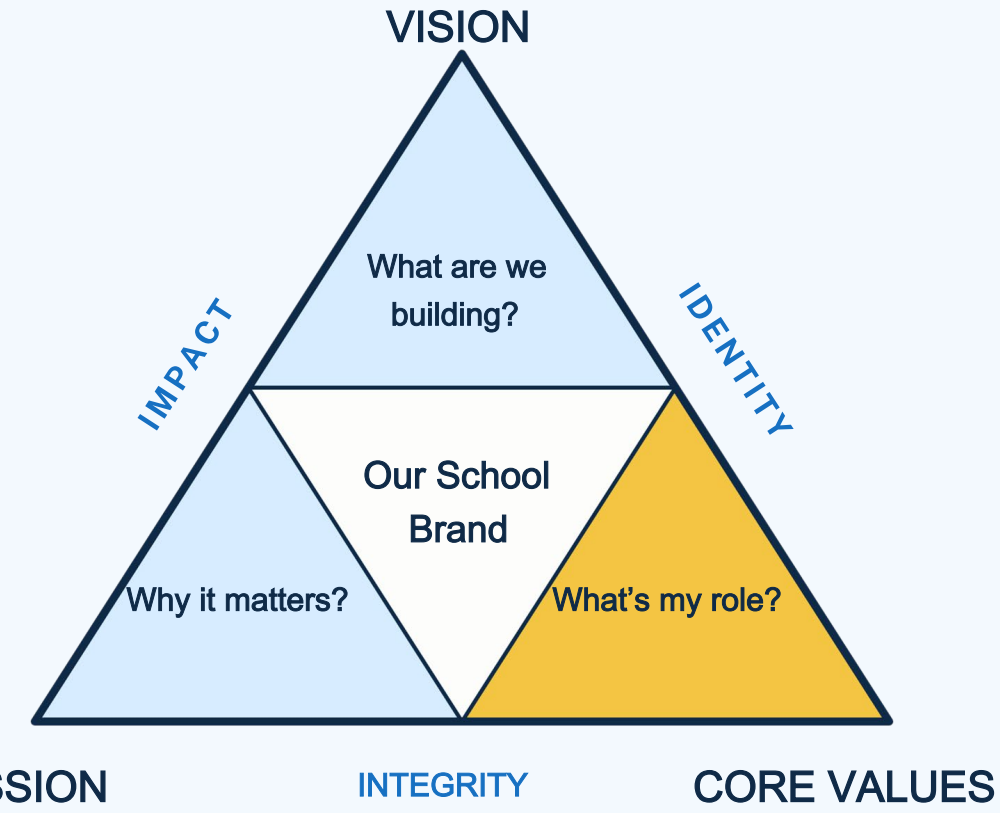
Garrison Middle School ensures **all** students grow academically and socially, achieving high levels of learning to be successful in high school.

VISION

Collectively we guarantee all students access to high levels of quality learning and opportunities for measurable growth academically, socially and emotionally.

OUR SCHOOL BRAND

How our purpose fits together



Vision · What are we building?

Collectively we guarantee all students access to high levels of quality learning and opportunities for measurable growth both academically, socially and emotionally.

Mission · Why it matters?

Learning is Required. Garrison Middle School ensures **all** students grow academically and socially, achieving high levels of learning to be successful in high school.

Core Values · What's my role?

Work Ethic, Respect, Community and Communication guide how each of us works.

When all three line up, they shape our **Impact** , **Identity** and **Integrity** .

CORE VALUES · WHAT'S MY ROLE?

Our four staff core values

The baseline beliefs we can all get behind. Each staff member's role is to follow and implement them every day.

1

Work Ethic

Adaptability

Growth Mindset

Hard Work

2

Respect

Empathy

Kind

Impactful

Loyalty

Forgiveness

3

Community

Relationships

Teamwork

Friendly

Connection

Belonging

4

Communication

Have hard conversations

Reliable

Humor

OUR SCHOOL BRAND · IN PRACTICE

How the triangle comes to life



Vision · What are we building?

Collectively we guarantee all students access to high levels of quality learning and opportunities for measurable growth both academically, socially and emotionally.

Mission · Why it matters?

Learning is Required. Garrison Middle School ensures **all** students grow academically and socially, achieving high levels of learning to be successful in high school.

Core Values · What's my role?

Work Ethic, Respect, Community and Communication guide how each of us works.

Our vision is the picture on the box. Each puzzle piece is a practice tied to a core value. **Our core values make sure they fit.**

SIP GOAL 1 · LEARNING TARGETS

Learning intentions in all classrooms, all the time — a 100% goal.

The learning target is clearly articulated, linked to standards, embedded in instruction, and accessible by students.



WHY THIS IS GOAL 1

Students own their learning

When students know the goal, they can judge their own progress and ask for help — instead of just finishing the task in front of them.

Instruction stays on target

A clear target keeps every lesson tied to a standard, so class time builds toward what students need to know, not just what's engaging.

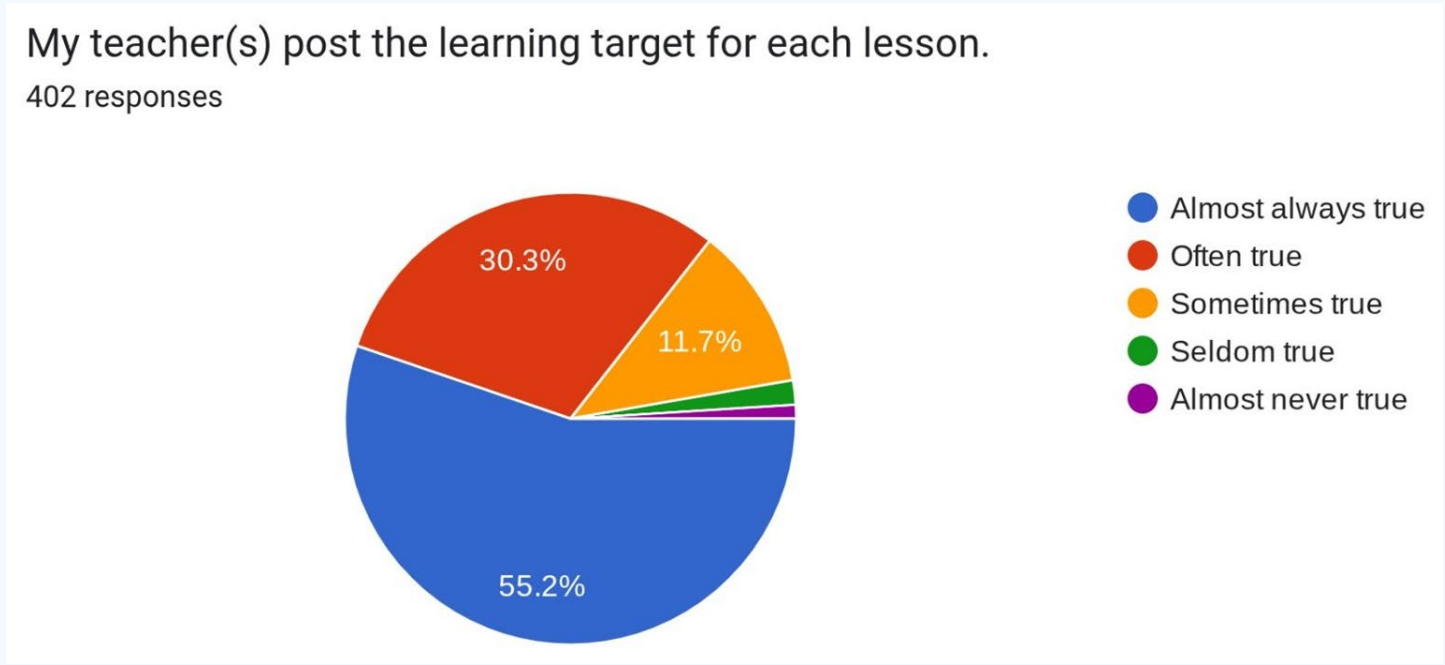
It closes gaps, not just grades

Without an explained target, students who can infer the goal pull ahead. Naming it for every student is how we keep that gap from widening.

GOAL 1 · STUDENT SURVEY, SEPTEMBER 25 · 402 RESPONSES

“My teacher(s) post the learning target for each lesson.”

85.5% of students answered “almost always true” (55.2%) or “often true” (30.3%) on the Winter 2026 EES survey.

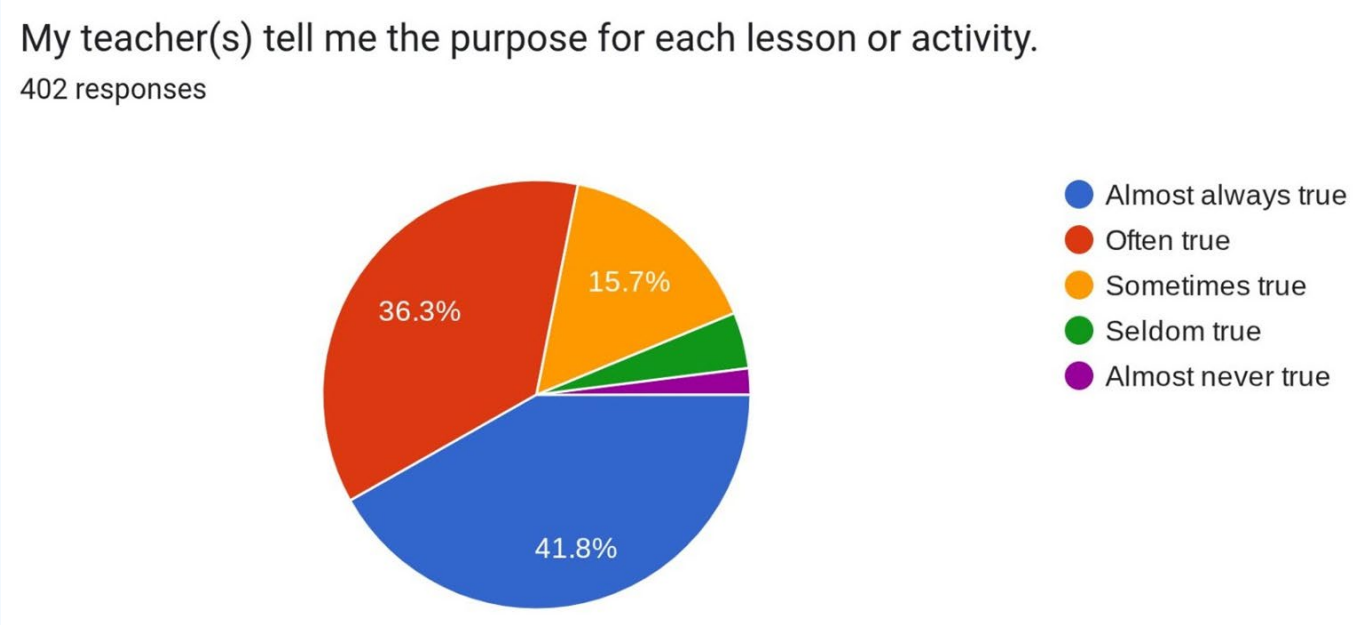




GOAL 1 · STUDENT SURVEY, SEPTEMBER 25 · 402 RESPONSES

“My teacher(s) tell me the purpose for each lesson or activity.”

78.1% answered “almost always true” (41.8%) or “often true” (36.3%) on the Winter 2026 EES survey.



ADMIN WALKTHROUGHS

Quarter 1 Fall 2026 Data:

85% learning targets posted

68% students knew the purpose



SIP GOAL 2 · PLC+

To strengthen collective efficacy and improve outcomes for all learners, GMS will implement PLC+ through structured collaboration cycles — evidenced by team protocols, student data, and cycle reflection documents.

> *“This is the best PLC I have had in 20 years! We are not in a box.”*
>
> Bryan Eggart, Math Intervention / PE teacher, 20+ years





SIP GOAL 3 · STUDENT ACHIEVEMENT

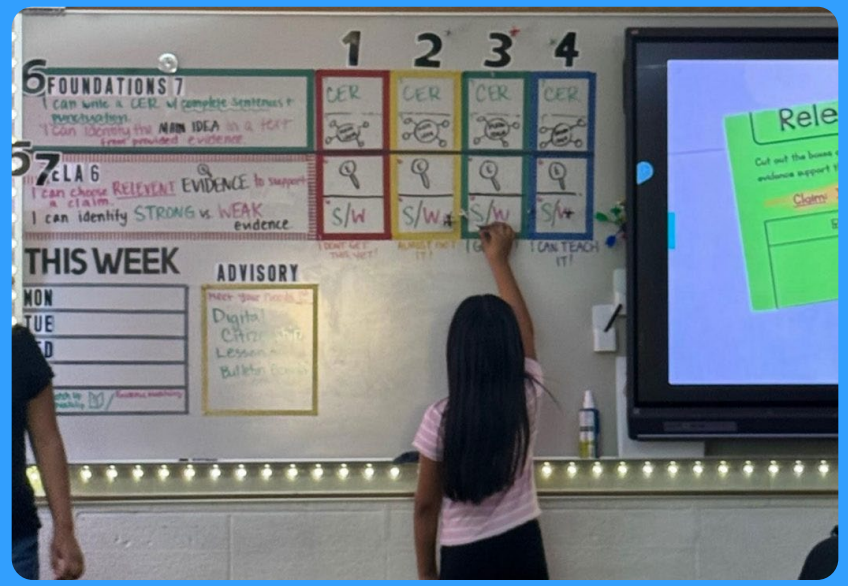
GMS will increase student achievement school -wide, measured quarterly on Classroom Summative Assessments (CSAs).

85%

of students…

75%+

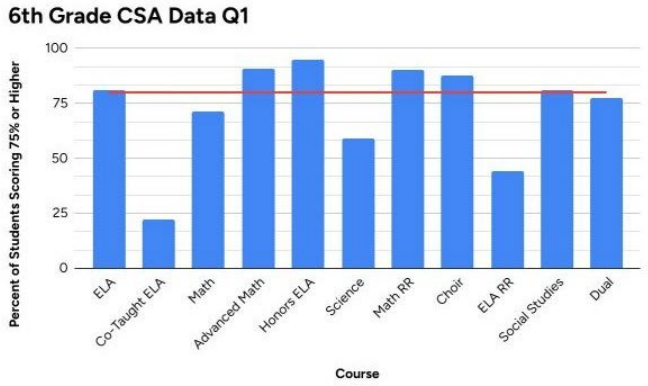
…reaching at least 75% proficiency

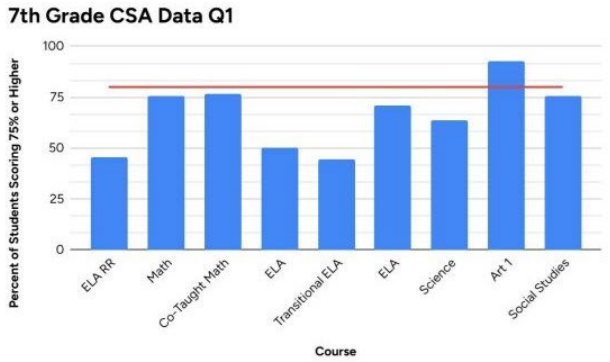


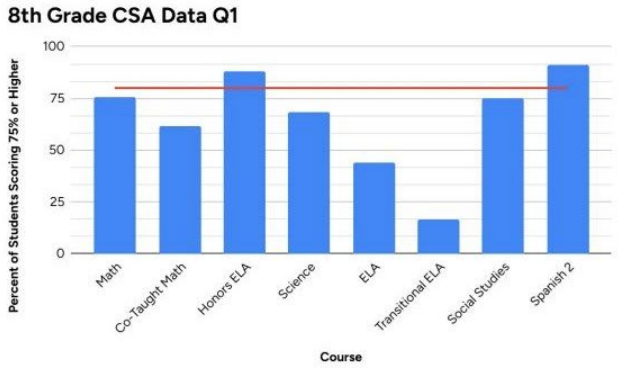


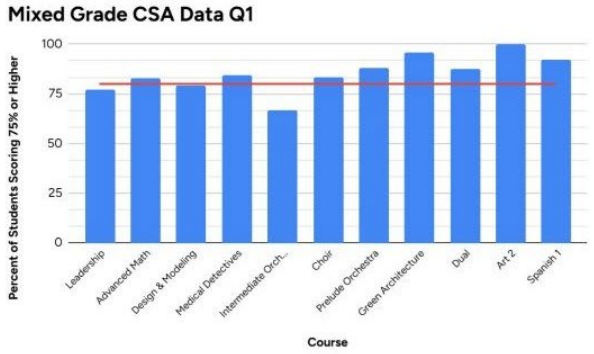
GOAL 3 · QUARTER 1 CSA RESULTS

Percent of students scoring 75% or higher, by course









Reading the charts

Each bar is one course. The red line marks the target.

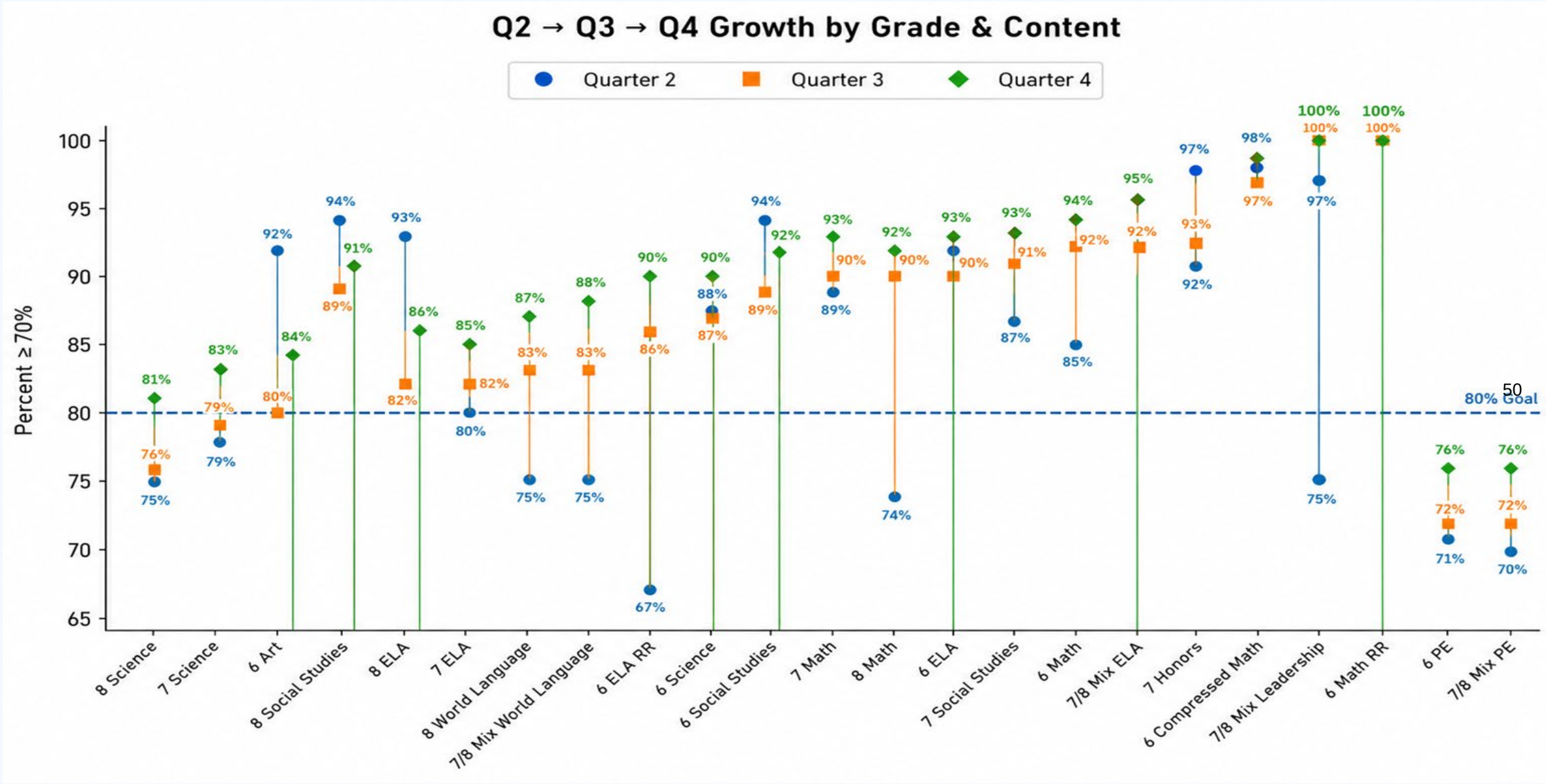
Where we're strong

Most mixed -grade electives, Honors ELA and Advanced Math sit at or above the line.

Where we're focused

ELA across grades, especially co -taught, transitional and RR sections.

SY 2025-2026 Summative Data (Q2, 3, & 4)



INVESTING IN STAFF

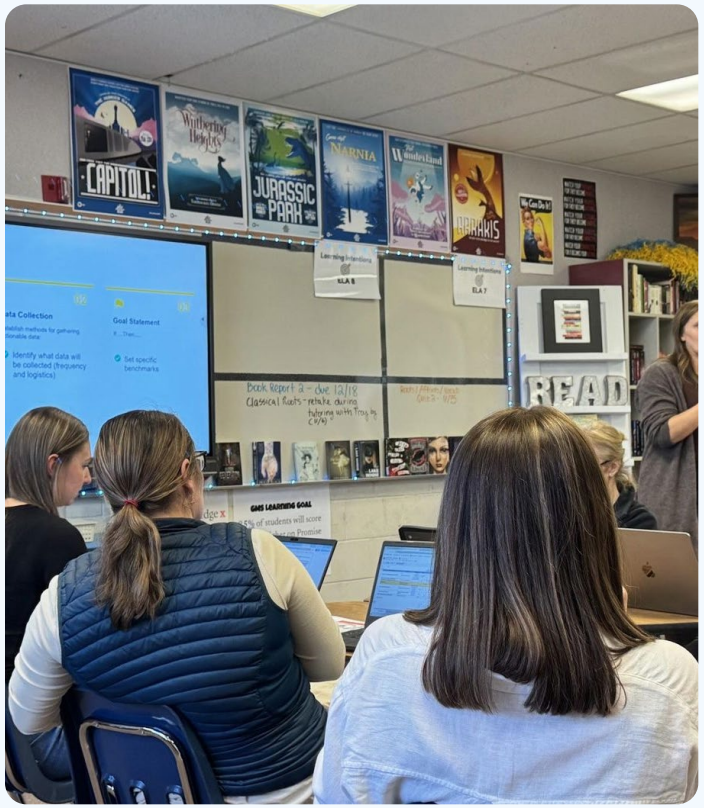
Professional development this year

PLC+

Math PD with Shannon McCaw

The Will to Learn book study





STUDENT VOICE AND RECOGNITION

“…all students grow academically and socially”

Leadership Team

- 7th and 8th grade students
- Meets during 4th period
- Students apply and are teacher nominated
- Ideas to Action System for Student Voice

Student Recognition

- Semester Recognition Assemblies
- Attendance winners -individually and by grade level are announced on GNN
- ASB, Leadership, Sources of Strength do activities at lunch to involve all students



Idea to Action: How a student idea moves from voice to a plan presented to the principal.



LEARNING IS REQUIRED

Thank you

Questions and comments welcome.

Garrison Troopers — Stronger in the Middle







PLC+ Community	Meeting Location	Common Challenge Statement	EBI
Conversations and Discourse (Beth Clearman, Jami Eggart, Bryan Eggart, Amber Davin, Gonzalo Fernandez, Sara Van Donge)	Room 170	**Overall: Our students struggle to have face-to-face academic conversations with peers in English and Spanish.** *Engage in Discussions*: *Effectively participate in collaborative discussions, come prepared with research, follow rules for collegial decision-making, and respond to others using evidence.*	**Talk Moves: Sentence Stems** **2 Cents Discussion**
Ownership (Brown, Wallingford, 90Penrose, Shaw, Casey)	Room 163 (Brown's)	We want our students to improve in their ability to take ownership of their work and learning. This looks like independently accessing a graphic organizer (**Robin**), showing initiative by starting the task when asked, reading directions, problem-solving what to do if they're struggling to get started or "don't know", etc. (**Sydney, Jen, Brian, Stephanie**).	**Anchor chart** with **acronym** for self starting task or procedure (scaffolding tool) **affect size is 0.82** and helps improve **metacognitive** strategies. 54
Anatomy of a Lesson (Abajian, Wooters, Kuhlman, Fish, Schultheis, Mirkovich)	**Wooters #206**	Jami S.: Intentionally scaffold instruction to help students transition from guided practice to independent practice, building the confidence and skills needed to solve problems independently before seeking teacher support. Agnes: Within the anatomy of a lesson, students need brief, low-risk opportunities to write short constructed responses and receive feedback they can use right away, rather than waiting for a formal CER to learn where their	**Agnes - Stop & Jot** **Jami: Rally Table Partners** **Fish: Bell Ringer On This Day Warm-up** **Heather: Idea Doodle** **Christy: Quick Write @ Beginning of Class**

		thinking stands. Christy: I want to explore how a consistent, purposeful lesson-opening routine can improve students' readiness to learn and create momentum for engagement throughout the lesson. Heather: I want to identify strategies that provide timely evidence of student understanding so I can adjust instruction, address misconceptions, and better prepare all students for summative assessments. Conor: I need help with structuring my lesson to start class. I'm noticing kids in general are having a hard time with not only starting an assignment but even getting ready for class. I am thinking along the lines of an entry task, and also seeking for something to get students in seats and started with that days lesson/activity. (Today in History Bell Ringer) Mirk: I am getting bombarded with individual student questions during middle school art studio time and relying too much on direct teacher check-ins. I want to build greater student autonomy by shifting toward structured peer assessment and peer check-ins—using tools like targeted check-in stamps, sticky notes on the back of artwork, or random peer-pairing systems (like playing cards or AI-generated matches) for peer critiques. Within the anatomy of my studio lessons, I need a structure that allows me to step back, trust my art students more, and foster meaningful peer-to-peer accountability without	55

		bottlenecking learning at my desk."	
Bertram, Ferraro, Carrara, Hulett Time Management / Chunking	Bertram's room	Our students struggle to break complex assignments into manageable chunks and manage their time and resources to meet deadlines—because classrooms do not yet consistently model, scaffold, or guide students in using chunking strategies, explicit task-planning tools, and self-monitoring routines.	Hulett and Bertram Task lists and self-questions Carrara-Ferraro: Lesson Chunks and Timers/Routines
Ownership II (Antonio, Bahena, Condie, Dana, Reid)	Bahena #151	"In what ways can providing self-selected learning supports empower all students, including those with IEPs, to independently manage their goals and take ownership of their learning?"	• Ask 3 Before Me 56
Self-Regulation - Kim Endres, Lauren Lewis, Michelle Reardon, Tatiyanna Wells	Room 202	Kim: During independent work time, many of our sixth-grade students, including students with IEPs, 504 plans, and behavior plans, do not yet independently start, sustain, or recover their focus on a task without adult prompting. This limits students' ownership of their learning and their access to grade-level content. Lauren: My students receiving special education services in our district's behavior room are dysregulated multiple times a day, with individual levels of regulation being a goal on most of their IEPs. Their struggles with regulation impacts their ability to engage and access grade-level	Tati, Lauren, Michelle- Strategy: Predictability — Environment & Structure Use the same visual sequence for lessons: Listen → Watch → Try → Work → Check.

		content, in addition to making progress on their IEP goals. Tati: During whole-group instruction, many students in our special education program struggle with emotional regulation, attention, and following directions, limiting their access to learning. Students often require 1:1 support and repeated prompts to engage and return to tasks. They need explicit instruction and practice with coping strategies and self-regulation skills to increase participation and independence. Michelle: 6th-grade resource students face frequent dysregulation and behavior disruptions across direct instruction, independent work, and partner activities. Because they rely heavily on continuous 1:1 adult prompting to stay focused and regain composure, their lack of self-regulation limits independence, disrupts learning, and hinders access to grade-level content and IEP goals.	57

Walla Walla Public Schools

BOARD POLICY

Policy No. 1630

EVALUATION OF THE SUPERINTENDENT

The board shall establish evaluative criteria based on but not limited to the responsibilities and the annual goals of the superintendent~~. the accomplishment of the district strategic plan and goals and shall be responsible for annually evaluating the performance of the superintendent as provided by statute. The president of the board shall be responsible for ensuring that appropriate evaluation procedures are developed and implemented.~~

The superintendent shall have the opportunity for confidential conferences with the board members, ~~on no less than two occasions in each year,~~ ~~the~~ for the purpose of aiding the superintendent in ~~which shall be the aiding of the~~ their ~~superintendent in his/her~~ performance. The board, on the basis of the evaluation, may vote to extend ~~renew and/or extend~~ the superintendent's contract for periods not to exceed three years. In the event of an unsatisfactory evaluation, the board may review the superintendent's contract regarding termination provisions.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to: ~~:~~ (a) Establish performance criteria and an evaluation process for its superintendent…"and through RCW 42.30.110(g) dictates the use of executive sessions for evaluating the performance of public employees.

~~WSSDA provides a goal-centered model to support the effective evaluation of the superintendent~~

Legal References:

~~RCW 28A.405.100 Minimum criteria for the evaluation of certificated employees, including administrators - Procedure - Scope - Penalty~~

RCW 281.400.0101 Employment of superintendent - Superintendents qualifications, general powers, term, contract renewal

WSSDA Superintendent Evaluation

First Reading Date: November 20, 2001
Adopted by the Board: July 16, 2002
First Reading/Revision: November 17, 2026

DRAFT

BOARD POLICY

TRANSITION TO KINDERGARTEN PROGRAM

Walla Walla Public Schools operates a transition to kindergarten program. It will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practices for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW 28A.320.230; and
3. Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Children will be eligible to participate in the district's transition to kindergarten program as follows:

1. Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child's age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

DRAFT

BOARD POLICY

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income, not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
4. ~~Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.~~

The district is authorized to charge sliding scale fees for enrollment in a transition to kindergarten program, except for students who are eligible for, but not yet placed in the Early Childhood Education and Assistance Program or the Head Start program, or for children with disabilities entitled to a free appropriate public education in accordance with the special education laws.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier.

The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Cross References:
Board Policy 3110 – Qualification of Attendance and Placement

Legal References:
Chapter 28A.300 RCW
WAC 392-425-010

Adopted: December 12, 2023
Revised: July 15, 2025
First Reading/Revision: November 17, 2026

DRAFT

BOARD POLICY

STUDENTS EXPERIENCING HOMELESSNESS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with students experiencing homelessness and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students, as defined by applicable state and federal law, ~~Students experiencing homelessness~~ will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

~~Students experiencing homelessness are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:~~

~~A. Sharing the housing of other persons due to loss of housing or economic hardship;~~
~~B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;~~
~~C. Living in emergency or transitional shelters;~~
~~D. Abandoned in hospitals;~~
~~E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations;~~
~~F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;~~
~~G. Migratory children living in conditions described in the previous examples.~~

The superintendent or designee will ~~shall~~ designate an appropriate staff person to be the district's ~~McKinney-Vento~~ liaison for ~~students experiencing~~student experiencing homelessness and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal of each elementary, middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

DRAFT

The superintendent or designee will adopt a procedure addressing the district's obligations under state and federal law regarding homeless students.~~**Best interest determination**~~

~~In making a determination as to which school is in the student experiencing homelessness' best interest to attend, the district will presume that it is normally in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth. Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.~~

~~If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reason therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The District Homeless Liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

~~Once the enrollment decision is made, the school will immediately enroll the student pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.~~

~~If the student does not have immediate access to immunization records, the student will be admitted under personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's Address Confidentiality Program when necessary. However, emergency contact information cannot be demanded in a form or manner that creates a barrier to enrollment and/or attendance at school.~~

~~Students experiencing homelessness are entitled to transportation to their school or origin or the school where they are to be enrolled. If the school of origin is in a different district, or a student experiencing homelessness is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.~~

The district's liaison for students experiencing homelessness and their families shall coordinate with local social service agencies that provide services to students experiencing homelessness and youths and their families; other school districts on issue of transportation and records transfers; and state and local

DRAFT

housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of students experiencing homelessness where such children receive services under the McKinney-Vento Act, such as in schools, family shelters and other locations where homeless families/youth are likely to see them. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs. The district liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of students experiencing homelessness.

The superintendent or designee will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. While e~~E~~nsuring~~e~~ that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for students experiencing homelessness (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: –1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

DRAFT

BOARD POLICY

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross References:

Board Policy 3116	Students in Foster Care
Board Policy 3120	Enrollment
Board Policy 3231	Student Records
Board Policy 3413	Student Immunizations and Life-Threatening Conditions
Board Policy 4218	Language Access Plan

Legal References:

RCW 28A.225.215	Enrollment of children without legal Residences
RCW 7.70.065	Informed consent—Persons authorized to provide for patients who are not competent—Priority
20 U.S.C. 6301 et seq.	Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
RCW 28A.320.145	Support for homeless students
42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
RCW 28A.320	Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session) Laws of 2018, ch. 271 – School Meals

Adopted: September 7, 2004
Revised: March 17, 2020
First Reading/Revision: November 17, 2026

DRAFT

BOARD POLICY

ENROLLMENT

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent/guardian and student will be required to briefly indicate in writing whether or not the student has:

A. Any history of placement in a special education program;
B. Any past, current or pending disciplinary actions;
C. Any history of violent behavior;
D. Adjudications or convictions described in RCW 13.01.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
E. Any unpaid fines or fees from other schools; and
F. Any health conditions affecting the student's educational needs.

The school enrolling the student shall request the student's permanent record - including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance - from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district shall not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness: Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of their ~~his/her~~ parents or guardians.

The district will conditionally accept applications submitted by any reasonable means, including electronic applications, for enrollment and course registration for a student of a military family who, as a result of being on active duty, having been called to active duty, or having been notified of an impending order to active duty, transferred to, or is pending transfer to, a military installation within Washington or a bordering state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

~~The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military~~

BOARD POLICY

~~installation within the state (see 2100 – Educational Opportunities for Students with a Parent in the Military).~~

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, staff will be diligent in maintaining such records.

Cross Reference:

Board Policy 2100	Educational Opportunities for Students with a Parent in the Military
Board Policy 2255	Alternative Learning Experience Courses
Board Policy 3115	Students Experiencing Homelessness - Enrollment Rights and Services
Board Policy 3143	Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

Legal References:

RCW 28A.225.215	Enrollment of children without legal residences
RCW 28A.225.216	Children of military families - Residency
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
WAC 392-121-108	Definitions - Enrollment exclusions
WAC 392-121-122	Definitions- Full-time equivalent students
WAC 392-121-182	Alternative learning experience requirements
WAC 392-169-022	Running Start student--definition

DRAFT

Adopted: July 16, 2002
Revised: March 17, 2020
Revised: November 17, 2020
First Reading/Revision: November 17, 2026

BOARD POLICY

EXCUSED AND UNEXCUSED ABSENCES

Upon enrollment and at the beginning of each school year, the District shall inform students and their parents/guardians that students are expected to attend classes each day, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the District in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy.

The superintendent or designee will enforce the District's attendance policies and procedures. Because the full knowledge and cooperation of students and parents/guardians are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents/guardians and students annually.

The District will also make this information available online and will take reasonable steps to ensure parents/guardians can request and receive such information in languages in which they are fluent.

The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance daily.

What Constitutes an Absence?
A student is absent from in-person instruction when they are neither physically present on school grounds, not participating in instruction, any instruction-related activity or any other district or school approved activity that is regulated by an instructional or academic accountability system, such as participation in district-sponsored sports, at an approved location.

A full day absence is when a student is absent for fifty percent or more of their scheduled day.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Absence from Synchronous Online Instruction
A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting or class.

Absence from Asynchronous Online Instruction
A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

Students Must Be in Attendance for a Minimum Time for Being Considered Present
The District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent/designee will

DRAFT

develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent/designee will develop a consistent and equitable approach to asynchronous online instruction that establishes what constitutes "evidence of participation."

This approach will be communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition. A school shall not convert or combine tardies into absences that contribute to a truancy petition.

When Is an Absence Excused?

Regular school attendance is necessary for mastery of the educational program provided to students of the district. ~~Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities.~~ At times, students may be absent from class or not able to participate remotely. ~~Educators and administrators have a responsibility to monitor absences to determine if students and families need support.~~ School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences.

~~The superintendent/designee will develop procedures to accurately track and enforce excused and unexcused absences. Since the full knowledge and cooperation of students and parents/guardians are necessary to fulfill the district's responsibilities under the attendance laws, these procedures will be disseminated broadly and made available to parents/guardians and students annually.~~

Absences due to the following reasons are excused:

- Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);

DRAFT

- Family emergency including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding, court-ordered activity, or jury service;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless or foster care/dependency status;
- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- Absences due to a student's migrant status;
- An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
- Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

In the event of emergency school facility closure due to a global pandemic, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

- Absences related to the student's illness, health condition, or medical appointments due to communicable disease;
- Absences related to caring for a family member who has an illness, health condition, or medical appointment due to communicable disease, or other emergency health condition related to school facility closures;
- Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
- Absences due to the student's parent's/guardian's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.
-

When Is an Absence Unexcused?

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it is for any reason identified as an excused absence above or in administrative procedure for an excused absence.

DRAFT

Disciplinary Actions
Students will not be counted absent for purposes of attendance or truancy when the student:

- Have been suspended, expelled, or emergency removed pursuant to chapter 392-400 WAC;
- Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
- Is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.

Tiered response system for student absences
The District must maintain a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's/guardian's home language;
- Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
    - A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
    - School and/or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
    - Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
    - Referral to community-based organizations;
    - Documentation of the attempts to reach student and family; and
    - Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents/guardians, holding parent/guardian conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

DRAFT

BOARD POLICY

Students dependent pursuant to Chapter 13.34, RCW
A school district representative and/or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students
The Ddistrict, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References:
Board Policy 3120 - Enrollment
Board Policy 3230 – Searches of Students and Student Privacy
~~Board Policy 3240 - Student Conduct Expectations and Reasonable Sanctions~~
Board Policy 3241 - ~~Classroom Management, Discipline and Corrective Action~~Student Discipline
Board Policy 4218 - Language Access ~~Plan~~

Legal References:
RCW 28A.225 Compulsory School Attendance and Admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
WAC 392-400-325 Statewide definition of excused and unexcused daily absences for the 2020-21 school year

Adopted: July 16, 2002
Revised: February 19, 2019
Revised: June 15, 2021
First Reading/Revision: November 17, 2026~~**Revised: December XX, 2026**~~

DRAFT

BOARD POLICY

REMOVAL/RELEASE OF STUDENT DURING SCHOOL HOURS

The ~~district~~ board recognizes its responsibility for the proper care of students during school hours. Students will not be removed from school grounds, any school building or school function during school hours except by a person authorized according to district procedures. ~~Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the superintendent or principal evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal.~~ The superintendent or designee is authorized and directed to establish procedures for governing the removal or release ~~of a~~ of students during school hours, consistent with state law and the regulations of the Office of Superintendent of Public Instruction.

Students shall remain on school grounds from the time of arrival until the close of the school day unless officially excused in accordance with district policy and procedures.

No student may be removed from school grounds, any school building, or any school-sponsored activity during school hours except by a person authorized by the student's parent or legal guardian, or as otherwise permitted by law and district procedures. An individual seeking to remove the student must present evidence of proper authority satisfactory to the superintendent, principal, or their designee. School staff shall not remove, cause to be removed, or allow a student to be removed from school grounds without such authorization, except as permitted under state law.

A teacher shall not excuse a student from class to meet with any nonemployee unless the request has been approved by the principal or their designee.

Prior to sending a student ~~to his/her~~ home ~~for~~ due to illness, disciplinary action, ~~e~~ or ~~a~~other corrective action, the principal ~~shall~~ or designee will attempt to ~~reach~~ contact the student's parent~~/~~ or guardian to inform ~~him/her~~them of the school's action and ~~to~~ request that ~~he/she~~they come to the school for the ~~child~~student. If the ~~principal~~ parent or guardian cannot be reached ~~the parent/guardian~~, the student ~~shall~~ will remain at school until the close of the school day, unless an emergency or other lawful exception applies.

A student may be released to a law enforcement officer or other authorized officials when required or permitted by law and in accordance with the district policy and procedures.

Cross Reference:

Board Policy 3126	Child Custody
Board Policy 3418	~~Emergency Treatment~~Response to Student Injury or Illness
Board Policy 4200	~~Safe and Orderly Learning Environment~~Parent Access and Safe and Orderly Learning Environment
Board Policy 4310	District Relationships with Law Enforcement and other Government Agencies

DRAFT

BOARD POLICY

Legal Reference:
RCW 28A.605.010 Removing child from school grounds during school hours
WAC 392-400-455 Suspensions and expulsions – Notice to student and parents

DRAFT

Adopted: July 16, 2002
Revised: November 20, 2018
First Reading/Revision: November 17, 2026

BOARD POLICY

SEXUAL HARASSMENT OF STUDENTS PROHIBITED

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

Definitions

For purposes of this policy, ~~sexual harassment means unwelcome conduct or communication of a~~ and procedure, the term "sexual harassment" has the same meaning as provided under state and federal law. Under state law, "sexual ~~nature. Sexual~~ harassment ~~can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser~~ is ~~not a part of the school staff or student body. The district prohibits~~ defined in RCW 28A.640.020(2)(f) and WAC 392-190-008(4). Under Title IX, "sexual ~~harassment of students by other students, employees or third parties involved in school district activities.~~

~~The term "sexual harassment" may include:~~

- ~~acts of sexual violence;~~
- ~~unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;~~
- ~~unwelcome sexual advances;~~
- ~~unwelcome requests for sexual favors;~~
- ~~sexual demands when submission is a stated or implied condition of obtaining an educational benefit;~~
- ~~sexual demands where submission or rejection~~" is defined in 34 CFR 106.30.~~a factor in an academic, or other school-related decision affecting an individual.~~

~~A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious~~.

Response to Sexual Harassment~~Investigation and Response~~

If the district knows, or reasonably should know, that sexual harassment has ~~created a hostile environment~~occurred, it will promptly investigate ~~to determine what occurred~~ and take ~~appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take~~ prompt and effective steps reasonably calculated to end the ~~sexual~~ harassment, eliminate the hostile environment (as defined in WAC 392-190-0555(1)(b)) if one exists, prevent ~~its recurrence~~the harassment form recurring, and ~~as appropriate,~~ remedy ~~its~~ the effects~~. The district will take prompt, equitable and remedial action within its authority on reports, complaints and~~

~~grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.~~ of the harassment, as appropriate.

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

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

Retaliation and False Allegations

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a sexual harassment complaint under the district's sexual harassment complaint procedure or have the effect of discouraging any person from using the complaint procedure. The district must not intimidate, threaten, coerce, or discriminate against any person for the purpose of interfering with any right secured by this policy and its accompanying procedure or because the individual has made a complaint or participated in an investigation under the district's sexual harassment complaint procedure.

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

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

Staff Responsibilities

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

Staff, including employees, contractors, and agents, shall not provide a recommendation of employment for an employee, contractor, or agent that the district, or the individual acting on behalf of

the district, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notification

This policy and its accompanying procedure will be conspicuously posted throughout each school building and provided to each employee. Information about the policy and its accompanying procedure will be included in any district or school publication that sets forth the rules, regulations, procedures, and standards of conduct. The district must publish the information in handbooks and on school and district websites consistent with the requirements in RCW 28A.300.286.

The superintendent or designee will develop a process for discussing this policy and its accompanying procedure. The discussion will, at minimum, address the definition of sexual harassment and issues covered by this policy and its accompanying procedure.

Policy Review

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

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

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

~~**Notice and Training**~~

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

Cross References:
Board Policy 3207 Prohibition of Harassment, Intimidation and Bullying
Board Policy 3210 Nondiscrimination
Board Policy 3211 Gender-Inclusive
~~Board Policy 3240 Student Conduct Expectations and Reasonable Sanctions~~
Board Policy 3241 ~~Classroom Management, Discipline and Corrective Action~~Student Discipline
Board Policy 5010 Nondiscrimination-Free Workplace ~~and Affirmative Action~~
Board Policy 5011 Sexual Harassment of District Staff Prohibited

Legal References:

~~RCW~~ 20 U.S.C. 1681-1688	Title IX of the Education Amendments of 1972
RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
RCW 28A.300.286	Discrimination, harassment, intimidation, and bullying-Policies and complaint procedures-Posting of model student handbook language
WAC 392-190-058	Sexual harassment policy – Notification
WAC 392-190-075	Complaint procedure – Level III complaint to OSPI
WAC 392-190-070	Complaint procedure – Level II appeal to school board
WAC 392-190-065	Complaint procedure – Level I complaint to school district
WAC 392-190-064	Protection against retaliation
WAC 392-190-057	Sexual harassment policy – Required criteria
WAC 392-190-0555	Discriminatory harassment
	34 C.F.R. 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

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

BOARD POLICY

Adopted by the Board: July 16, 2002
Revised: October 7, 2003
Revised: November 1, 2016
Revised: November 17, 2020
First Reading/Revision: November 17, 2026~~Revised: December XX, 2026~~

Walla Walla Public Schools

BOARD POLICY

Policy No. 3418

~~EMERGENCY TREATMENT~~ RESPONSE TO STUDENT INJURY OR ILLNESS

The ~~district~~ board recognizes that schools are responsible for providing first aid or emergency treatment in case of injury ~~sudden~~ or ~~-~~illness ~~or injury to~~of a student~~,~~. ~~but~~ To that end, staff designated to provide student health support should be certified in First Aid/CPR/AED. The board encourages all school staff to become certified in F~~f~~irst A~~a~~id. School staff will refer to the joint Department of Health and Office of the Superintendent document "How to Respond: Illness and Injury at School" for guidance. Emergency treatment under this policy includes response to traumatic injuries involving life-threatening blood loss, consistent with state law requirements for bleeding control equipment, staff training, and emergency medical response.

~~f~~Further medical attention in non-emergency cases is the responsibility of the parent or guardian. Schools will notify the parent or guardian of students who suffer injuries, illness or physical trauma at school or at any school sponsored activity as soon as practicable.

~~When a student is injured it is the responsibility of staff to see that immediate care and attention is given to the injured party until relieved by a superior, a nurse or a doctor. Word of the accident should be sent to the principal's office and to the nurse. The principal or designated staff should immediately contact the parent/guardian so that the parent/guardian can arrange for care or treatment of the injured.~~

~~In the event that the parent/guardian or emergency contact cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. However, an injured or ill student should only be moved if a first aid provider has determined that it is safe to do so, or that it is safe to transport the student in a private vehicle. Students with head or neck injuries should only be moved or transported by emergency medical technicians. When the parent/guardian is located, he/she may then choose to continue the treatment or make other arrangements.~~

~~The district is not qualified under law to comply with directives to physicians limiting medical treatment and will not accept such directives.~~

The superintendent or designee shall establish procedures to be followed consistent with this policy.~~in any accident, and for providing first aid or emergency treatment to a student who is ill or injured.~~

Cross Reference:

3124 Removal~~/~~ Release of Student During School Hours

~~6511~~3422 ~~Staff Safety~~Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Adopted by the Board: July 16, 2002

October 7, 2003

First Reading/Revision: ~~–~~Novem~~ber 17, 2026~~

DRAFT

BOARD POLICY

PARENT/GUARDIAN AND COMMUNITY ACCESS ~~AND~~FOR SAFE AND ORDERLY LEARNING ENVIRONMENT

Contacts w~~W~~ith Staff

The learning environment and the staff's time for students ~~shall~~ will be ~~as~~ free ~~as possible~~ from interruption. Except in emergencies, staff will not be unreasonably interrupted in their work. Brief messages will be recorded so as to permit the staff member to return the call when free.

Certificated staff ~~shall~~ will be available for consultation with students and ~~patrons as required by law and negotiated agreement.~~ c~~C~~ommunity members. Students and ~~patrons~~ community members are urged to make appointments with staff to assure an uninterrupted conference.

No one ~~shall~~ will solicit funds or conduct private business with staff on school time and premises.

Visitors

The board welcomes and encourages visits to school by parents/guardians, ~~, other adult residents of the~~ community members and interested educators. Parents/guardians are assured accesses to their child's classroom as well as school sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, such observation must not disrupt the classroom or learning activity. The superintendent or designee will ~~shall~~ establish ~~procedures~~ guidelines governing school visits to ensure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations

~~I~~The superintendent or staff member in charge will direct a person to leave immediately if any person is:

A. ~~under~~ under the influence of ~~drugs~~ controlled substances, including cannabis, or alcohol; or

B. is disrupting or obstructing any school program, activity, or meeting~~,~~; or

C. threaten~~ings~~ to do so or is committing, threatening to imminently commit; or

D. ~~-~~inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated staff member or invitee) of the school district~~, the superintendent or designee in charge shall direct the person to leave immediately. If such a person refuses to leave, the superintendent or designee shall immediately call for the assistance of a law enforcement officer.~~

DRAFT

BOARD POLICY

Legal Reference:

RCW	28A.605.020	Parents' access to classroom or school sponsored activities - Limitation
	28A.635.020	Willfully disobeying school administrative personnel or refusing to leave public property, violations, when--Penalty
	28A.635.030	Disturbing school, school activities, or meetings
	28A.635.090	Interfering by force or violence ~~with any administrator, teacher or student unlawful~~ – Penalty
	28A.635.100	Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful – Penalty
	8A.605.020	Parents' access to classroom or school sponsored activities
~~WAC~~	20 U.S.C. 7908~~180-16-240~~	Armed Forces recruiter access to students and student recruiting information ~~Supplemental program standards~~
	~~180-44-050~~	~~School day as related to the teacher~~

First Reading Date: December 18, 2001
Adopted by the Board: July 16, 2002
First Reading/Revision: November 17, 2026

DRAFT

BOARD POLICY

HIRING OF RETIRED SCHOOL EMPLOYEES

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

TRS Plan 1 Retirees

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

Until ~~July~~ January 1, ~~2025~~2030, TRS Plan 1 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a school year and continue to receive their pension payments.

TRS Plan 2 & Plan 3 Retirees

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

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

Until ~~July~~ January 1, ~~2025~~2030, TRS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

If a rehired retiree under TRS plan 2 or plan 3, opts to reestablish TRS membership under RCW 41.32.044 they will no longer be eligible to retirement benefit accrual and shall make contributions to receive membership credit.

SERS Plan 2 & 3 Retirees

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

~~SERS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) and who reenter employment more than one calendar month after their accrual~~

DRAFT

~~date may be employed in a non-administrative capacity for up 867 hours in a calendar year without suspension of their pension benefits.~~

Until ~~July~~ January 1, ~~2025~~2030, SERS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

If a rehired retiree under SERS plan 2 or plan 3, opts to reestablish SERS membership under RCW 41.35.030 they will no longer be eligible to retirement benefit accrual and shall make contributions to receive membership credit.

PERS Retirees

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

Until ~~July~~ January 1, ~~2025~~2030, PERS retirees who enter reemployment more than 100 days after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.40.630(3)(b) or 41.40.820(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

If a rehired retiree under PERS plan 1, opts to reestablish PERS membership under RCW 41.40.023(12), they will no longer be eligible to retirement benefit accrual and shall make contributions to receive membership credit.

District Responsibilities

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

~~1.~~ The board of directors will approve a process for recruitment and selection of employees, including those vacancies for which a retiree applicant may be considered;

1.

~~2.~~ Applicant(s) will be evaluated and considered equally, selecting the candidate who best meets the needs of the district;

2.

~~3.~~ There will be no prearranged employment agreement or commitment to rehire an employee after retirement. Mere inquiries about post-retirement employment do not constitute an agreement;

3.

~~4.~~ Employment will be limited to a maximum of a one-year, non-continuing contract or appointment;

4.

DRAFT

~~5.~~ Subject to any applicable bargaining agreements, vacancies filled by retirees will be annually reviewed by the board to determine whether the retiree will be rehired for another year of employment;

5.

~~6.~~ The D~~d~~istrict will provide the retiree with the same terms and conditions of employment as other appointees or employees in comparable positions with the exception of sick-leave cash-out; and

6.

7. The D~~d~~istrict will report the number of hours worked by the retiree to DRS.

~~7.~~

Retired Employee Responsibilities

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

~~1.~~ Retired applicants will disclose to the district whether they are retired from a Washington state retirement plan.~~.~~

1.

~~2.~~ Employees must satisfy the DRS requirement for separation and retirement from service prior to accepting a retire/rehire position with the district.

2.

~~3.~~ Retirees are subject to the same collective bargaining membership as other one-year temporary employees.

3.

4. Retirees are responsible for tracking service hours during post-retirement employment among multiple employers.

Cross References:
Board Policy 5610 - Substitute Employment
Board Policy 5050 – Contracts

Legal References:
RCW 28A.405.900 Certain certificated employees exempt from chapter provisions
Chapter 41.32 RCW Teachers' retirement
RCW 41.32.570 Post-retirement employment—Reduction or suspension of pension payments
RCW 41.32.802 Reduction of retirement allowance upon reemployment or if covered by plan under
RCW 41.32.862 Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 Reestablishment of membership
RCW 28B.10.400 Reestablishment of membership
~~RCW 41.32.862 Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 Reestablishment of membership~~
Chapter 41.35 RCW Washington school employees' ~~-~~ retirement system

DRAFT

BOARD POLICY

RCW 41.35.060 Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400 Reestablishment of membership
Chapter 41.40 RCW Washington public employees' retirement system
RCW 41.40.037 Service by retirees—Break in employment requirement—Reduction of retirement allowance upon reemployment—Reestablishment of membership

Adopted: September 4, 2007
Revised: October 18, 2016
Revised: December 13, 2022
First Reading/Revision: November 17, 2026

DRAFT

BOARD POLICY

SICK LEAVE

~~I. Paid Sick Leave for Certificated and Classified Contracted Staff Members~~ Compliance with RCW 28A.400.300

The district will grant each certificated and classified ~~staff member~~employee of the district sick leave days annually in accordance with RCW 28A.400.300 and applicable collective bargaining agreements.

~~Unused sick leave days may be accumulated from year-to-year up to a maximum of one hundred eighty days for the purposes of RCW 28A.400.210 and 28A.400.220, and for leave purposes up to a maximum of the number of contract days agreed to in a given contract, but not greater than one year.~~

~~The district may require a signed statement from a healthcare provider for any absence in excess of five consecutive days. Pursuant to WAC 296-128-660, if the district requires such verification from a nonexempt staff member and the staff member believes obtaining verification would result in an unreasonable burden or expense, the staff member may contact Human Resources orally or in writing. Verification must be provided to the district within 10 calendar days of the first day a nonexempt staff member used paid sick leave to care for themselves or a family member.~~

~~If sick leave benefits are exhausted, the board may grant leave without pay for the balance of the year upon the recommendation of the superintendent/designee.~~

~~II.~~ Attendance Incentive Program ~~for Certificated and Classified Contracted Staff Members~~

~~In January of the year following any year in which a minimum of 60 days of sick leave is accrued, and each January thereafter, any eligible staff member may exercise an option either:~~

~~A. To receive remuneration for unused sick leave accumulated in the previous year in an amount equal to one day's monetary compensation of the staff member for each four full days of accrued sick leave in excess of 60 days; or~~

~~B. To add that year's sick leave to the staff member's accumulated sick leave.~~

~~All such leave for which the staff member receives compensation will be deducted from accumulated sick leave at the rate of four days for every one day's monetary compensation.~~

~~A staff member may cash-out all accrued sick leave at the above rate at the time of an eligible separation from employment as set forth in RCW 28A.400.210 and Chapter 392-136 WAC.~~

~~The administrator of the estate of a deceased staff member may also cash-out all accumulated sick leave at the rate of one day's monetary compensation for every four days of leave. A certified copy of the~~

DRAFT

~~death certificate and proper documentation of court appointment as administrator of the estate must be submitted to the district office.~~

~~**III. Additional Paid Sick Leave Provisions**~~

~~A. Nonexempt Staff Members~~

~~Nonexempt staff members are covered by the sick leave provisions of RCW 28A.400.300 and are also covered by the sick leave provisions of RCW 49.46.210 and Chapter 296-128 WAC beginning January 1, 2018.~~

~~In general, the sick leave benefits provided under RCW 28A.400.300 are more generous than those required~~Eligible employees may cash out accumulated sick leave in accordance with WAC 392-136-015 and WAC 392-136-020.

Employees Covered by RCW 49.46.210

For employees covered by RCW 49.46.210, the D~~d~~istrict will comply with that statute and the regulations that implement it. The superintendent or designee may adopt a procedure that addresses sick leave use by employees covered by RCW 49.46.210.

Verification

~~by RCW 49.46.210 and Chapter 296-128 WAC. Below, however, are some of the rights that nonexempt staff members are entitled to under RCW 49.46.210 and Chapter 296-128 WAC:~~

~~1. Nonexempt staff members must accrue at least one hour of paid sick leave for every forty hours worked.~~

~~2. Nonexempt staff members are entitled to use their accrued paid sick leave beginning on the ninetieth calendar day after the commencement of their employment.~~

~~3. Nonexempt staff members may use paid sick leave to care for themselves or their family members, when the staff members' workplace or children's school or place of care has been closed by a public official for any health related reason, or for absences that qualify for leave under the Domestic Violence Leave Act.~~

~~4. Nonexempt staff members must be permitted to carry over at least forty hours of paid sick leave. Retaliation against a nonexempt staff member for lawful exercise of paid sick leave rights is prohibited.~~For employees not covered by RCW 49.46.210, the D~~d~~istrict may require those employees to provide verification for the need to take sick leave when they take more than three consecutive days of sick leave.

~~5.~~

Unpaid Leave

Employees who exhaust their paid sick leave may request unpaid leave. At its discretion, the D~~d~~istrict will determine whether to grant unpaid leave. If an employee does not receive approval for unpaid

DRAFT

BOARD POLICY

leave, but, nonetheless, does not attend work, they will be considered absent without leave and may be subject to discipline.

Cross References:
Board Policy 5406 - Leave Sharing

Legal References:

RCW 49.46.200	Paid sick leave
RCW 49.46.210	Paid sick leave – Authorized purposes – Limitations – "Family member" defined
Chapter 296-128 WAC	Minimum Wages
RCW 28A.400.210	Employee attendance incentive program — Remuneration or benefit plan for unused sick leave
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
Chapter 392-136 WAC	Finance — Conversion of Accumulated Sick Leave
AGO 1964 No.98	Sick leave for certificated and noncertificated employees
AGO 1980 No.22	Limitation on compensated leave for school district employees

Adopted by the Board: January 7, 2003
Revised: September 2, 2003
Revised: April 17, 2018
First Reading/Revision: November 17, 2026~~First Reading/Revised: July December 2026~~

DRAFT

BOARD POLICY

FAMILY, MEDICAL, AND MATERNITY LEAVE

I. State Paid Family and Medical Leave

Paid family and medical leave are benefits administered by the Washington State Employment Security Department (the "ESD"). Employees interested in applying for these benefits must follow the process described in ~~Chapter~~ chapter 192-610 WAC. Employees who have questions regarding the application process may contact the ~~Employment Security Department~~ESD or visit its website at paidleave.wa.gov. The D~~d~~istrict will post notices made available by the Employment Security Department that provide pertinent information regarding paid family and medical leave benefits~~.~~ And will comply with applicable provisions of the Paid Family and Medical Leave Act (PFMLA).

~~A brief description of the paid family and medical leave benefits program is provided below. The description is not meant to capture every aspect of the program; rather, it is meant to give a general overview.~~

~~**Eligibility**~~
~~Employees who have worked 820 hours during the first four of the last five completed calendar quarters or the last four completed calendar quarters are eligible for paid family and medical leave.~~

~~**Reasons for Leave**~~
~~Family leave means leave taken by an employee from work for the following reasons:~~

- ~~A. To participate in providing care, including physical or psychological care, for a family member made necessary by a serious health condition of the family member;~~
- ~~B. To bond with the employee's child during the first 12 months after the child's birth, or the first 12 months after the placement of a child under the age of eighteen within the employee; or~~
- ~~C. Because of any qualifying exigency as permitted under the federal family and medical leave act for family members as defined by RCW 50A.05.010(10).~~

~~Medical leave means any leave taken by an employee from work made necessary by the employee's own serious health condition as defined by RCW 50A.05.010(20).~~

~~**Amount of Leave**~~
~~Employees may take up to 12 weeks of paid family leave during a period of 52 consecutive calendar weeks.~~

~~Employees may take up to 12 weeks of paid medical leave during a period of 52 consecutive calendar weeks. Paid medical leave may be extended by two weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.~~

~~Employees may take a combined 16 weeks of paid family and paid medical leave during a period of 52 consecutive calendar weeks. The combined total may be extended to 18 weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.~~

DRAFT

Employee Notice to District

An employee must provide the district at least 30 days written notice before paid family or medical leave is to begin if the need for the leave is foreseeable based on an expected birth, placement of a child or planned medical treatment for a serious health condition.

An employee must provide the district written notice as soon as practicable when 30 days' notice is not possible because of a lack of knowledge of approximately when leave will be required to begin, because of a change in circumstances, or because of a medical emergency.

An employee must provide the district written notice as soon as is practicable for foreseeable leave due to a qualifying military exigency, regardless of how far in advance such leave is foreseeable.

The notice must be in writing and contain at least the anticipated timing and duration of the leave.

District Notice to Employee

Whenever the district becomes aware that an employee is absent from work for more than seven consecutive days to take family or medical leave, the district will provide the employee with a written statement provided by the Employment Security Department of the employee's rights.

The notice will be sent by the fifth business day after the employee's seventh consecutive missed day of work due to family or medical leave or by the fifth business day after the employer becomes aware that the employee's absence is due to family or medical leave, whichever is later.

Employment Restoration

Upon return from paid family or medical leave, an employee is entitled to be restored to the position of employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

As a condition of restoration for employees who have taken medical leave, the district may require those employees to receive certification from their health care provider that they are able to resume work.

The district may deny restoration to any salaried employee who is among the highest paid ten percent of its employees if the following apply:

A. Denial is necessary to prevent substantial and grievous economic injury to the operations of the employer;
B. The district notifies the employee of its intent to deny restoration on such basis at the time the district determines the injury would occur; and
C. The leave has commenced and the employee elects not to return to employment after receiving the notice.

The district may also deny restoration if the employee would not otherwise have been employed at the time of reinstatement.

DRAFT

~~If the district chooses to deny restoration, it will provide written notice of such denial in person or by certified mail. The notice will include a statement that the district intends to deny employment restoration when the leave has ended, the reasons behind the decision to deny restoration, an explanation that health benefits will still be paid for the duration of the leave, and the date on which eligibility for employer provided health benefits ends.~~

~~The rights described above only apply in the following circumstances: the district has 50 or more employees; the employee has been employed by the district for twelve months or more; and the employee has worked for the district for at least 1,250 hours during the 12 months immediately preceding the date on which leave will commence.~~

II. Federal Family and Medical Leave

The D~~d~~istrict will grant employees leave in accordance with the Family and Medical Leave Act (FMLA).~~**General Provisions**~~

FMLA provides eligible employees who ~~has worked~~ qualify the right to take up to twelve weeks of unpaid, job-protected leave in a twelve-month period for certain family and medical reasons. It also gives eligible employees who qualify the right to take up to twenty-six weeks of unpaid, job-protected leave in a twelve-month period to care for a covered service member with a serious injury or illness.

The twelve-month period for FMLA leave is measured from the first day an employee takes leave that is designated as FMLA-protected leave, including qualifying leave that runs concurrently or consecutively with Paid Family and Medical Leave (PFML).

III. Pregnancy-Related Disability Leave

An employee with a pregnancy-related disability may take leave during the period of disability. The D~~d~~istrict may require documentation to verify the need for and length of leave related to the pregnancy-related disability.

An employee who is entitled to take sick leave because of a pregnancy-related disability may use accumulated sick leave during their period of disability. If an employee exhausts their sick leave before they can return to work, the employee may be granted unpaid leave for the remainder of their period of disability. During any period of unpaid leave, the employee will be required to pay their portion of the premium related to their health benefits.

Upon return from pregnancy-related disability leave, an employee will be allowed to return to the same job or a similar job of at least the same pay, unless there is a business necessity (like a reduction in force) that justifies otherwise.

DRAFT

~~Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to do the following:~~

~~A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child;~~

~~B. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for their own serious health condition if it renders the employee unable to perform their job; or~~

~~C. Respond to a qualifying exigency occurring because the employee's spouse, child, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.~~

~~An employee who is the spouse, child, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12 month period to care for the service member.~~

~~Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or designee or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20 percent of the number of working days in the period during which the leave would extend without the approval of the superintendent or designee. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.~~

~~A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth.~~

~~The superintendent or designee may require written verification from the employee's health care provider when the employee is taking medical leave based on their own serious health condition.~~
~~The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers will select a third provider, whose opinion, obtained at the employer's expense, will be conclusive.~~

~~**Birth or Adoption**~~
~~Leave taken for newborn or adopted childcare will be completed within one year after the date of birth or placement for adoption.~~

~~The district will grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave will be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.~~

DRAFT

~~Employee requests for leave of absence due to birth or initial placement for adoption of a child will be submitted in writing to the superintendent or designee not less than 30 days prior to the beginning date of the leave. The notice will include the approximate beginning and ending dates for the leave requested.~~

~~If both parents of a newborn or newly adopted child are employed by the school district, they will be entitled to a total of twelve workweeks of family leave during any twelve-month period, and leave will be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.~~

~~Employment Restoration~~

~~Any employee returning from an authorized family leave will be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.~~

~~An employee may be denied restoration under the following circumstances: a) the specific job is eliminated by a bona fide restructuring, or a reduction in force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave, d) or as otherwise allowed by law. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave.~~

~~Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:~~

- ~~A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.~~
- ~~B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.~~
- ~~C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.~~

~~III. Maternity Leave~~

~~A staff member may use accumulated paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period will extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.~~

~~If the employee's accumulated sick leave is exhausted during the period of maternity, the district will grant a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.~~

DRAFT

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

Notice

A pregnant staff member is requested to notify her immediate supervisor and the superintendent or designee by the beginning of the fifth month of pregnancy.

At the time of such notice, the staff member will submit a written request to her immediate supervisor and the superintendent or designee for one or more of the following:

A. Maternity leave for the period of her actual disability due to pregnancy or childbirth;
B. Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
C. Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
D. Termination of employment by resignation.

The notice to the district will include the approximate beginning and ending dates for the leave.

Employment Conditions

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.
The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent or designee of the specific date when she will return to work. Unless the superintendent or designee approves an earlier date of return, the employee will give at least 14 days advance notice of the actual date of return.

The staff member will return to her duties following an extended leave of absence on the date approved by the superintendent or designee. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

Assignment Upon Return

DRAFT

BOARD POLICY

~~An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to twelve weeks of family leave will return to the same assignment, or a similar position for which she is qualified with at least the same pay and benefits, as she held prior to the maternity leave or family leave.~~

~~Upon return from an extended maternity leave, a staff member will be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort will be made to place the staff member in her original position or in a comparable position.~~

Cross References:
Board Policy 5021 Conflicts Between Policy and Bargaining Agreements

Legal References:

- Title 50A RCW Family and Medical Leave
- WAC 162-30-020 Pregnancy, childbirth, and pregnancy related conditions
- Chapter 192-500 WAC Definitions
- Chapter 192-510 WAC Assessing and collecting premiums
- Chapter 192-540 WAC Employer responsibilities
- Chapter 192-550 WAC Penalties and audits
- Chapter 192-600 WAC Employee notice to employer
- Chapter 192-610 WAC Initial application for benefits
- Chapter 192-620 WAC Weekly benefits
- Chapter 192-630 WAC Claim determinations
- Chapter 192-700 WAC Employment restoration
- 29 USC Sec 2601 Family and Medical Leave Act of 1993
- 29 CFR Part 825 The Family and Medical Leave Act of 1993

~~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~~
~~Title 50A RCW Family and Medical Leave~~
~~WAC 162-30-020 Pregnancy, childbirth, and pregnancy related conditions~~
~~29 USC Sec 2601 Family and Medical Leave Act of 1993~~

Adopted: November 19, 2002
Revised: April 17, 2018
Revised: February 18, 2025
First Reading/Revision: November 17, 2026

DRAFT