



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

Watch Live: <https://wwps-org.zoom.us/j/91653011700>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 916 5301 1700

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

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

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

II. FLAG SALUTE: *Ruth Ladderud*

III. ROLL CALL:

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

IV. APPROVAL OF AGENDA: *Derek Sarley*

V. CONSENT AGENDA: *Derek Sarley*

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| 1. Personnel Report | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. Non-Athletic Extra & Co-Curricular Contracts | 5 |
| 4. March 4 & 18 Accounts Payable and February Payroll | 6 |
| 5. Asset Preservation Program | 7 |
| 6. Surplus Equipment & Materials | 20 |
| 7. Regular Business Meeting Minutes of February 18, 2025 | 21 |

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

- | | |
|---|----|
| 1. School Retirees Appreciation Week March 17-23, 2025: <i>Dr. Wade Smith</i> | |
| 2. Recognition of High School State Champions: <i>Dr. Wade Smith</i> | |
| a. Walla Walla High School Girls Wrestling: <i>Head Coach Jacob Butenhoff</i> | |
| • Kylie Whitaker - 1st Place 135 lbs | |
| 3. Communities in Schools Update: <i>Katie DePonty and Addison Fairbank</i> | 24 |

VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT: *Maddy VanCleve*

VIII. CITIZENS' COMMENTS: (6:00 p.m.) *Derek Sarley*

- IX. REPORTS:** (6:10 p.m.) *Derek Sarley*
1. Board of Directors Report: *Derek Sarley*
 2. Student Board Representative Report: *Eva Maxwell and Ari Kim-Leavitt*
 3. Superintendent's Report: *Dr. Wade Smith*
 - a. Monthly Enrollment Report 35
 4. Superintendent Search Update: *Derek Sarley*
 5. Vision 2030: Goal 3; Strategy #8: Implementing Inclusionary Practices: *Barb Casey and Christy Krutulis* 37
- X. ACTION:** (7:05 p.m.) *Derek Sarley*
- XI. ADJOURNMENT:** (7:10 p.m.) *Derek Sarley*



PERSONNEL REPORT

March 18, 2025 – Board Meeting

Date: March 13, 2025

EMPLOYMENT

Classified: Gabriela Amezcua, Kitchen Assistant, Garrison Middle School
Jeremy Davidson-McCloy, Bus Driver, SE Washington Transportation Co-Op
Maria Esparza, Head Start Assistant Teacher, WWCCF
Scott Schafer, Bus Driver, SE Washington Transportation Co-Op

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Certificated: Alyssa Drader, Agriculture Education Teacher, Walla Walla High School, 2 years
Michelle Scarborough, Special Education Teacher, Green Park Elementary School, 2 years

Classified: DeeDee Delaney, Accounts Payable, Business Office, 21 years
Stephanie Eastman, Assistant Secretary, Walla Walla High School, 23 years
Christina Gutierrez, Para-Educator, WWCCF, 2.5 years

LEAVE OF ABSENCE

Certificated: Brooke Kimball, Special Education Teacher, Walla Walla High School, 6 years

- For the 2025-26 school year

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2024-2025

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Kevin Arizmendi	Pioneer Middle School	Millennials Indoor Soccer
Adam Berg	Walla Walla High School	Head Girls Golf
Sebastian Cruz	Garrison Middle School	Millennials Indoor Soccer
Martin Fortney	Garrison Middle School	Millennials Indoor Soccer
Adrian Sandoval	Pioneer Middle School	Millennials Indoor Soccer
Vangie Young	Walla Walla High School	Game Supervision Spring

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

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Anthony Marrero	W	JROTC (bi-annual 03/01/25 - 08/31/25)
Mark Mebes	W	JROTC (bi-annual 03/01/25 - 08/31/25)

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 March 18th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
3/4/2025	242046	Through	242163	\$ 463,339.53
3/18/2025	242164	Through	242288	\$ 557,508.55
3/4/2025	242500323	Wire Transfer	242500337	\$ 1,580.66
3/18/2025	242500338	Wire Transfer	242500377	\$ 6,720.07

		Capital Projects		
3/4/2025	240068	Through	240070	\$ 57,353.03
3/1/2025	240071	Through	240077	\$ 701,570.38
		Through		
		Wire Transfer		
		Wire Transfer		

		ASB		
3/4/2025	240088	Through	240092	\$ 12,545.88
3/18/2025	240093	Through	240103	\$ 17,300.08
		Wire Transfer		
		Wire Transfer		

		Transportation Vehicle		
		Through		
		Through		
		Wire Transfer		
		Wire Transfer		

		Payroll		
2/28/2025	242004	Through	242045	\$ 2,229,849.93
2/28/2025	1400001	Wire Transfer	1401087	\$ 3,297,607.75
2/28/2025	NA	Payroll Taxes	NA	\$ 1,099,044.26

TOTAL:	\$ 8,444,420.12
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SCHOOL BOARD PRESIDENT:

SECRETARY OF THE BOARD:

Derek Sarley

Dr. Wade Smith, Superintendent



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Walla Walla School District)

-----2024-2025-----

SITE	BUILDING	BUILDING BOARD ACCEPTANCE DATE	APP YEAR	BUILDING CONDITION ASSESSMENT %	ANNUAL REVIEW COMPLETED BY	NEXT CERTIFIED BCA DUE
Transportation Cooperative	Transportation Co-op	10/11/2010	14	90.00	District	2022
SEA-Tech Skills Center	Main Building	11/4/2014	10	90.00	District	2022
Edison Elementary School	Main Building	3/1/2010	15	89.47	District	2026



Edison Elementary School - Main Building

Building Details

PROFILE TYPE	Classroom Building - Multi-Story
NUMBER OF FLOORS	2
BOARD ACCEPTANCE DATE	3/1/2010
CHARACTERISTICS	Occupied
ANNUAL REVIEW COMPLETED BY	District

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2024-2025	15	89.47	District	3/18/2025
2023-2024	14	90.00	District	3/19/2024
2022-2023	13	90.00	District	4/18/2023
2021-2022	12	94.66	District	3/15/2022
2020-2021	11	94.11	District	3/16/2021
2019-2020	10	94.11	Consultant	3/17/2020

The next certified BCA is due: **2026**

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
2009	Elementary	64,210	64,210	64,210	9/1/2009	3/1/2010
Building Totals		64,210	64,210	64,210		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		90.00% Good
Subgrade Enclosures	Walls for Subgrade Enclosures	A2010		90.00% Good
Water and Gas Mitigation	Building Subdrainage	A6010		90.00% Good
Superstructure	Floor Construction	B1010		90.00% Good



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Superstructure	Roof Construction	B1020		90.00% Good
	Stairs	B1080		90.00% Good
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		90.00% Good
	Exterior Doors and Grilles	B2050		90.00% Good
	Exterior Louvers and Vents	B2070		90.00% Good
Exterior Horizontal Enclosures	Roofing	B3010		62.00% Fair
	<i>Deficiencies:</i>	Leaking		
	<i>Causes:</i>	Surface Weathering		
	<i>Comments:</i>	We have had to have some minor repairs in multiple areas. The roof membrane is 15 years old and will need to be upgraded in the next few years. We are repairing areas as needed and monitoring lifespan.		
	Roof Appurtenances	B3020		90.00% Good
	Horizontal Openings	B3060		90.00% Good
	Overhead Exterior Enclosures	B3080		90.00% Good
Interior Construction	Interior Partitions	C1010		90.00% Good
	Interior Windows	C1020		90.00% Good
	Interior Doors	C1030		90.00% Good
	Suspended Ceiling Construction	C1070		90.00% Good
Interior Finishes	Wall Finishes	C2010		90.00% Good
	Interior Fabrications	C2020		90.00% Good
	Flooring	C2030		90.00% Good
	Stair Finishes	C2040		90.00% Good



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Interior Finishes	Ceiling Finishes	C2050		90.00% Good
Conveying	Vertical Conveying Systems	D1010		90.00% Good
Plumbing	Domestic Water Distribution	D2010		90.00% Good
	Sanitary Drainage	D2020		90.00% Good
	Building Support Plumbing Systems	D2030		90.00% Good
HVAC	Facility Fuel Systems	D3010		90.00% Good
	Heating Systems	D3020		90.00% Good
	Facility HVAC Distribution Systems	D3050		90.00% Good
	Ventilation	D3060		90.00% Good
Fire Protection	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
Electrical	Facility Power Generation	D5010		90.00% Good
	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		90.00% Good
Communications	Data Communications	D6010		90.00% Good
	Voice Communications	D6020		90.00% Good
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
Electronic Safety and Security	Access Control and Intrusion Detection	D7010	Medium	90.00% Good
	<i>Causes:</i>	Equipment Obsolescence		



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Electronic Safety and Security	<i>Comments:</i>	Improving access control		
	Electronic Surveillance	D7030	Medium	90.00% Good
	Detection and Alarm	D7050		90.00% Good
Integrated Automation	Integrated Automation Facility Controls	D8010		90.00% Good
Furnishings	Fixed Furnishings	E2010		90.00% Good
	Movable Furnishings	E2050		90.00% Good



Transportation Cooperative - Transportation Co-op

Building Details

PROFILE TYPE	Transportation Center - Single Story
NUMBER OF FLOORS	1
BOARD ACCEPTANCE DATE	10/11/2010
CHARACTERISTICS	Occupied
ANNUAL REVIEW COMPLETED BY	District

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2024-2025	14	90.00	District	3/18/2025
2023-2024	13	90.00	District	3/19/2024
2022-2023	12	90.00	District	4/18/2023
2021-2022	11	91.98	District	3/15/2022
2020-2021	10	94.21	District	3/16/2021
2019-2020	9	Not Reviewed	Incomplete	3/17/2020

The next certified BCA is due: 2022 12

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
2010	Transportation	16,635	16,635	0	9/1/2010	3/1/2011
Building Totals		16,635	16,635	0		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		90.00% Good
Slabs on Grade	Standard Slabs on Grade	A4010		90.00% Good
	Pits and Bases	A4040		90.00% Good



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Water and Gas Mitigation	Building Subdrainage	A6010		90.00% Good
Superstructure	Floor Construction	B1010		90.00% Good
	Roof Construction	B1020		90.00% Good
	Stairs	B1080		90.00% Good
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		90.00% Good
	Exterior Doors and Grilles	B2050		90.00% Good
	Exterior Louvers and Vents	B2070		90.00% Good
Exterior Horizontal Enclosures	Roofing	B3010		90.00% Good
	<i>Deficiencies:</i>	Leaking		
	<i>Causes:</i>	Surface Weathering		
	Roof Appurtenances	B3020		90.00% Good
	Horizontal Openings	B3060		90.00% Good
	Overhead Exterior Enclosures	B3080		90.00% Good
	Interior Construction	Interior Partitions	C1010	
Interior Windows		C1020		90.00% Good
Interior Doors		C1030		90.00% Good
Suspended Ceiling Construction		C1070		90.00% Good
Interior Finishes	Wall Finishes	C2010		90.00% Good
	Interior Fabrications	C2020		90.00% Good
	Flooring	C2030		90.00% Good
	<i>Deficiencies:</i>	Other		
	<i>Causes:</i>	Defective Material		
	<i>Comments:</i>	Sheet vinyl shrinkage causing seams to open up.		



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Interior Finishes	Ceiling Finishes	C2050		90.00% Good
Plumbing	Domestic Water Distribution	D2010		90.00% Good
	Sanitary Drainage	D2020		90.00% Good
	Building Support Plumbing Systems	D2030		90.00% Good
	General Service Compressed-Air	D2050		90.00% Good
HVAC	Facility Fuel Systems	D3010		90.00% Good
	Heating Systems	D3020		90.00% Good
	Facility HVAC Distribution Systems	D3050		90.00% Good
	Ventilation	D3060		90.00% Good
Fire Protection	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
Electrical	Facility Power Generation	D5010		90.00% Good
	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		90.00% Good
Communications	Data Communications	D6010		90.00% Good
	Voice Communications	D6020		90.00% Good
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
Electronic Safety and Security	Access Control and Intrusion Detection	D7010		90.00% Good
	<i>Causes:</i>	Equipment Obsolescence		



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Electronic Safety and Security	Electronic Surveillance	D7030		90.00% Good
	<i>Deficiencies:</i>	Blind Zones		
	<i>Causes:</i>	Insufficient Equipment		
	Detection and Alarm	D7050		90.00% Good
Integrated Automation	Integrated Automation Facility Controls	D8010		90.00% Good
Equipment	Vehicle and Pedestrian Equipment	E1010		90.00% Good
	Commercial Equipment	E1030		90.00% Good
	Institutional Equipment	E1040		90.00% Good
Furnishings	Fixed Furnishings	E2010		90.00% Good
	Movable Furnishings	E2050		90.00% Good



SEA-Tech Skills Center - Main Building

Building Details

PROFILE TYPE	Skills Center
NUMBER OF FLOORS	1
BOARD ACCEPTANCE DATE	11/4/2014
CHARACTERISTICS	Occupied
ANNUAL REVIEW COMPLETED BY	District

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2024-2025	10	90.00	District	3/18/2025
2023-2024	9	90.00	District	3/19/2024
2022-2023	8	90.00	District	4/18/2023
2021-2022	7	93.64	District	3/15/2022
2020-2021	6	99.72	District	3/16/2021
2019-2020	5	Not Reviewed	Incomplete	3/17/2020

The next certified BCA is due: **2022**

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
2014	Skill Center	32,771	29,858	0	5/23/2014	11/4/2014
Building Totals		32,771	29,858	0		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		90.00% Good
Slabs on Grade	Standard Slabs on Grade	A4010		90.00% Good
Water and Gas Mitigation	Building Subdrainage	A6010		90.00% Good
Superstructure	Roof Construction	B1020		90.00% Good



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		90.00% Good
	Exterior Doors and Grilles	B2050		90.00% Good
	Exterior Louvers and Vents	B2070		90.00% Good
Exterior Horizontal Enclosures	Roofing	B3010		90.00% Good
	Roof Appurtenances	B3020		90.00% Good
	Horizontal Openings	B3060		90.00% Good
	Overhead Exterior Enclosures	B3080		90.00% Good
Interior Construction	Interior Partitions	C1010		90.00% Good
	Interior Windows	C1020		90.00% Good
	Interior Doors	C1030		90.00% Good
	Interior Grilles and Gates	C1040		90.00% Good
	Suspended Ceiling Construction	C1070		90.00% Good
Interior Finishes	Wall Finishes	C2010		90.00% Good
	Interior Fabrications	C2020		90.00% Good
	Flooring	C2030		90.00% Good
	<i>Deficiencies:</i>	Broken or Loose Tiles, Irregular Surface		
	<i>Causes:</i>	Faulty Installation, Settlement		
	Ceiling Finishes	C2050		90.00% Good
Plumbing	Domestic Water Distribution	D2010		90.00% Good
	Sanitary Drainage	D2020		90.00% Good
	Building Support Plumbing Systems	D2030		90.00% Good
	General Service Compressed-Air	D2050		90.00% Good



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
HVAC	Facility Fuel Systems	D3010		90.00% Good
	Heating Systems	D3020		90.00% Good
	Cooling Systems	D3030		90.00% Good
	Facility HVAC Distribution Systems	D3050		90.00% Good
	Ventilation	D3060		90.00% Good
Fire Protection	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
Electrical	Facility Power Generation	D5010		90.00% Good
	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		90.00% Good
Communications	Data Communications	D6010		90.00% Good
	Voice Communications	D6020		90.00% Good
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
Electronic Safety and Security	Access Control and Intrusion Detection	D7010		90.00% Good
	Electronic Surveillance	D7030		90.00% Good
	Detection and Alarm	D7050		90.00% Good
Integrated Automation	Integrated Automation Facility Controls	D8010		90.00% Good
Equipment	Vehicle and Pedestrian Equipment	E1010		90.00% Good
	Commercial Equipment	E1030		90.00% Good



Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Equipment	Institutional Equipment	E1040		90.00% Good
	Entertainment and Recreational Equipment	E1070		90.00% Good
	Other Equipment	E1090		90.00% Good
Furnishings	Fixed Furnishings	E2010		90.00% Good
	Movable Furnishings	E2050		90.00% Good



TO: Dr. Wade Smith, Superintendent
FROM: Robert Foster, Director of Facilities & Operations
DATE: March 18, 2025
RE: Surplus Equipment & Materials

Throughout the past year, we have received items from buildings that were upgraded or are no longer usable and now determined to be surplus. Items include: miscellaneous kitchen equipment, HVAC equipment, PE equipment, vehicles/equipment, building materials/furnishings, and outdated/unusable construction materials.

The process of declaring surplus property involves asking the School Board to declare the property as surplus, and then place a legal advertisement in the local newspaper indicating that the school district has surplus property. Per Washington State Law, we also send letters to all educational agencies in the area, advising them of the items available. This allows them first chance at procuring the surplus items at fair market value. If, after 30 days, there are no inquiries, then the school district will hold a surplus sale.

At the March 18 School Board Meeting, I would like to ask the Board to declare these items as surplus. The surplus sale will take place on or about July 1, 2025, depending on auctioneer availability.

If you have any questions about surplus property, please contact me.

cc:
John Griffith
John Pemberton
Kara Carlson

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
February 18, 2025
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS

Derek Sarley, President
Ruth Ladderud, Vice President
Alayna Brinton
Kathy Mulkerin
Terri Trick

ADMINISTRATORS

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

STUDENT REPRESENTATIVES

Eva Maxwell
Ari Kim-Leavitt

AUDIENCE

Approximately 40 individuals, including board members, administrators and guests, were in attendance.

I. CALL TO ORDER

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

II. FLAG SALUTE

The flag salute and Pledge of Allegiance were led by Student Representative Eva Maxwell.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

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

V. CONSENT AGENDA

Director Mulkerin asked to move Consent item 6 – Confederated Tribes of the Umatilla Indian Reservation Memorandum of Understanding to the Action agenda. Motion by Terri Trick and seconded by Alayna Brinton to approve the amended consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) February 4 & 18 accounts payable and January payroll; 5) January financial report; 6) special meeting/executive session minutes of January 21, 2025; 7) regular business meeting minutes of January 21, 2025; 8) special meeting/school board retreat minutes of January 27, 2025; and regular study meeting minutes of February 4, 2025. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

National Board Certified Teachers: Assistant Superintendent Chris Gardea recognized and presented a National Board Certified Teacher pin to Pioneer Middle School teacher Rachel Geiter for achieving NBCT standards.

Building Belonging Recognition: Director of Equity and Dual Programs Dr. Julie Perron presented a Building Belonging award to Garrison Middle School parents Mika Means, Heather Robinson and Stephanie Martin. Dr. Perron noted the Building Belonging award is aligned to the district's "We All Belong Here" unity message promoting a civil, safe and compassionate learning environment. This board level recognition recognizes staff, community and students who promote activities that create and sustain a sense of belonging, fairness, and justice for all students.

Education Support Professionals Week March 10-14, 2025: Superintendent Dr. Wade Smith announced March 10-14, 2025, is Education Support Professionals Week and a time to recognize and express our gratitude for the incredible contributions of our district's classified employees.

VII. CITIZENS' COMMENTS

None.

VIII. REPORTS

Board of Directors Report: Board members shared updates on events and activities they have participated in since the last meeting, including school visits, state and national legislative advocacy, city council and district stakeholder meetings, and various school and community events. They also acknowledged that February is Black History Month.

Student Board Representative Update Regarding April 15th Post Secondary Plans: The Student Representatives reported that subcommittees of the Superintendent's Student Advisory Council have been formed to focus on post-secondary education and enhancing diversity and representation in advanced classes across schools. Additionally, the Green Team is making progress toward implementing a recycling program at Walla Walla High School.

Superintendent's Report: Superintendent Dr. Wade Smith expressed gratitude to the Board members for their continued leadership and dedication during this legislative session and reported February enrollment is 5,317 FTE.

Superintendent Search Update: John Bash, Dr. Kristine McDuffy, and Dr. Anthony Smith from Hazard, Young, Attea & Associates (HYA) provided an update on the Superintendent Search and shared the Leadership Profile document produced as a result of the engagement phase of the national search process.

Monthly Financial Dashboard Report: Director of Fiscal Services Janette Jeffris provided a review of revenues, expenditures and ending fund balance.

6-12 ELA Adoption Update: Executive Director of Teaching and Learning Christy Krutulis and Walla Walla High School English Teacher Jamie Kemano provided an update on the Grades 6-12 English Language Arts curriculum adoption.

Vision 2030: Goal #1, Strategy #3 – Proficient Elementary Readers: Christy Krutulis and Dr. Julie Perron provided an update on Vision 2030 Goal #1, Strategy #3 – Proficient Elementary Readers.

Equity Policy Update: Consultants Ben Ibale and Yelena Patish reported on their recent work with district focus groups and the input received regarding an equity policy.

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

- 3210 Nondiscrimination - Students
- 3432 Emergencies
- 4130 Title I, Part A Family Engagement
- 4301 Addressing Immigration Enforcement in Schools
- 5010 Nondiscrimination and Affirmative Action
- 5400 Personnel Leaves
- 5404 Family, Medical, and Maternity Leave
- 6220 Bid Requirements

IX. ACTION

Policies Second Reading: Director Mulkerin requested Policy 5010 – Nondiscrimination and Affirmative Action be removed from the list of policies to approve, and added as a separate action item. Motion by Ruth Ladderud and seconded by Alayna Brinton to approve policies 3210, 3432, 4130, 4301, 5400, 5404 and 6220 as presented; the motion carried unanimously.

Policies Second Reading: Motion by Terri Trick and seconded by Ruth Ladderud to approve policy 5010 as presented; the motion carried with four ayes and one abstention from Kathy Mulkerin.

Confederated Tribes of the Umatilla Indian Reservation Memorandum of Understanding: Motion by Kathy Mulkerin and seconded by Ruth Ladderud to approve the Confederated Tribes of the Umatilla Indian Reservation Memorandum of Understanding as presented; the motion carried unanimously.

X. ADJOURNMENT

President Sarley adjourned the meeting at 7:25 p.m.

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

APPROVED:

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

Derek Sarley
School Board President

Communities In Schools

Walla Walla Public Schools

March 18, 2025



In schools to help kids stay in school



Mission

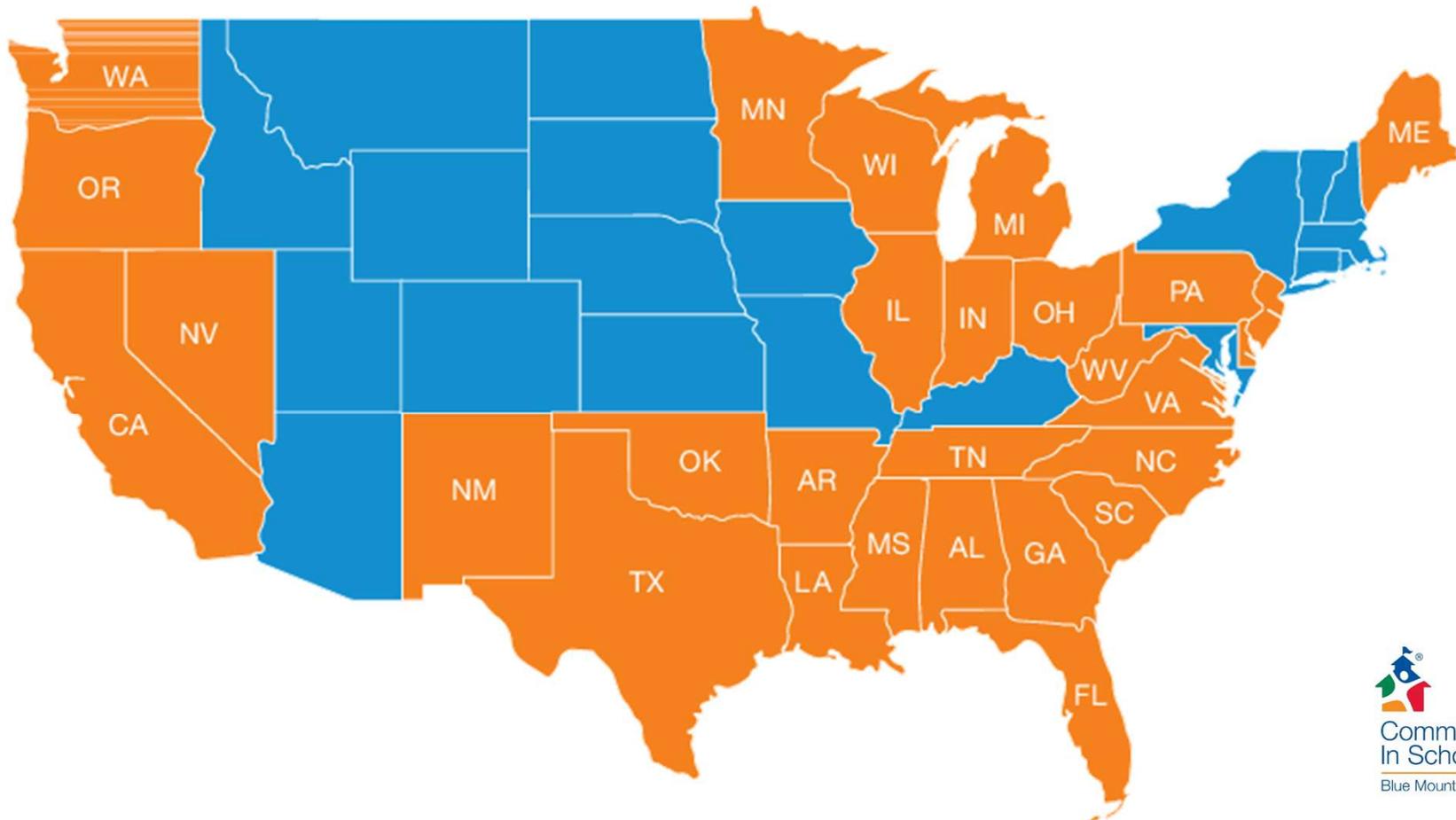
At Communities In Schools our mission is to surround students with a community of support, empowering them to stay in school and achieve in life.

CIS National Network

29 States + D.C.

3,500 schools

2 million students served



CIS State Network

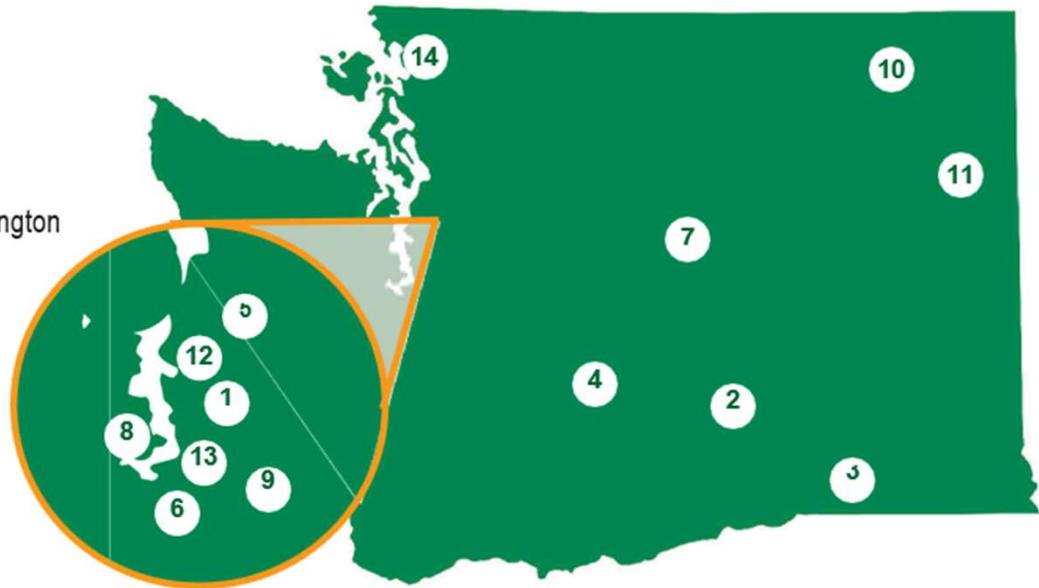
14 Affiliates 216 of schools

6204 students receiving individualized support

107,854 students receiving whole school supports

- 1. CISWA State Office
- 2. Benton-Franklin
Benton County
Franklin County
- 3. Blue Mountain Region
Umatilla County
Walla Walla County
- 4. Central Washington
Yakima County
- 5. Greater King County
King County
- 6. Lakewood
Pierce County
- 7. North Central Washington
Grant County
Chelan County
Douglas County

- 8. Peninsula
Kitsap County
Pierce County
- 9. Puyallup
Pierce County
- 10. Rural Eastern Washington
Ferry County
Stevens County
- 11. Spokane County
Spokane County
- 12. South King County
King County
- 13. Iacoma
Pierce County
- 14. Whatcom-Skagit
Skagit County
Whatcom County



Communities In Schools of the Blue Mountain Region

Walla Walla Public Schools Team

Representative of the students we serve, the families we support and the community we call home

61%



Racial or ethnic
backgrounds
other than Caucasian

43%



Bilingual

50%



WWPS
graduates

43%



Parents of
WWPS students

20+ years

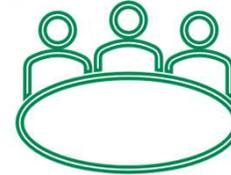


Experience
with CIS

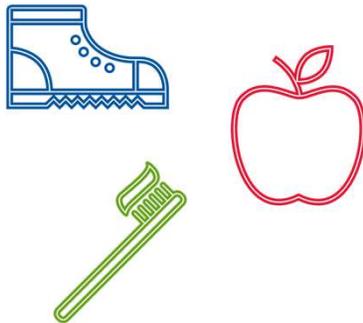
Growth of Impact of CIS In Walla Walla Public Schools



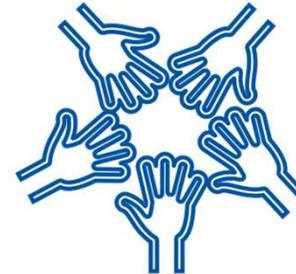
+ 31% individual caseloads



+ 24% Tier 2/3 supports



+ 62% Basic need resources



**+ 23% - opportunities
+ 5% hours volunteered**



+ 54% Tier 1 supports

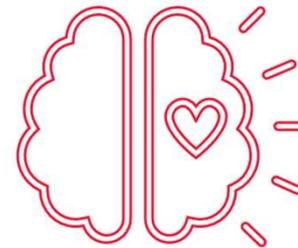


+2 – canine volunteers

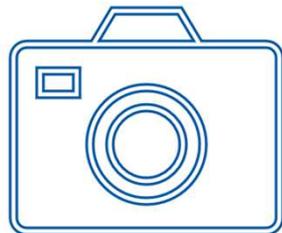
Growth of CIS Programs In Walla Walla Public Schools



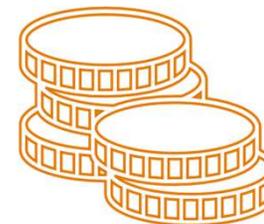
Garrison Middle School



Walla Walla High School



Pioneer Middle School



Lincoln High School

Growth of CIS Programs in WWPS - Community Engagement Boards



- Collaboration with Juvenile Justice Center and the District office
- 1st and 3rd Tuesday of the Month at the WW Public Library
- Community Volunteers
- 31 CEBs held this year with another eight in the queue for March 18th
- Effective for students and families who engage and have trusted adults supporting them at school upon their return

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Daily impact & feedback from Principals



Thank You



Katie DePonty, Executive Director
kated@cisbluemountain.org
Addison Fairbank, Program Manager
addisonf@cisbluemountain.org

In schools to help kids stay in school

~ CITIZENS' COMMENTS ~

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

Citizens' Comment Script:

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

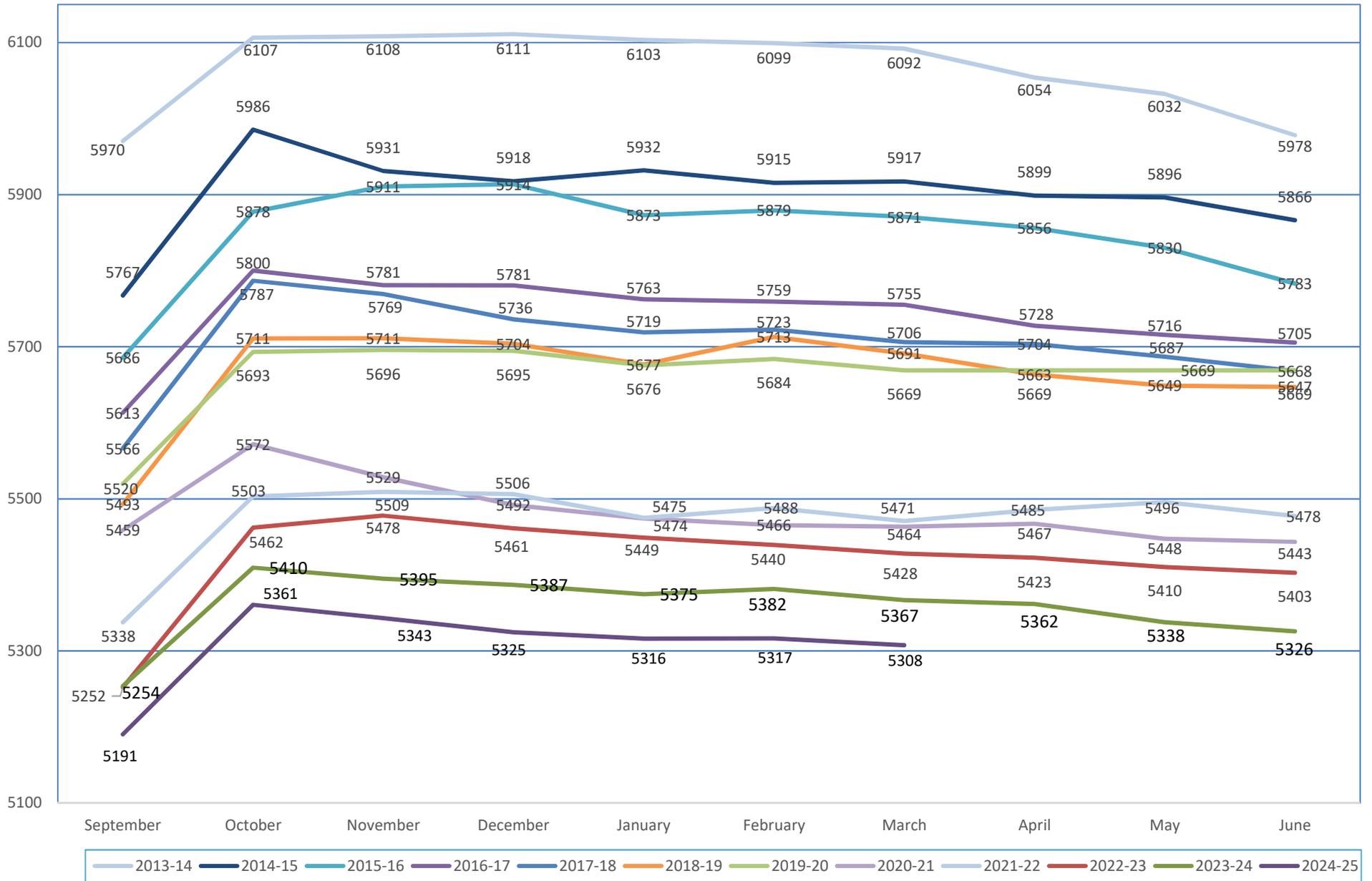
We also ask that you adhere to the following guidelines:

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

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

01/03/2022

WWPS Enrollment Trends: 2013 to Present Student FTE Counts



Target Avg Class Size

2024-2025	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
Berney	Brown, A	21	Diaz Madrigal, A	18	Kearbey, K	23	Baker, T	25	Ambler, C	22	Clearman, D	22	
	Hubbard, K	20	Gonzales, C	19	Parodi, D	23	Pekar, Katie	26	Bona, A	22	Holbrook, J	24	
			Morrison, S	18					Hartelius, S	19	James, I	22	
Behavior Prg K-5	Merrill, L		Merrill, L	1	Merrill, L	4	Merrill, L	1	Merrill, L	2	Merrill, L	1	
SECTIONS	15	41		55		46		51		63		68	324
slots available	31	20	8	3	21	16	Ratio	21.90					
Edison	Espinosa, M	21	Maycumber, Y	23	Hobbs, S	18	Aceves, J	25	Ledesma, M	24	Ochoa, F	25	
	Helm, E	22	Berumen, B	22	Parsons, S	17	Estrada, A	25	Reed, J	24	Solis Martinez, V	24	
	Matson, E	17	Moreno, J	23	Saldivar, C	17	Lopez, J	25	Schafer, J	24	Solis, C	24	
	Valencia, A	20	Phillips, L	22	Williams, N	18							
SECTIONS	21	80		90		70		75		72		73	460
slots available*	4	(6)	14	6	12	11	Ratio	21.90					
Green Park	Goble, E	21	Bahena-Flores, R	25	Chavez, R	21	Contreras, A	21	Esquivel, T	28	Maya, J	19	
	Nuno, J	20	Garcia, A	24	Salazar, I	24	Mora, G	20	Johnson, M	25	Lopez, M	18	
	Lamanna, S	18	Collins, A	21	Shuler, A	20	Boeckman, R	22	Tobin, J	26	Ambler, D	28	
	Katsel, E	17	James, L	24	Real, D	17	Gregoire, L	22			Lux, J	27	
Lifeskills Program	Angotti, E	5	Angotti, E	2	Angotti, E	1	Angotti, E	1	Angotti, E	1	Angotti, E	2	
	Scarborough, M	2	Scarborough, M	1	Scarborough, M	5	Scarborough, M	5	Scarborough, M	1	Scarborough, M	1	
SECTIONS	23	76		94		82		85		79		92	508
slots available	20	6	26	45	5	20	Ratio	22.09					
Prospect Point	Ferraro, A	20	Hanson, K	22	Babbit, H	18	Jausoro, D	22	Prull, V	27	Mahan, L	26	
	Heinzman, A	20	Humphreys, S	21	Baldwin, W	20	Kuhlmann, K	21	Taylor, L	27	Parodi, D	26	
	Kaup Rose, S	21	Pederson, R	22	McFetridge, M	18	Reese, N	21	Watson, K	27	Pegel, G	25	
					Paul, M	17							
SECTIONS	19	61		65		73		64		81		77	421
slots available*	35	10	35	17	3	7	Ratio	22.16					
Sharpstein	Gillin, L	18	Locati, R	17	Berg, L	19	Hutchinson, D	26	Keyes, K	28	Mendoza, L	22	
	Wilson, H	18	Russell, J	17	Griffith, R	18	Villanueva, S	26	VanDonge, B	28	Shirley, C	23	
			Ruvalcaba, G	15	York, L	18					Woiblet, B	23	
Developmental Prog	Stimmel, M	5	Stimmel, M	3	Stimmel, M	2	Stimmel, M	-					
Autism Program	Amundson	-	Amundson	-	Amundson	3	Amundson	2	Amundson	6	Amundson	1	
	Vaughan	3	Vaughan	2	Vaughan	1	Vaughan	2	Vaughan	-	Vaughan	1	
SECTIONS	15	36		49		55		52		56		68	316
slots available	31	23	26	2	0	16	Ratio	21.07					
WW Online/Homelink		6		7		6		5		11		10	
		6		7		6		5		11		10	45
slots available													
TOT SLOTS AVAIL	121	53	109	73	41	70							
GRADE LVL TOTAL		294	353	326	327	351	378	2029					
GRADE LVL SECTNS	15	17	17	14	14	16							
AVERAGE LOADS		19.60	20.76	19.18	23.36	25.07	23.63						
TOTAL SC SPED		12	7	9	9	9	4	50					
TOTAL ENROLLED		312	367	341	341	371	392	2124					

Dual classes



WALLA WALLA PUBLIC SCHOOLS
VISION
2030

Developing Washington's Most
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



VISION 2030

GOAL #3: STRATEGY #8

IMPLEMENTING INCLUSIONARY PRACTICES

BARB CASEY AND CHRISTY KRUTULIS

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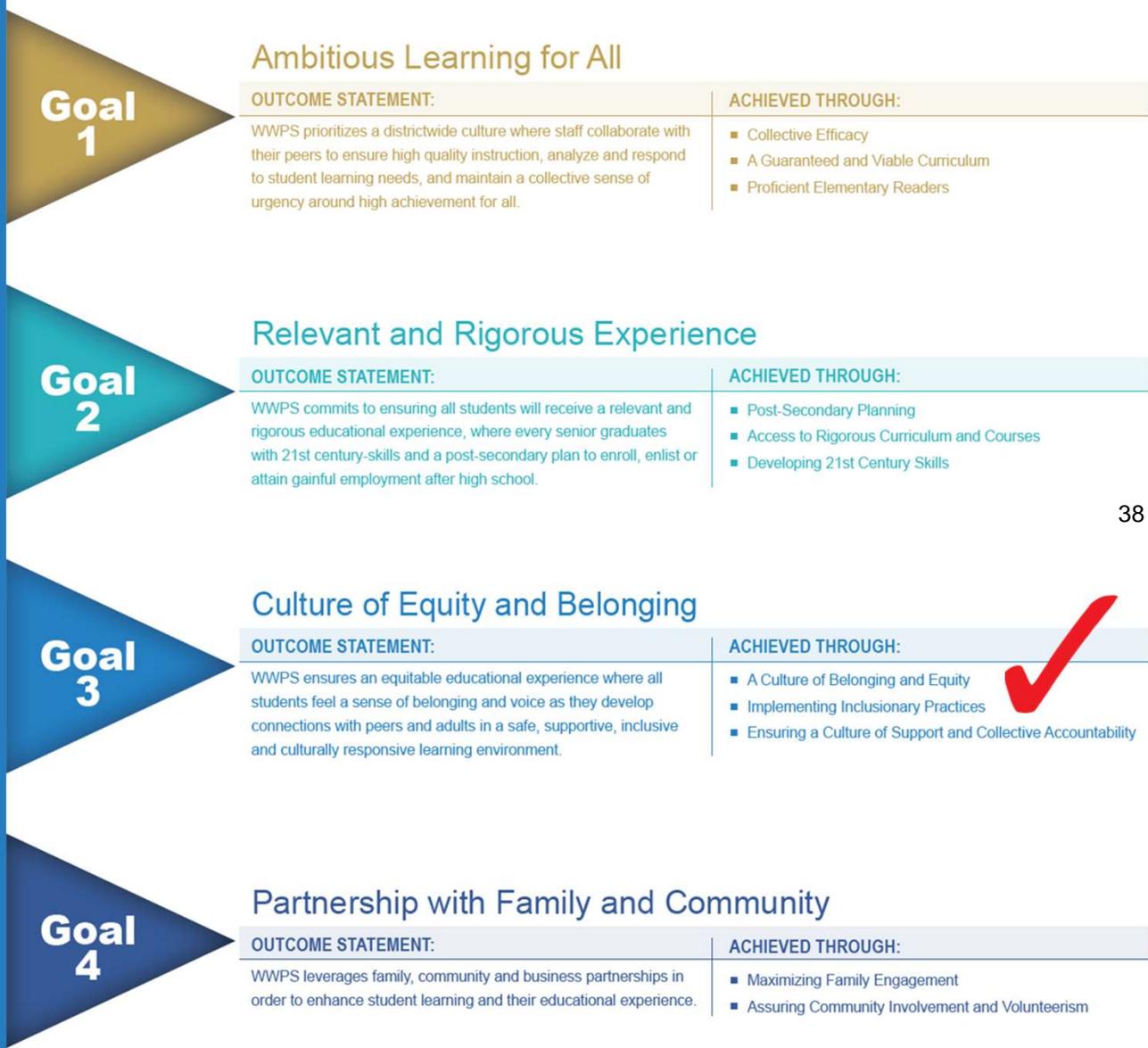
Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Goals & Strategies

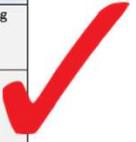
MISSION

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





Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: • Board review of K-5 promise standard attainment in math by standard (Winter and Spring). • Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December and June Business Meetings
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	• LETRS course completion data for staff • DIBELS 2 nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	November Study Meeting, February and July Business Meetings
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	• SchoolLinks access and utilization reporting • Graduate survey that tracks post-secondary experiences over time • Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	• Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses • Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student Internship opportunities and exposure through increased partnerships with business and industry.	• Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." • Monitor and report enrollment/participation data in financial literacy • Monitor and report the number of students/credits earned through internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.	• Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	• WASA IPP Teacher Input Survey (Fall/Spring) • OSPI Least Restrictive Environment (LRE) Report • Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	• Semi-annual review of student discipline data with Board • Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	• Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." • Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: • Number of volunteers who have created accounts • Number of opportunities each school has listed • Volunteer hours per school • Volunteer feedback	August Business Meeting



Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

- Implementing Inclusionary Practices
 - “Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students” (Vision 2030)

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Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

Refresher: What is Universal Design for Learning and Why? Universal Design for Learning (UDL)

- An inclusive educational approach that accommodates the needs, experiences and backgrounds of all learners that reduces barriers and increases access through:
 - Multiple means of engagement
 - Multiple means of representation
 - Multiple means of action and expression
- The way in which students meet the grade level identified promise standards are flexible. The goal for students to make meaningful progress is firm.

Why?

- Research-based framework that supports culturally responsive teaching and our goal of equity and belonging.
- All students deserve to have access to meaningful learning and to be a valued member of their classroom communities.

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - Successful, full implementation of Universal Design for Learning in 2030 will include all students in their general education classrooms in ways that are meaningful and engaging. Teachers and staff supporting these students will successfully identify barriers in the learning environment, and will have toolboxes of strategies that address and remove these barriers through the 3 core principles of UDL: Engagement, Representation, and Action & Expression.

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Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Establish awareness and understanding of the “WHY” of UDL by all staff who serve our students.
 - Professional development of all instructional staff and administrators.
 - Ongoing coaching & support of staff to implement UDL.
 - UDL practices modeled by all facilitators at all district supported PD opportunities.
 - Continued participation in the WASA Inclusionary Practices Project. (Funding wasn't renewed for 2024-25, but we leveraged the Stronger Connections grant to continue the work.)

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Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Culture of Equity and Belonging	Achieved Through: Implementing Inclusionary Practices			Committee Lead: Barb C
Strategy Statement: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.				
Committee Membership: Kris Bland, Marcia Fransden, Stephanie Huse, Christy Krutulis, Chris Gardea, Carrie LaRoy, Erin Doro, Elissa Tinder, Holly Anderson, Diana Evenson, Justin Vernon, Amy Kasenga, Amy Reed, Carina Stillman, Libby Thompson, Liza Jacobson				
Brief Description of Committee Work and Process: The committee met multiple times in Spring of 2023. Each meeting was facilitated with protocols to encourage collaboration and generation of ideas. Individual ideas were then broken into common themes around implementation, and identified for placement upon the Strategic Plan Implementation Framework. The common themes that emerged were establishing the "why" for UDL, professional development, and ongoing coaching and support.				
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Successful, full implementation of Universal Design for Learning in 2030 will include all students in their general education classrooms in ways that are meaningful and engaging. Teachers and staff supporting these students will successfully identify barriers in the learning environment, and will have toolboxes of strategies that support the 3 core principles of UDL to ensure those barriers are eliminated.				
	2023-24 School Year	2024-25 School Year	2025-26 School Year	2026-29 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<p>Establishing awareness & understanding of the WHY for Universal Design for Learning</p> <p>Professional Development for early adopters and new educators through BEST program</p> <p>Professional Development for building administrators and district leaders PreK-12</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Continued participation in WASA Inclusionary Practices Project as an Installation District.</p>	<p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for building level Guiding Coalitions PreK-12</p> <p>Coaching model of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Continued participation in WASA Inclusionary Practices Project as an Initial Implementation District</p>	<p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for newcomers and voluntary staff</p> <p>Building Guiding Coalitions support Professional Development in buildings PreK-12.</p> <p>Ongoing coaching of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p>	<p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for any newcomers.</p> <p>Ongoing coaching of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Full Implementation of Universal Design for Learning in 2030.</p>
Who are the key personnel, people who will help lead this work?	Principals/Directors District level departments WASA Inclusionary Practices Team Novak Consulting/ESD 123	Teacher Leaders from 23-24 SY Principals/Directors District level departments WASA Inclusionary Practices Team Novak Consulting/ESD 123	Guiding Coalitions Teacher Leaders District level departments	
What specific resources or supports are needed to accomplish the above-described actions?	Partnership with Novak Consulting & ESD 123, Print resources (books for study), Access to online learning modules, Assistive Technology, Release time/Paid time/Staff incentives			
How will growth/success be measured, tracked and reported?	WASA IPP Teacher Input Survey (Fall/Spring), OSPI Least Restrictive Environment (LRE) Report, EES Student & Family Survey Data (Students with Disabilities): -My student is challenged with a rigorous course of study at this school. - My teachers provide lessons and activities that challenge me to learn - My teachers expect all students to success, no matter who they are			
Estimated funding necessary	<p>Grant Funding: Stronger Connections Grant applied for (150K) to support UDL Implementation. This is a 3 year grant. If awarded, we will receive or will otherwise need: \$100,000 Release time for early adopter groups engaged in PD.</p> <p>\$13,000 Online modules and books for learning.</p> <p>\$11,000 Partnership with Novak Consulting</p> <p>\$8000: Partnership with ESD</p>	<p>\$100,000: Release time for staff engaged in professional development.</p> <p>\$13,000 Online modules and books for learning.</p> <p>\$5500 Partnership with Novak Consulting</p> <p>\$5000: Partnership with ESD</p>	<p>Continued funding for release time</p> <p>Ongoing access to online learning modules and books to provide layered and accessible professional development that models UDL for staff.</p> <p>Focus on reducing dependency on Novak Consulting and ESD as we grow our own system within.</p>	

Implementation Science

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

Implementing Inclusionary Practices

- What's working well?
 - Cohort learning from each other and providing input on next steps
 - Videos, building a website, and sharing resources
 - Increased use of tools available to improve access and remove barriers
 - Understanding UDL is more than co-teaching and not just for special education
- What's coming up?
 - Guiding Coalition commitments to practices this spring
 - Guiding Coalition leading building colleagues next school year
- Challenges and/or roadblocks?
 - Increasing understanding of UDL being more than just technology
 - Staff taking risks to try new strategies and host visits from colleagues during lessons

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Goal 3

Culture of Equity and Belonging

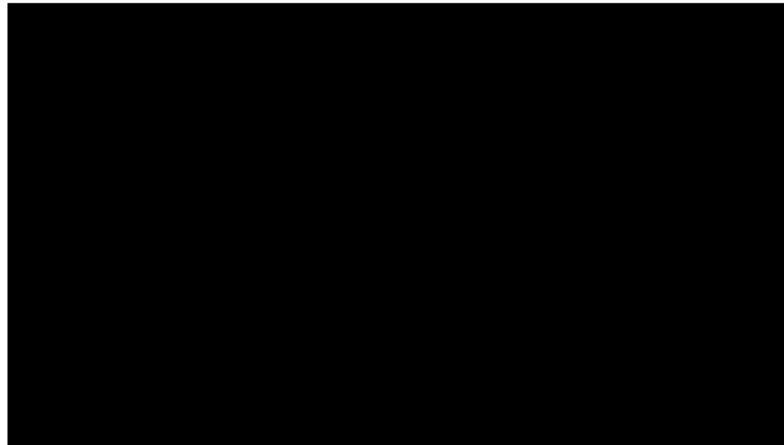
OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

Experiences/Insights From the Classroom



Goal 3

Culture of Equity and Belonging

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Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

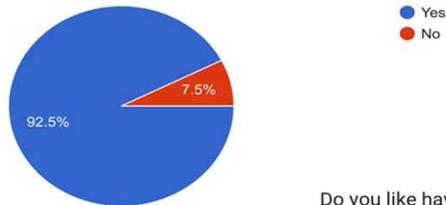
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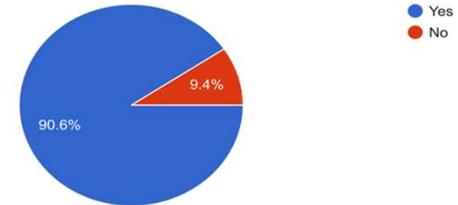
- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

Student Voice-High School

Does having a choice make you more likely to complete an assignment?
106 responses



Does having a choice make you feel like you have *agency in your education? (*agency = a sense of control over your own life)
106 responses



Do you like having choices in your education?
106 responses



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- How will growth/success be measured, tracked and reported?
 - Quantitative Measurement
 - OSPI LRE Report (report details % of students included in general education setting, tracked over time, and benchmarked against state)
 - Qualitative Measurement
 - WASA IPP Teacher Input Survey (Fall/Spring)
 - EES Family Survey Data (Students with Disabilities):
 - “My student is challenged with a rigorous course of study at this school”
 - EES Student Data (Students with Disabilities):
 - “My teachers provide lessons and activities that challenge me to learn”
 - “My teachers expect all students to succeed, no matter who they are”

49

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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- OSPI LRE Report
 - LRE 1 (% of students who spend 80-100% of their day in general education settings)

50

LRE 1 Data

	2023	2022	2021	2020
STATE	65.1%	63.41%	62.4%	60.0%
WWPS	70.7%	62.5%	56.7%	54.3%



Goal 3

Culture of Equity and Belonging

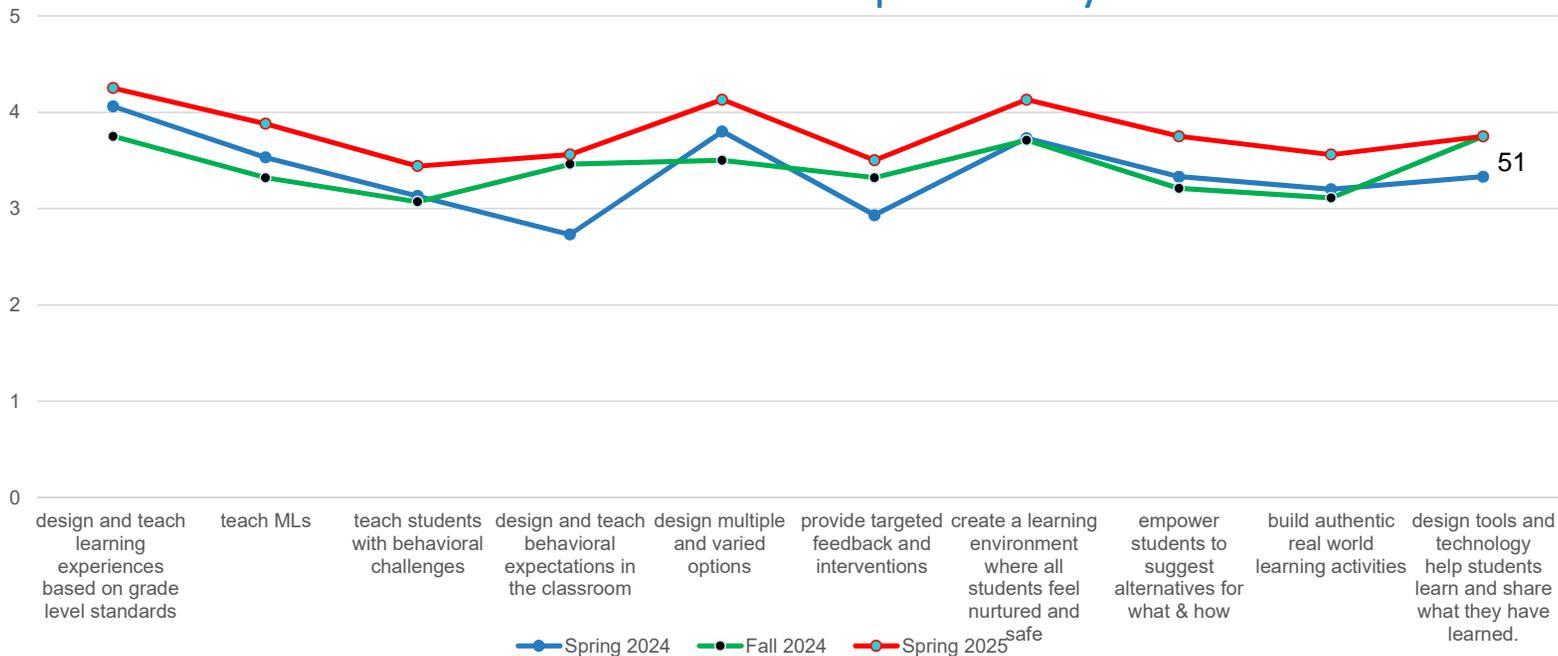
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WASA IPP Teacher Input Survey



The district has provided me with support and resources to feel prepared to...
(5 hi / 0 low)

2023 vs 2024 EES Summary Level Data (Family)

My student is challenged with a rigorous course of study at this school

All Responses

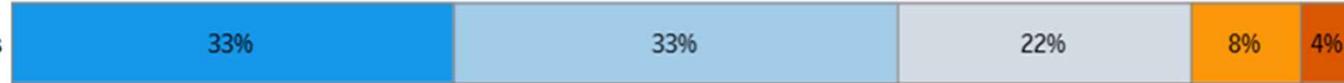


Special Education

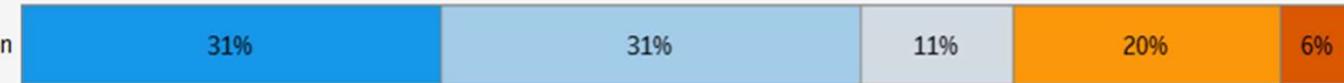


My student is challenged with a rigorous course of study at this school

All Responses



Special Education



- Almost Never True
- Seldom True
- Sometimes True
- Often True
- Almost Always True

2024 EES Family Survey Data (Broken Down by Level)

All SPED Parents



Elementary SPED Parents



Middle School SPED Parents



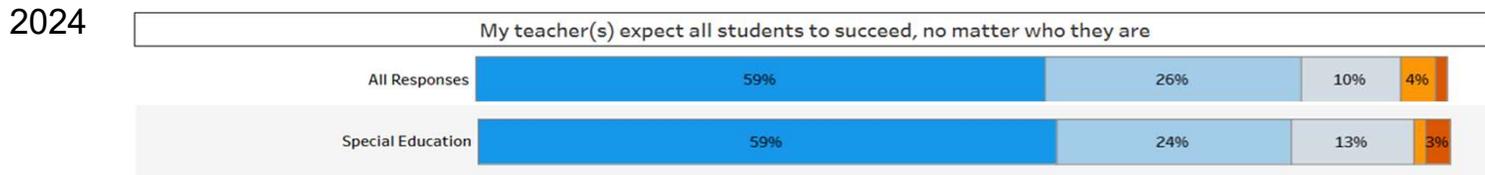
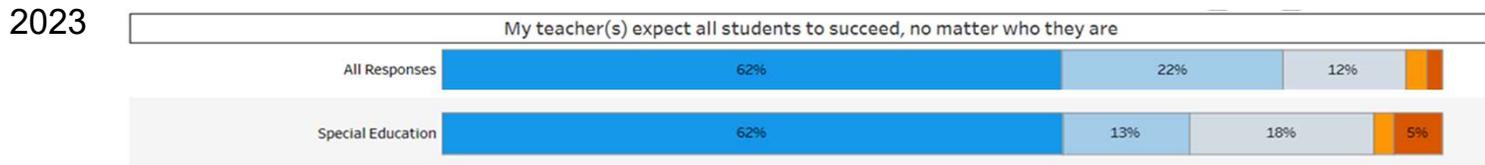
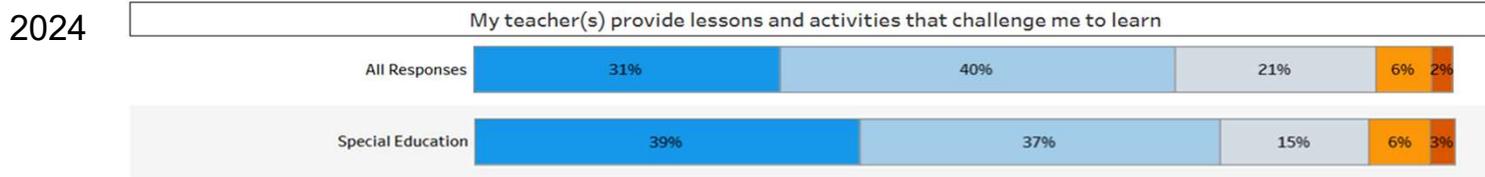
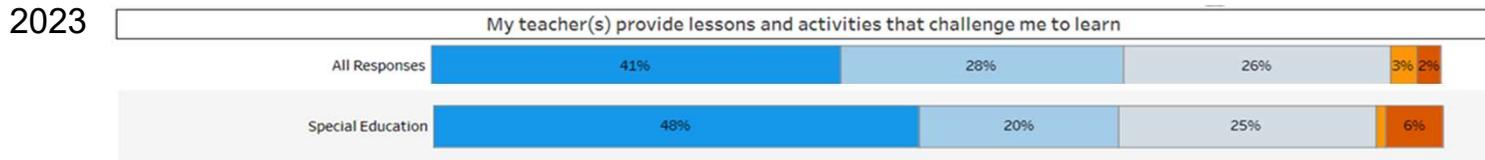
53

High School SPED Parents



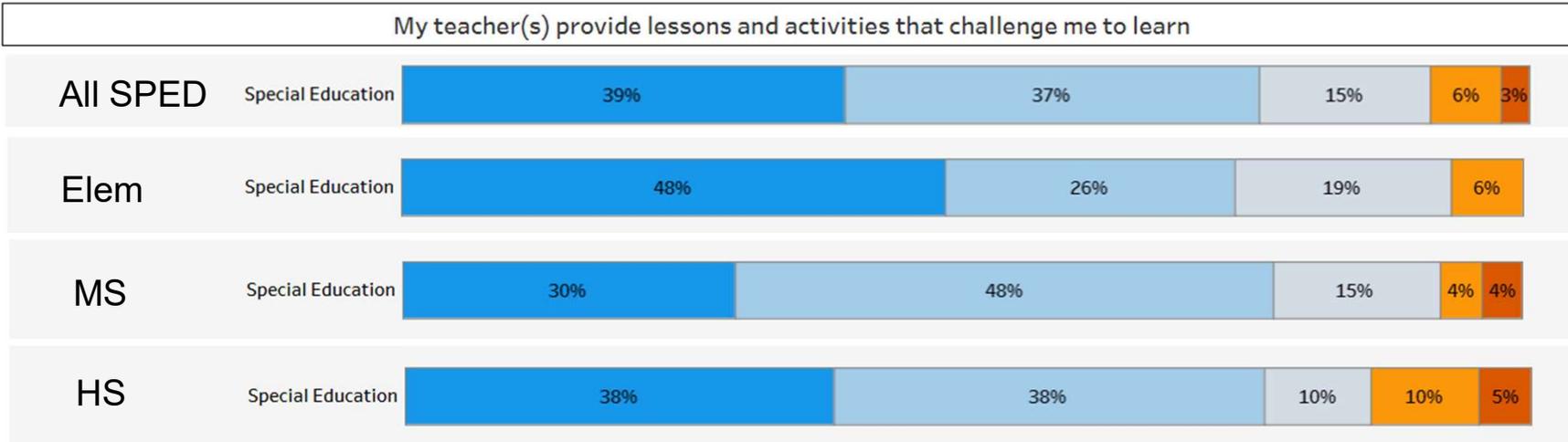
- Almost Never True
- Seldom True
- Sometimes True
- Often True
- Almost Always True

2023 vs 2024 EES Summary Level Data (Student)

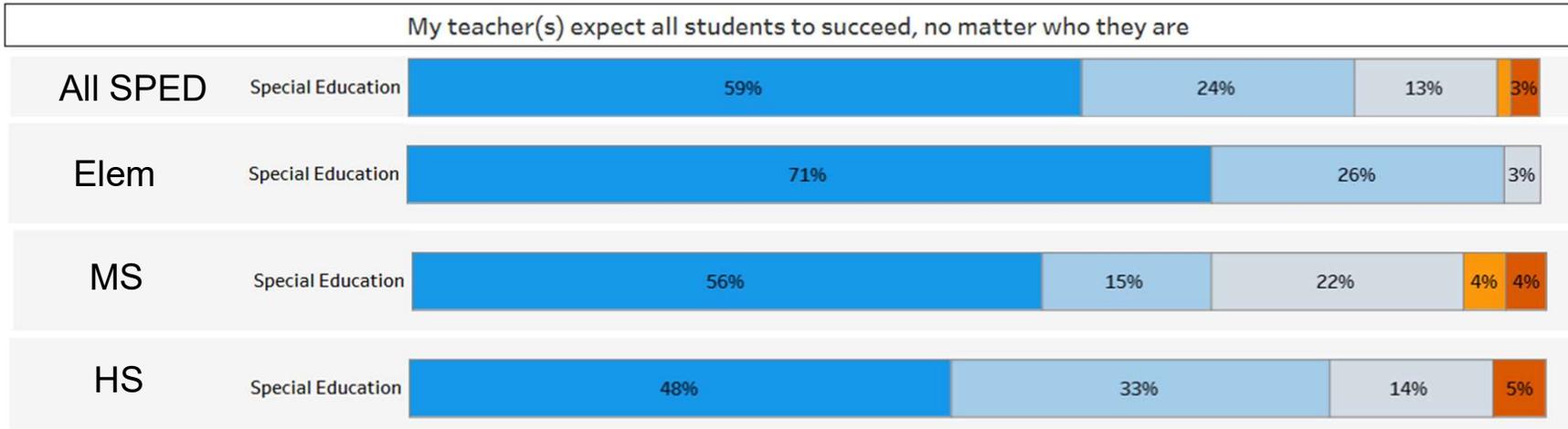


2024 EES Student Data (Broken Down by Level)

My teacher(s) provide lessons and activities that challenge me to learn



My teacher(s) expect all students to succeed, no matter who they are



- Almost Never True
- Seldom True
- Sometimes True
- Often True
- Almost Always True



Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: • Board review of K-5 promise standard attainment in math by standard (Winter and Spring). • Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December and June Business Meetings
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	• LETRS course completion data for staff • DIBELS 2 nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	November Study Meeting, February and July Business Meetings
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	• SchoolLinks access and utilization reporting • Graduate survey that tracks post-secondary experiences over time • Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	• Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses • Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student Internship opportunities and exposure through increased partnerships with business and industry.	• Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." • Monitor and report enrollment/participation data in financial literacy • Monitor and report the number of students/credits earned through internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.	• Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	• WASA IPP Teacher Input Survey (Fall/Spring) • OSPI Least Restrictive Environment (LRE) Report • Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	• Semi-annual review of student discipline data with Board • Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	• Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." • Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: • Number of volunteers who have created accounts • Number of opportunities each school has listed • Volunteer hours per school • Volunteer feedback	August Business Meeting



Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

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

Questions?

