

**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**April 15, 2025**  
**364 S Park St**  
**Walla Walla, WA 99362**

Watch Live: <https://wwps-org.zoom.us/j/94100506229>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 941 0050 6229

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:** *Alayna Brinton*

**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*

1. Superintendent Contract	3
2. Personnel Report	10
3. Extracurricular Athletic Contracts	11
4. Issuance of Contracts & Notification of Reasonable Assurance	12
5. April 1 & 15 Accounts Payable and March Payroll	13
6. February Financial Report	14
7. March Financial Report	18
8. Annual Highly Capable Program Compliance	22
9. Resolution 02-2025: Walla Walla County Multi-Jurisdictional Hazard Mitigation Plan Renewal	34
10. Special Meeting/Executive Session Minutes of March 18, 2025	35
11. Regular Business Meeting Minutes of March 18, 2025	36
12. Special Meeting/Executive Session Minutes of March 24, 2025	38
13. Special Meeting/Executive Session Minutes of March 27, 2025	38

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

1. Walla Walla High School Student Performance: <i>Drama Program Advisor Kristin Hessler</i>	
2. Volunteer Appreciation Month & Recognition of Volunteers Reaching 100 Hours: <i>Beth Swanson</i>	
• Sharon Carter, Jennifer Stone, Marianne Smith, Kevin Armenta, Patrice Moore, Candy Anderson, Melissa Gardner, Sara Gabriel, Heidi Brigham, Katherine Nordal, Jane Medina, Geneva Arevalo, Janet Wallace-Wheaton, Yan Diego Wilson, Cheri Ruzicka	
3. Building Belonging Recognition: <i>Dr. Julie Perron</i>	
• <i>Green Park Elementary School PTA</i>	
4. Rotary International Exchange: <i>Student Experience Report</i>	
5. FFA NextGen Conference Report: <i>Dr. Peggy Payne and Students</i>	
VII. <b>CITIZENS' COMMENTS:</b> <i>(6:15 p.m.) Derek Sarley</i>	<b>40</b>
VIII. <b>REPORTS:</b> <i>(6:20 p.m.) Derek Sarley</i>	
1. Board of Directors Report: <i>Derek Sarley</i>	
2. Superintendent's Report: <i>Dr. Wade Smith</i>	
a. Head Start Update	
b. Monthly Enrollment Report	41
3. Monthly Financial Dashboard Report: <i>Janette Jeffris</i>	43
4. Vision 2030: Goal 2; Strategy #4: Post Secondary Plans: <i>Chris Gardea, Carina Stillman, Jacob Croft, Eva Maxwell and Ari Kim-Leavitt</i>	46
IX. <b>ACTION:</b> <i>(7:15 p.m.) Derek Sarley</i>	
X. <b>ADJOURNMENT:</b> <i>(7:20 p.m.) Derek Sarley</i>	



## SUPERINTENDENT EMPLOYMENT AGREEMENT

THIS AGREEMENT is made and entered into this 15<sup>th</sup> day of April 2025 by WALLA WALLA SCHOOL DISTRICT, Walla Walla County, Washington, hereinafter referred to as School District, and DR. BEN GAUYAN hereinafter referred to as Superintendent. The Board of Directors of the School District shall be described herein as the Board.

**1. Term.** The School District hereby employs Dr. Gauyan as Superintendent of Schools commencing on July 1, 2025 and ending on June 30, 2028. The annual number of workdays for this agreement shall be 260 workdays minus thirteen (13) paid holidays and thirty (30) paid vacation days for an actual work year of 217 days. Each of those days shall be calculated and applied on a per diem basis from July 1, 2025 to June 30, 2028.

### **2. Duties and Obligations of Superintendent.**

**A. General.** The Superintendent shall be the Chief Executive Officer of the School District and Secretary to the Board during the period of this agreement. The Superintendent shall have the freedom and responsibility to exercise and perform all the normal powers and duties of a superintendent, including but not limited to the responsibility to select, organize, reorganize and arrange the administrative and supervisory staff in such manner as best serves the District, to administer the District's instructional program and business affairs, and to select, place, and transfer personnel. The Superintendent shall regularly report to the Board on the affairs of the District by such methods as the Board shall direct. It is understood the Board's responsibility is for policymaking and not administration; accordingly, the Board agrees that individual Board members will refrain from taking unilateral action regarding the administration of Board policies.

**B. Superintendent Certificate.** While not required under law, the Superintendent has and shall provide the Board with a copy of a valid and current Superintendent's Certificate and shall maintain the validity of the same during this Agreement's term.

**C. Full-time Commitment.** The obligations of the Superintendent are full-time. Therefore, only after obtaining the prior written consent of the Board President, shall the Superintendent be permitted to undertake consultative work, speaking engagements, writing, lecturing or other similar professional duties and obligations for which he/she receives compensation, and which do not conflict with the duties specified in this agreement.

**D. Application for Other Employment:** In the event the Superintendent desires to make application for employment outside the District, the Board shall be notified prior to such application being submitted.

**E. Professional Growth and Community Involvement.** The District encourages the continuing professional growth of the Superintendent through the Superintendent's participation in:

- Seminars and courses offered by public or private educational institutions to be reimbursed up to an amount agreed upon between the Board and Superintendent;
- Informational meetings with other persons or entities whose skills or backgrounds would serve to improve the capacity of Superintendent to perform Superintendent's professional responsibilities for the District. In the first year of this contract, the District will reimburse the actual costs of a coach or mentor selected by the Superintendent, not to exceed an amount of \$5000.00;
- Appropriate professional meetings at the local, state, national and international level, to be reimbursed up to an amount agreed upon between the Board and Superintendent. The Superintendent shall keep the Board advised of such meetings. The Superintendent shall maintain active professional memberships in at least the American Association of School Administrators and the Washington Association of School Administrators, the cost of which is to be borne by the School District;
- The Superintendent agrees to maintain membership and active participation in the local Chamber of Commerce and in one local service club and do so at District expense in accordance with Board policy. The District will pay the Superintendent's membership dues associated and any actual costs associated with attending meetings of such organizations, not to exceed an amount agreed upon between the Board and Superintendent.

**F. Annual Evaluation and Board/Superintendent Working Relationship.** The Board of Directors shall devote a portion of at least two (2) meetings annually to a discussion of the working relationship between the Superintendent and the Board of Directors. The Board of Directors shall evaluate and assess in writing, using a mutually agreed-upon format, the performance of the Superintendent at least once a year during the term of the contract. This evaluation and assessment shall be reasonably related to the position description of the Superintendent, the goals and objectives of the District for the year in question, and the Superintendent's leadership and administrative abilities.

**G. Criticism.** The Board shall promptly refer material criticisms, complaints, and suggestions that it receives to Superintendent for study and recommendation. Likewise, Superintendent shall promptly inform the Board of criticisms, complaints, and suggestions that arise so the Board can be prepared for any discussions. Nothing in this paragraph shall be construed in any way as limiting the right of the Board to obtain information from employees of the District, but the Board recognizes that under normal circumstances, communications between the staff and the Board will be through Superintendent.

- H. Fitness for Duty.** The Board reserves the right to require the Superintendent to submit to a physical or mental health examination whenever the Board reasonably questions the Superintendent's physical or mental fitness for duty. Such examination shall be performed by a health care provider mutually selected by the parties (except that, in the absence of mutual agreement following good faith attempts, the Board shall retain the authority to appoint the health care provider), shall be paid by the District, and shall report to the Board and Superintendent in writing his or her conclusion as to whether the Superintendent is physically or mentally fit for duty.
- I. Residence.** The Superintendent is required to reside within the geographical boundaries of the District.

### **3. Renewal of Term.**

- A. Methods of Termination.** This agreement may be terminated by: (a) Mutual Agreement; (b) Retirement or resignation; (c) Disability that renders the Superintendent unable to perform the essential job duties with or without a reasonable accommodation; (d) Discharge; or (e) Death.
- B. Procedure for Renewal/Nonrenewal by Board.** If this contract is not to be renewed beyond the termination date described in Paragraph 1 of June 30, 2028, the Board must give written notice of the same to the Superintendent no later than February 15, 2026. Absent such notice, the Superintendent's contract shall be deemed renewed for 2028 - 29. Subsequent annual renewals, with each renewal creating a remaining term of three years for the contract, will likewise occur unless the Board gives the requisite written notice to the Superintendent by February 15, 2026 and by February 15 of each subsequent year. The Superintendent shall remind the Board of the existence of this renewal clause by providing written notice to each Board member between November 15 and January 1 of each year. Failure by the Superintendent to provide notice to the Board between November 15 and January 1 shall invalidate the requirement within this paragraph and shall, without further action by the Board, result in termination of this Agreement as of the termination date described in Paragraph 1.
- C. Procedure for Discharge and Severance Compensation.** Notwithstanding any other provision of law or this Agreement, the Board may at its sole discretion and for any reason terminate the employment of the Superintendent at any time during the term of this agreement. Such unilateral termination shall be considered a "discharge", as described in Par. 3.A, above. Except in the case of a Discharge for Extended Absence, as described below, the Board will determine at the time of discharge whether the termination is for cause.
- (1) Discharge in the Event of Extended Absence.** By written notice to the Superintendent, the Board may terminate this agreement at any time after the Superintendent has been absent from employment for whatever cause for a continuous period of three months. The Superintendent agrees that such absence from employment shall constitute sufficient cause for such termination. All obligations of the Board shall cease upon such termination.

- (2) Discharge for Sufficient Cause.** If for sufficient cause other than extended absence, the termination will be subject to statutory review procedures. If the Superintendent chooses to be accompanied by legal counsel at the hearing or to retain an attorney for any dispute or litigation regarding his/her employment with the School District, said legal expenses and all other expenses and costs will be paid by the Superintendent. Both parties acknowledge and agree that the Superintendent shall not engage in any inappropriate relationships, including any romantic relationships (consensual or not) with subordinate employees, and that doing so shall constitute cause for termination.
- (3) Discharge Not for Sufficient Cause.** If not for sufficient cause pursuant to paragraph 3.C(2) and not for disability or extended absence pursuant to paragraph 3.C(1) above, the termination shall obligate:
- a. The Superintendent to release and discharge the District, the Board, and the District's employees from any claim arising from or relating to the termination; and
  - b. The District to pay the Superintendent severance in an amount equal to one (1) year's annual base salary plus lump sum compensation for unused vacation and sick leave in accordance with the law, District policy/procedure, and this Agreement.

#### **4. Compensation and Benefits.**

##### **A. Salary.**

- (1) General.** The Superintendent shall receive, in equal periodic installments, an annual base salary of two hundred thirty thousand dollars (\$230000.00).
- (2) Criteria for Salary Adjustments in Subsequent Contract Years.** For the second year of this agreement, commencing July 1, 2026, unless the Superintendent elects to take a voluntary pay reduction, the Superintendent's compensation shall be not less than the first year annual base salary plus the annual inflationary increase (IPD) pursuant to RCW 28A.400.205, but may also be increased as agreed to by the Board and the Superintendent.

- B. Annuity.** In addition to the annual base salary, the District shall pay into the Superintendent's plan account under the District's IRC § 403(b) plan an employer-provided non-elective contribution equal to thirteen (13) percent of the annual base salary, payable monthly toward the purchase of such annuity, but subject to the maximum amount which may lawfully be excluded from gross income. It is intended that all amounts so applied (up to the maximum permitted by law) will be excludable from the gross income of Superintendent under Sections 402(g) and 403(b) of the Internal Revenue Code of 1986, as amended, to the extent permitted by such sections. Both parties intend, but neither assures the other, that those contributions be excluded from the Superintendent's gross income for federal income tax purposes. The Superintendent shall direct investment of the non-elective contributions and amounts attributable to them, but shall direct investment subject to the plan's terms, including the

District's selection of the plan's investment alternatives. Superintendent has the option annually to either select the District contribution or to receive the amount as monthly compensation in addition to the annual base salary.

### **C. Insurance, Vacation, and Sick Leave.**

- (1) Insurance.** The Superintendent shall be afforded medical, dental, and vision insurance benefits, leaves, and other benefits commensurate with those provided other certificated administrators employed by the District. The School District agrees to assume and pay its share of the premium thereof, unless payment of said premium is determined to be unlawful, in which case the Superintendent shall pay the portion of the premium which was determined to be unlawful.
- (2) Retirement.** The District shall provide retirement contributions through the Washington State Department of Retirement Services, afforded to all other full-time employees.
- (3) Vacation.** Superintendent shall receive thirty (30) days of vacation annually. Unused vacation may be accumulated up to a total of thirty (30) days. Up to fifteen (15) days of unused vacation may be cashed out annually at the per diem rate based upon the annual salary divided by two-hundred seventeen (1/217) hereinafter called the "per diem rate". In the event of termination of the Superintendent's contract, regardless of cause, the District shall pay to the Superintendent accumulated unused vacation days up to a maximum of 30 days, at the per diem rate at the time of separation.
- (4) Illness, Injury and Emergency Leave.** The Superintendent shall be entitled to sick leave benefits at the rate of twelve (12) days per annum. Sick leave days are to be cumulative and subject to cash out buy-back rights pursuant to Washington State law and the District's attendance incentive program. The Superintendent shall otherwise be provided with the same forms and amounts of leave benefits and holidays as all other certificated administrators.
- (5) Holidays.** The Superintendent shall be entitled to thirteen (13) paid holidays per calendar year
- (6) Travel Reimbursement.** In lieu of expense reimbursement for in-District travel on District business, the Superintendent shall receive \$560.00 per month for operation of a personal automobile for work-related travel within the school system and community. Pursuant to RCW 42.24.090, it is the determination of the Board that this means of reimbursement is less costly than providing an automobile to the Superintendent. Any use of a personal vehicle for travel on District business outside of the District shall be reimbursed in accordance with District policy and regulations for reimbursement.

**(7) Cell Phone Stipend:** The District shall pay the Superintendent a stipend of \$145.00 per month to maintain cell phone and data service to enable the Superintendent to carry a cell phone with data capabilities to allow him to be available for all district business by cell phone and/or email when he is not in his office.

**5. Indemnification and Defense of Claims.** The District agrees that it will defend, hold harmless and indemnify the Superintendent from any and all demands, claims, suits, actions, damages, costs, charges and expenses, including court costs and attorneys' fees; provided, that the incident out of which such demands, claims, suits, actions, damages, costs, charges and expenses arise has occurred while the Superintendent is acting within the scope of employment and in the good faith performance of this agreement. The School District shall provide the Superintendent with a legal defense provided that if a conflict exists between the legal position of the Superintendent and the School District, the Superintendent may obtain independent counsel which fees thereof shall be indemnified by the School District if the Superintendent is entitled to a defense as provided above.

**6. Miscellaneous.**

**A. Governing Law and Venue.** This Agreement shall be subject to and interpreted consistent with the laws of the State of Washington. Any action arising out of the interpretation or enforcement of this Agreement shall be brought in the Superior Court of Walla Walla County, state of Washington and the parties hereto stipulate to the venue and jurisdiction of said court for purposes of any such action.

**B. Severability.** If any provision of this Agreement shall be found to be contrary to law or state regulation, then such provision shall be deemed not valid except to the extent permitted by law, but all other provisions of this Agreement shall continue in full force and effect.

**C. Final and Complete Expression.** This Agreement is the final, entire and complete expression of the agreement of the Parties and may be modified only by a written addendum signed by each party. The terms of this Agreement are contractual and not mere recitals. This Agreement supersedes and replaces all prior agreements, discussions and representations, all of which are merged into, and superseded by, this Agreement. No party is entering into this Agreement in reliance on any oral or written promises, inducements, representations, understandings, interpretations, or agreements, other than those contained in this Agreement.

**D. Binding Effect.** This Agreement is binding upon, and inures to the benefit of, the Parties and the Parties' respective heirs, survivors, legatees, executors, personal representatives, receivers, trustees, insurers, marital communities, successors, subrogees, transferees, agents, and assigns. This Agreement may be executed in multiple counterparts and all such counterparts shall collectively constitute this one agreement.

**E. Construction.** This Agreement has been reviewed by the attorneys for both parties. The law providing that an agreement may be construed by a court against the drafter shall not be argued by either party or applied in construing or interpreting this Agreement. Captions and paragraph headings used in this Agreement are for convenience only and are not a part of this Agreement and shall not be used in construing it.

**F. Breach.** In the event of a breach of this agreement, the parties shall be entitled to pursue any legal or equitable remedy. In the event of litigation in connection with or concerning the subject matter of this Agreement, the prevailing party shall be entitled to recover all costs and expenses incurred by such party in connection therewith, including reasonable attorney’s fees and costs at all pre-lawsuit, pre-trial, trial, and appellate levels as permitted under applicable law.

**G. Background Check:** The employment of Superintendent is subject to a pending background check, which must be completed to the satisfaction of the School Board President and Vice President.

IN WITNESS WHEREOF, the parties hereto have executed this agreement this 15<sup>th</sup> day of April 2025.

BOARD OF DIRECTORS:

\_\_\_\_\_  
Derek Sarley, President

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

\_\_\_\_\_  
Ruth Ladderud, Vice President

\_\_\_\_\_  
Alayna Brinton, Member

\_\_\_\_\_  
Kathy Mulkerin, Member

\_\_\_\_\_  
Terri Trick, Member



---

**PERSONNEL REPORT**

April 15, 2025 – Board Meeting

Date: April 10, 2025

**EMPLOYMENT**

Certificated: Annie Boyd, School Psychologist, Special Education  
Rebecca Brown, Health Science Careers Teacher, SEATech Skills Center  
Katelyn Schweitzer, School Psychologist, Special Education  
Jacob Try, Music Band Teacher, Walla Walla High School

Classified: Tarynn Pedroza, Head Start Assistant Teacher, WWCCF  
Denise Saucedo Montalvo, Health Room Assistant, WWCCF

**RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT**

Certificated: Nicholas Prasad, Science Teacher, Pioneer Middle School, 5 years

Classified: Isabel Bahena, Bilingual Para-Educator, Walla Walla High School, 2 years  
Stephanie Beltran, Head Secretary, Garrison Middle School, 4 years  
Carolyn Crouthamel, Secretary, Walla Walla High School, 15 years  
Stephanie Edwards, Health Room Assistant, WWCCF, 8 years  
Carrie Hendrix, Para-Educator, Walla Walla High School, 13 years  
Karyn Hinz, Para-Educator, Pioneer Middle School, 8 years

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

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Kari Weed	Pioneer Middle School	Track 6th Grade
Agnes Wooters	Garrison Middle School	Track 6th Grade



Date: April 10, 2025

To: Board of Education

From: Chris Gardea, Assistant Superintendent CG

RE: Issuance of Contracts and Notifications of Reasonable Assurance

I am requesting authorization to issue contracts for certificated staff, administrators and non-represented staff, as well as notification of reasonable assurance to substitutes and classified staff, all as appropriate, for the 2025-2026 school year.

Individuals who have indicated they are leaving the district, staff members with non-continuing contracts, employees in programs which will terminate at the end of the current school year, and provisional employees for whom we intend to issue notice of non-renewal will not receive either a contract or a notice of reasonable assurance.

Thank you for your consideration.

CG/jh

## 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 April 15th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		<b>General Fund</b>		
4/1/2025	242332	Through	242475	\$ 714,622.57
4/15/2025	242477	Through	242608	\$ 583,051.15
4/1/2025	242500378	Wire Transfer	242500416	\$ 7,693.17
4/15/2025	242500418	Wire Transfer	242500443	\$ 4,045.25

		<b>Capital Projects</b>		
3/24/2025	240078	Through	240079	\$ 30,068.00
4/1/2025	240080	Through	240080	\$ 27,522.25
4/15/2025	240081	Through	240091	\$ 1,985,038.74
		Wire Transfer		
		Wire Transfer		

		<b>ASB</b>		
4/1/2025	240104	Through	240121	\$ 11,265.04
4/15/2025	240122	Through	240129	\$ 15,953.02
4/1/2025	242500417	Wire Transfer	242500417	\$ 62.26
4/15/2025	242500444	Wire Transfer	242500444	\$ 26.75

		<b>Transportation Vehicle</b>		
4/1/2025	24002	Through	24002	\$ 816,428.48
		Through		
		Wire Transfer		
		Wire Transfer		

		<b>Payroll</b>		
3/31/2025	242289	Through	242476	\$ 2,218,548.85
3/31/2025	1400001	Wire Transfer	1401107	\$ 3,362,460.17
3/31/2025	NA	Payroll Taxes	NA	\$ 1,125,099.34

<b>TOTAL:</b>	<b>\$ 10,901,885.04</b>
---------------	-------------------------

**SCHOOL BOARD PRESIDENT:**

**SECRETARY OF THE BOARD:**

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

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



TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: April 15, 2025  
RE: February's Financial Report

Attached is the February 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 8.5% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

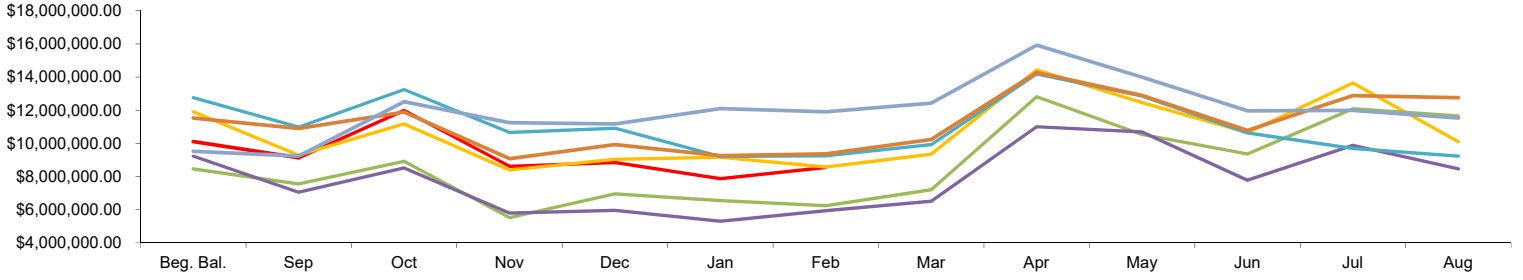
Monthly Financial Report

February 2025

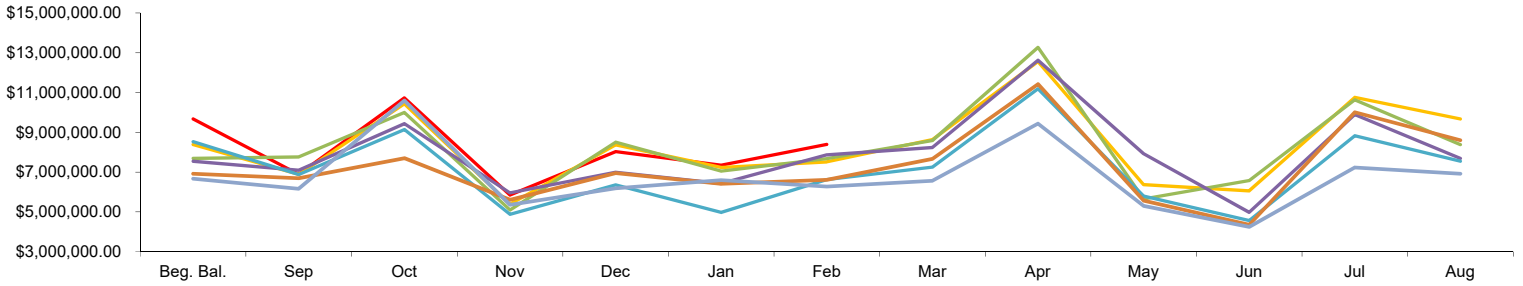
	<u><b>Adopted Budget</b></u>	<u><b>Working Budget</b></u>	<u><b>Year to Date</b></u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 47,210,631
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (49,884,171)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (208,467)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 8,611,648 <span style="float: right;">8.5%</span>
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 14,500,000	\$ 11,647,644	\$ 11,647,644
Revenues	\$ 2,887,352	\$ 2,887,352	\$ 681,681
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (4,656,928)
Transfers	\$ (250,000)	\$ (250,000)	
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 7,672,397
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 3,051,794	\$ 3,149,247	\$ 3,149,247
Revenues	\$ 5,432,008	\$ 5,432,008	\$ 2,363,998
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (3,849,631)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 1,663,614
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 169,008
Expenditures	\$ (392,497)	\$ (392,497)	\$ (115,745)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 495,670
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 1,546,943
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ (1,215,618)
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 1,267,903

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

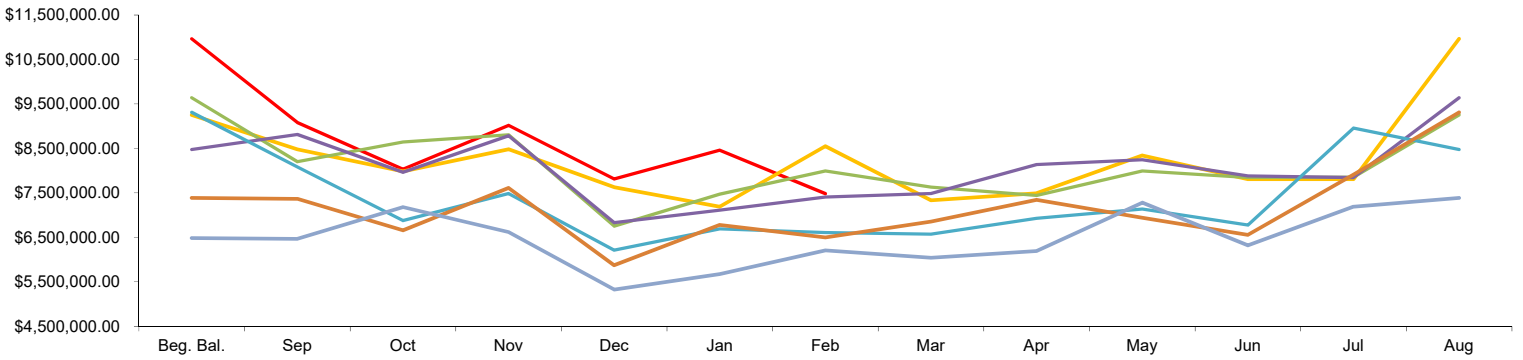
## NET CASH & INVESTMENTS



## RECEIPTS

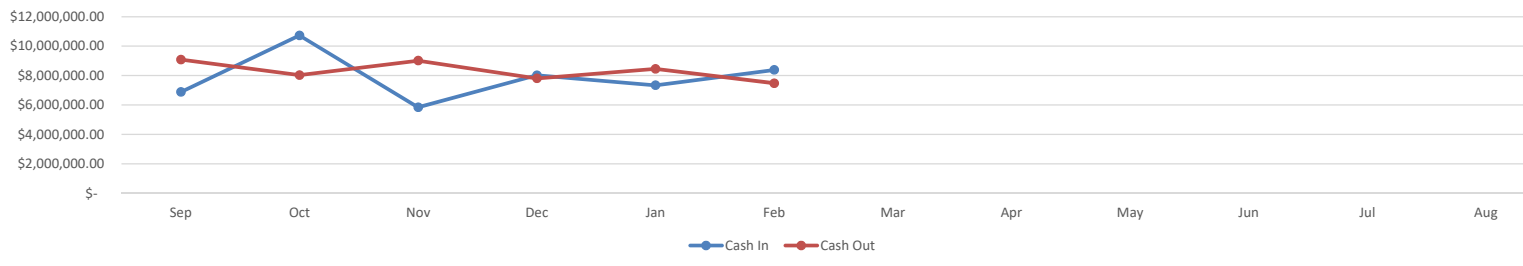


## EXPENDITURES

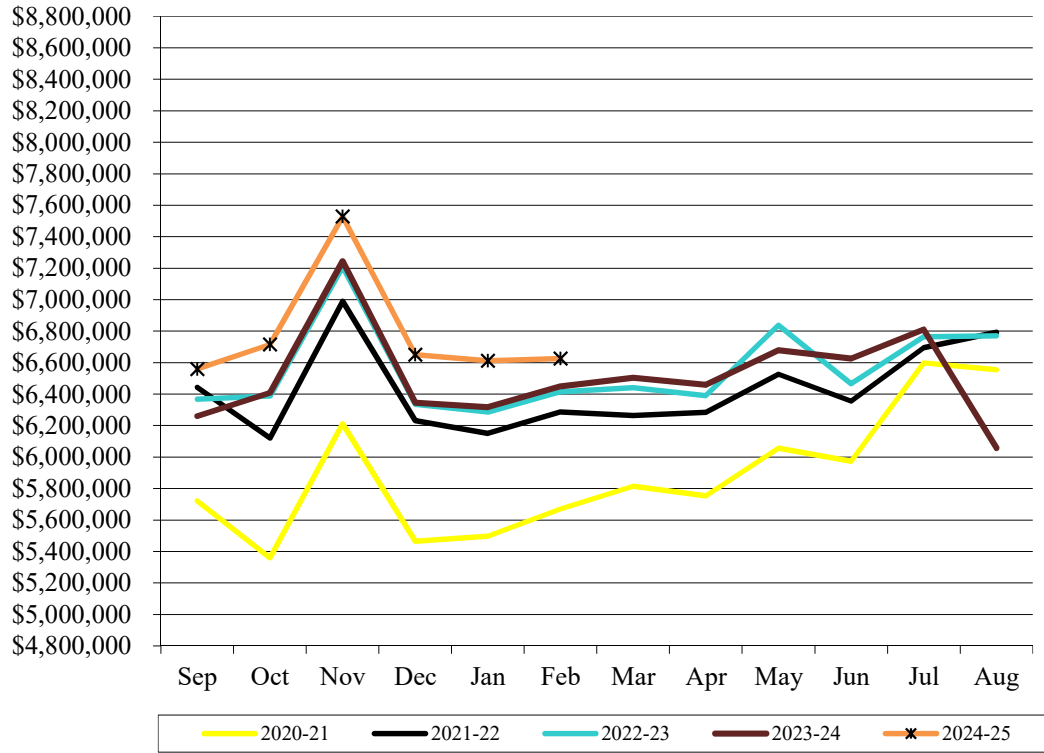


— 24-25   
 — 23-24   
 — 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19

## 2023-24 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: April 15, 2025  
RE: March's Financial Report

Attached is the March 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 9.1% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

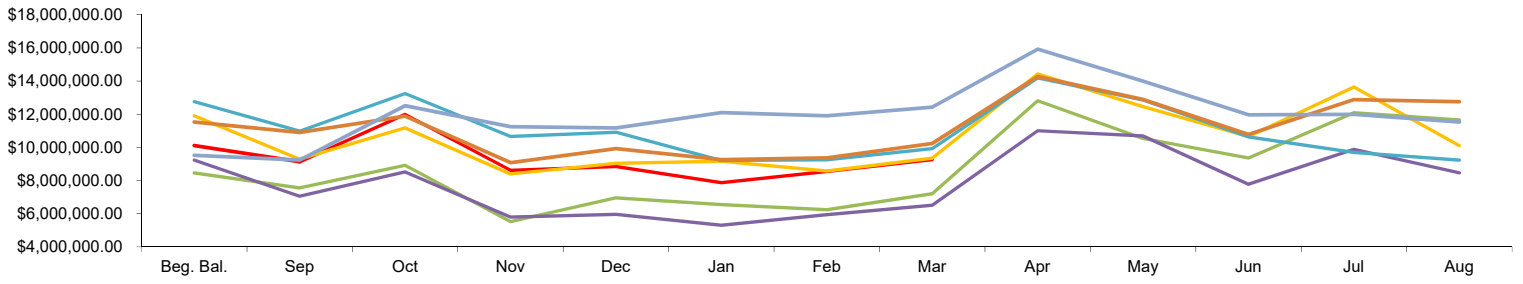
Monthly Financial Report

March 2025

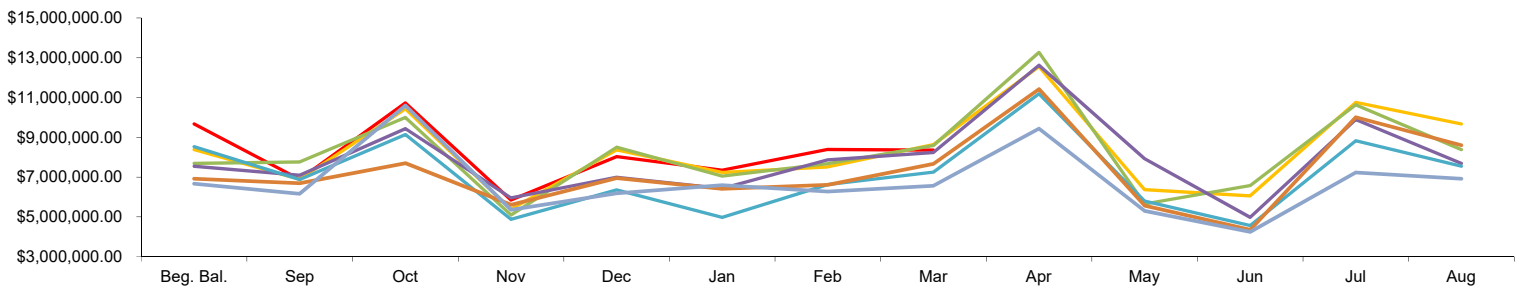
	<u><b>Adopted Budget</b></u>	<u><b>Working Budget</b></u>	<u><b>Year to Date</b></u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 55,568,729
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (57,616,363)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (208,467)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 9,237,555 <span style="float: right;">9.1%</span>
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 14,500,000	\$ 11,647,644	\$ 11,647,644
Revenues	\$ 2,887,352	\$ 2,887,352	\$ 833,782
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (5,415,851)
Transfers	\$ (250,000)	\$ (250,000)	
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 7,065,575
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 3,051,794	\$ 3,149,247	\$ 3,149,247
Revenues	\$ 5,432,008	\$ 5,432,008	\$ 2,697,540
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (3,849,631)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 1,997,156
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 190,413
Expenditures	\$ (392,497)	\$ (392,497)	\$ (145,591)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 487,229
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 1,551,106
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ (1,215,618)
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 1,272,066

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

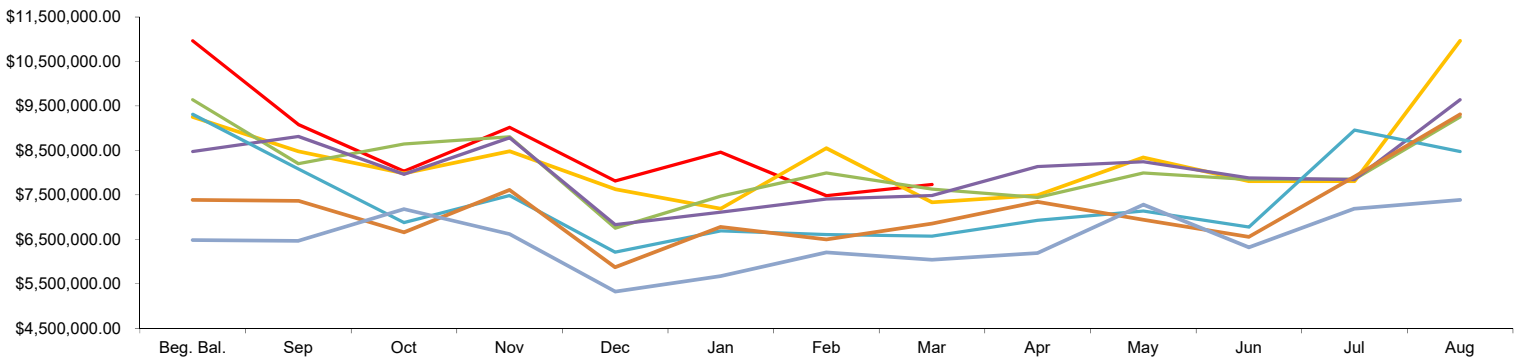
## NET CASH & INVESTMENTS



## RECEIPTS

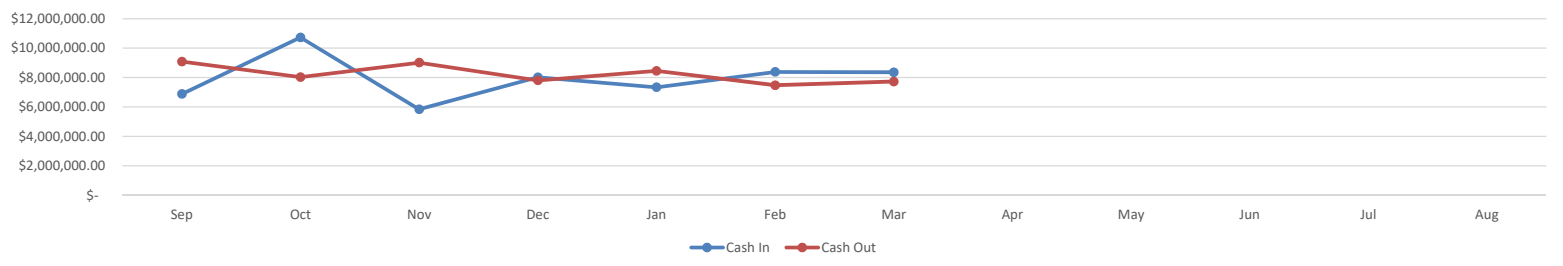


## EXPENDITURES

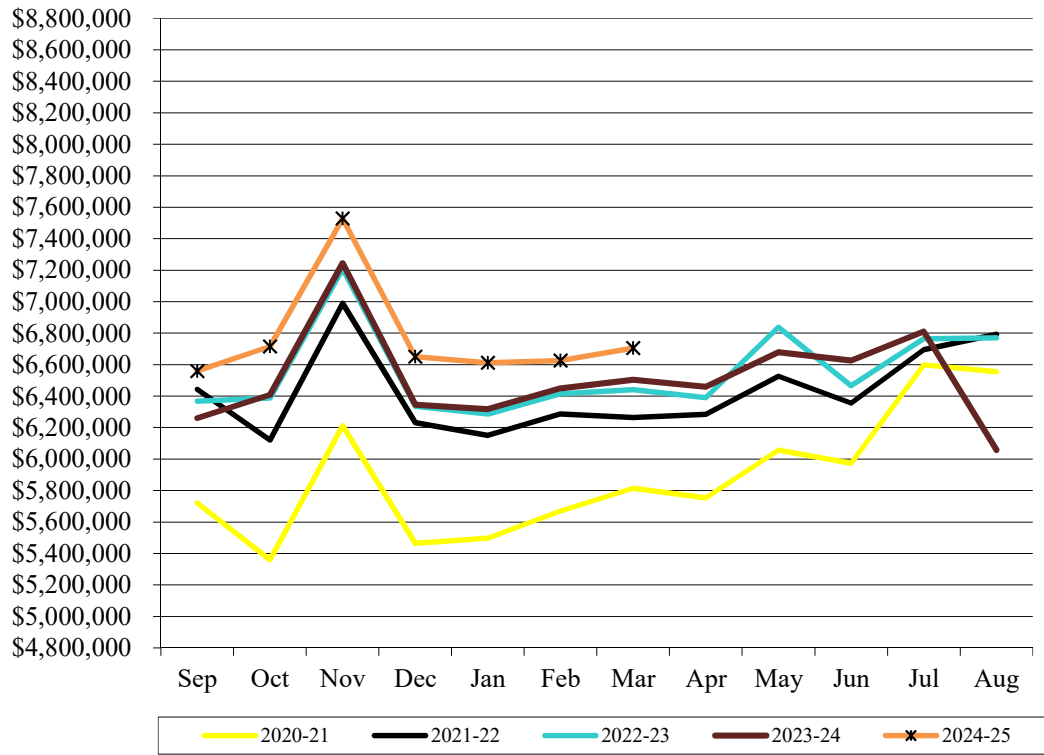


— 24-25   
 — 23-24   
 — 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19

## 2023-24 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll



# 2024–25 Highly Capable District Plan

---

## Form 1 | Introduction Form

**Local Education Agency (LEA) Name:** Walla Walla Public Schools 36140

**First and Last Name, Position Title:** Christy Krutulis, Executive Director of Teaching and Learning

**Email:** ckrutulis@wwps.org

---

## Highly Capable Program Plan Introductory Form

**Purpose:** This Highly Capable Program Plan application is completed by each school district and provides details about the district's Grades K–12 comprehensive Highly Capable Program Plan to identify and serve highly capable learners.

**Funding:** The Highly Capable funding formula is based on 5.0 percent of each LEA's population. This is a funding formula and does not mean a certain percentage of students must be identified.

**Board Approval:** Your school board must approve the information and data you enter in this survey annually. The school board minutes approving the annual District Highly Capable Plan will be uploaded by you into the Highly Capable End of Year report to be launched before the end of 2024–25 school year.

---

## Universal Screening

**Instructions:** Universal screening must occur once in or before second grade, and again in or before sixth grade.

Every student must be screened using at least **two student data points**. Two student data points for every student may include previously administered standardized, classroom-based, performance, cognitive, or achievement assessments, or research-based behavior ratings scales. There is no requirement to administer a new assessment for the purpose of universal screening, however districts may do so. No single criterion may prevent a student's identification for Highly Capable; however, any single criterion, if strong enough, can indicate a need for services.

Students discovered during universal screening may need further assessment to determine whether to place in Highly Capable program services. There are multiple approaches, and data sources do not have to be the same for every student. Districts must use screening tools and resources that exemplify best practices.

Once a student is identified, the district provides services across all grade levels — for as long as he or she is enrolled in the district.

**Multilingual students:** Students with a first language other than English may be evaluated for rapid language acquisition using the World-Class Instructional Design and Assessment (WIDA).

---



Multilingual students must be assessed in their first language. If assessments in first language are not available, non-verbal ability/aptitude assessments are to be used.

**Twice exceptional students:** Students who qualify for special education service through an Individualized Education Program (IEP) or a section 504 plan may also qualify for Highly Capable services and are referred to as twice-exceptional (2e) students. These students must receive the accommodations in their plans during identification procedures for Highly Capable services.

***The below statements are required to check. All statements must be read and checked before submitting.***

<input checked="" type="checkbox"/>	<b>Universal screening must occur once in or before second grade, and once in or before sixth grade.</b>
<input checked="" type="checkbox"/>	<b>Ensure that all students across all district educational settings at the identified grade levels are included in screenings.</b>
<input checked="" type="checkbox"/>	<b>Every student must be screened using at least two student data points.</b>
<input checked="" type="checkbox"/>	<b>Data sources do not have to be the same for every student.</b>
<input checked="" type="checkbox"/>	<b>Review student IEP and 504 plans for supportive data and follow accommodations.</b>
<input checked="" type="checkbox"/>	<b>Review data for Multilingual students for rapid language acquisition and use nonverbal assessments if native language assessments are not available.</b>
<input checked="" type="checkbox"/>	<b>Districts must prioritize equitable identification of low-income students.</b>
<input checked="" type="checkbox"/>	<b>Universal screening is not used to exit students from placement for services.</b>



## Form 2 | Screening Procedures Form

**Local Education Agency (LEA) Name:** Walla Walla Public Schools 36140

**First and Last Name, Position Title:** Christy Krutulis, Executive Director of Teaching and Learning

**Email:** ckrutulis@wwps.org

---

### Screening Procedures

[RCW 28A.185.030](#) (caution: link potentially navigates you away from this page)

**Instructions:** Universal screening must occur once in or before second grade, and again in or before sixth grade.

The purpose is to include students who traditionally are not referred for highly capable programs and services. Universal screening means considering every student at a grade level by looking for evidence of the need for advanced learning.

Every student must be screened using **at least two student data points**. Two student data points for every student may include previously administered standardized, classroom-based, performance, cognitive, or achievement assessments, or research-based behavior ratings scales. There is no requirement to administer a new assessment for the purpose of universal screening, however districts may do so. No single criterion may prevent a student's identification for Highly Capable; however, any single criterion, if strong enough, can indicate a need for services. Students discovered during universal screening may need further assessment to determine whether to place in Highly Capable program services. There are multiple approaches, and data sources do not have to be the same for every student. Districts must use screening tools and resources that exemplify best practices. Multilingual students with a first language other than English may be evaluated for rapid language acquisition using the World-Class Instructional Design and Assessment (WIDA). Students who qualify for special education services or a 504 plan may also qualify for Highly Capable services and are referred to as twice-exceptional students.

**NOTE:** For the below assessments please select all grades that apply. If you select K–12 you do not need to select individual grades.

---

### Universal Screening

**Universal Screening Grade Level K–2:**

2

**Universal Screening Grade Level 3–6:**

5

### Academic Achievement

**State Standard-Based Assessments** 3, 4, 5, 6, 7

---



**Classroom-Based Assessments**

K, 1, 2, 3, 4, 5, 6, 7

**Iowa Assessments (Form E)**

N/A

**Logramos (Spanish)**

N/A

**Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)**

N/A

**Test of Early Mathematics Ability (TEMA-3)**

N/A

**Test of Early Reading Ability (TERA-3)**

N/A

**Test of Early Written Language (TEWL-3)**

N/A

**Other Academic Achievement Screening Procedure**

N/A

If you selected "Other" above, please describe below:

**Cognitive**

**CogAt 7 or 8 Screening Form**

N/A

**CogAt 7 or 8 Full Battery**

N/A

**Naglieri Nonverbal Aptitude Test (NNAT 2 or 3)**

N/A

**Naglieri General Ability Test (Verbal, Nonverbal, Quantitative)**

2, 3, 4, 5, 6, 7

**Stanford Binet Intelligence Scales (SB5)**

N/A

**Stanford Binet Intelligence Scales for Early Childhood (Early SB5)**

N/A

**Wechsler Preschool Primary Scale of Intelligence (WPPSI IV)**

N/A

**Wechsler Intelligence Scale for Children (WISC V)**

N/A

**Woodcock-Johnson Tests of Cognitive Abilities (WJ IV Cog)**

N/A



**Other Cognitive Screening Procedure**

N/A

**If you selected "Other" above, please describe below:**

**Creativity**

**Torrance Test of Creative Thinking**

N/A

**Other Creativity Screening Procedure**

N/A

**If you selected "Other" above, please describe below:**

**Supportive Norm-Referenced Scales Resources**

**WA Kindergarten Inventory of Developing Skills (WaKIDS)**

K

**Gifted Evaluation Scale, 3rd Edition (GES-3)**

N/A

**Gifted Rating Scale (GRS)**

N/A

**Scales for Identifying Gifted Students (SIGS-2)**

N/A

**Universal Talented and Gifted Screener (UTAGS)**

N/A

**HOPE Teacher Rating Scale**

N/A

**Kingore Observation Inventory, 2nd Edition (KOI)**

N/A

**Scales for Rating the Behavior Characteristics of Superior Students (Renzulli-Hartman)**

N/A

**TAB (Traits, Aptitude, Behavior) MM Frasier**

N/A

**USTARS -PLUS Teacher Observation of Potential in Students (TOPS)**

N/A

**Other Supportive Norm-Referenced Scales and Non-Standard Resources**

N/A

**If you selected "Other" above, please describe below:**



## Supporting Data

### **WIDA (Language Proficiency Assessment)**

K, 1, 2, 3, 4, 5, 6, 7

### **Mastery-based Proficiency Screener in Primary Language**

N/A

### **Individual Educational Plan (IEP)**

K, 1, 2, 3, 4, 5, 6, 7

### **ADA Section 504 (accommodation plan for disability)**

K, 1, 2, 3, 4, 5, 6, 7



## Form 3 | Identification Measures Form

**Local Education Agency (LEA) Name:** Walla Walla Public Schools 36140

**First and Last Name, Position Title:** Christy Krutulis, Executive Director of Teaching and Learning

**Email:** ckrutulis@wwps.org

---

### Identification Measures

**Instructions:** Annual Highly Capable identification procedures must be offered for enrolled students in all grade levels served by the district. For identified students, a variety and array of Highly Capable services must be provided throughout the grades until the student leaves the district or graduates. Services must match the identified strengths of the student. Students identified with strengths in only one domain (either math or literacy) must receive services in that area.

Students discovered during universal screening may need further assessment to determine whether to place in Highly Capable program services. There are multiple approaches, and data sources do not have to be the same for every student. Use up-to-date assessment tools. Contact individual publishing companies and consult assessment manuals for information. Districts must use screening tools and resources that exemplify best practices. No single criterion may prevent a student's identification for Highly Capable; however, any single criterion, if strong enough, can indicate a need for services.

Remember, students with special education IEPs or section 504 plans must receive the accommodations in their plans during identification procedures for Highly Capable services.

**NOTE:** For assessments used to identify students for Highly Capable services, please select all grades that apply. If you select K-12 you do not need to select individual grades. Please mark N/A for assessments and data sources that were not reviewed for any students during the identification process.

---

### Academic Achievement

**State Assessment(s)**

3, 4, 5, 6, 7

**MAP for Primary Grades (MPG)**

N/A

**Measures of Academic Progress (MAP)**

N/A

**Iowa Test of Basic Skills (ITBS)**

N/A

**Iowa Test of Education Development (ITED) N/A**

---



**Stanford Achievement Test Series, 10th Edition (SAT10)**

N/A

**Woodcock-Johnson IV (WJIV)**

N/A

**Kaufman Test of Educational Achievement (KTEA)**

N/A

**Other Academic Achievement Identification Measure**

K, 1, 2, 3, 4, 5, 6, 7

**If you selected "Other" above, please describe below:**

**Cognitive**

**CogAt 7 or 8 Screening Form**

N/A

**CogAt 7 or 8 Full Battery**

N/A

**Naglieri Nonverbal Aptitude Test (NNAT2)**

N/A

**Stanford Binet Intelligence Scales (SB5)**

N/A

**Stanford Binet Intelligence Scales for Early Childhood (Early SB5)**

N/A

**Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)**

N/A

**Woodcock-Johnson IV (WJ IV)**

N/A

**Otis-Lennon School Ability Test, 8th Edition (OLSAT 8)**

N/A

**Other Cognitive Identification Measure**

K, 1, 2, 3, 4, 5, 6, 7

**If you selected "Other" above, please describe below:**

**Creativity**

**Torrance Test of Creative Thinking**

N/A

**Other Creativity Identification Measure**

N/A

**If you selected "Other" above, please describe below:**

---



## Research-Based Rating Scale

### **Gifted Rating Scales, 2003 (GRS)**

N/A

### **Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)**

K, 1, 2, 3, 4, 5, 6, 7

### **Scales for Identifying Gifted Students, 2004 (SIGS)**

N/A

### **Washington Kindergarten Inventory of Developing Skills (WaKIDS)**

K

### **Other Research-based Identification Measure**

N/A

**If you selected "Other" above, please describe below:**

## Informal Measures

### **Kingore Observation Inventory**

N/A

### **Teacher Rating Scale (locally developed)**

K, 1, 2, 3, 4, 5, 6, 7

### **Parent Rating Scale (locally developed)**

K, 1, 2, 3, 4, 5, 6, 7

### **Report Card**

K, 1, 2, 3, 4, 5, 6, 7

### **Portfolio - Work Samples**

K, 1, 2, 3, 4, 5, 6, 7

### **Other Informal Identification Measures**

K, 1, 2, 3, 4, 5, 6, 7

**If you selected "Other" above, please describe below:**



## Form 4 | Variety and Continuum of Program Services

**Local Education Agency (LEA) Name:** Walla Walla Public Schools 36140

**First and Last Name, Position Title:** Christy Krutulis, Executive Director of Teaching and Learning

**Email:** ckrutulis@wwps.org

---

### Variety and Continuum of Program Services

**Instructions:** CEDARS gifted values identify four primary structures for Highly Capable Program (HCP) service delivery:

**Gifted Value 32** - General Education Classroom-based Services/Programs

**Gifted Value 33** - Unique HCP Services/Programs

**Gifted Value 34** - Acceleration Services/Programs

**Gifted Value 35** - Non-Traditional Services/Programs

Instructional programming and the delivery of Highly Capable services must be in place at every grade level in your district. Highly Capable students remain in the program until their enrollment in the district ends.

---

**Is Gifted Value 32 applicable?** Yes

*Gifted Value 32 - Classroom-Based Services and Programs*

K, 1, 2, 3, 4, 5

**Is Gifted Value 33 applicable?** Yes

*Gifted Value 33 - Unique HCP Services and Programs*

Supplemental Pull-Out Program

**Self-Contained Classroom**

**Supplemental Pull-Out Program**

3, 4, 5

**Specialty Online Course/s**

**Other Service/Program**

**If you selected "Other" above, please describe below:**

**Is Gifted Value 34 applicable?** Yes

*Gifted Value 34 - Acceleration Services and Programs*

Academic Acceleration for HS Students, Advanced Placement, College in the High

**Academic Acceleration for High School Students** 9, 10, 11, 12

---



**Advanced Placement (AP)**

9, 10, 11, 12

**Cambridge AICE**

**College in the High School**

10, 11, 12

**Concurrent or Dual Enrollment**

11, 12

**Credit by Examination**

**Early entrance Middle School, High School, or College**

**Grade Level Advancement**

**Honors/Advanced**

6, 7, 8, 9, 10, 11, 12

**International Baccalaureate (IB)**

**Online Course/s for Subject Acceleration**

**Running Start**

11, 12

**Subject-Based Acceleration**

K-12

**Other**

**If you selected "Other" above, please describe below:**

**Is Gifted Value 35 applicable? No**

*Gifted Value 35 - Services and Programs*

***Mentorship***

***Collaborative Partnership with Industry***

***Cooperative Arrangement with ESD***

***Cooperative Arrangement with other district/s***



**Supplemental Academic Competitions**

**Supplemental Summer Enrichment or Acceleration**

**Supplemental Before or After School Services and Extra-Curricular Academic Activities**

**Other**

**If you selected "Other" above, please describe below:**



**RESOLUTION #02-2025**  
**April 15, 2025**

**Walla Walla County Multi-Jurisdictional  
Hazard Mitigation Plan Renewal**

WHEREAS, the Federal Disaster Mitigation Act of 2000 requires local government agencies to develop and submit a hazard mitigation plan (HMP) in order to receive future mitigation project grant funds; and

WHEREAS, the County of Walla Walla has knowledge and experience that certain natural and man-made hazards pose threats to lives and cause damages to property within Walla Walla County; and

WHEREAS, the County of Walla Walla, led by the Emergency Management Department, served as the lead agency in developing the HMP update and reached out to local, state, and federal agencies in an effort to conduct the most comprehensive planning effort possible; and

WHEREAS, the Cities of College Place, Prescott, Waitsburg and Walla Walla, the Mill Creek Flood Control Zone District, and Walla Walla Public Schools joined with the county as active participants in the process; and

WHEREAS, the HMP update builds on the 2010 plan and formalizes the County's comprehensive efforts to make the County safer by providing guidance for hazard mitigation within Walla Walla County, and by identifying mitigation goals, objectives and projects that will reduce or prevent injury or damage from hazards; and

WHEREAS, the HMP update has been reviewed by all relevant departments, boards, committees and the Washington State Emergency Management Division; and

WHEREAS, Walla Walla County and its partners provided several opportunities for public participation in the planning process by providing public meetings and outreach to affiliated parties; and

WHEREAS, FEMA Region 10 completed a pre-adoption review of the HMP update on February 4, 2025 and concluded that the plan meets the requirements of 44 CFR Part 201, and has committed to approve the plan upon County adoption; now therefore

BE IT RESOLVED that Walla Walla Public Schools does hereby adopt the Walla Walla County Multi-Jurisdictional Hazard Mitigation Plan in accordance with the Federal Disaster Mitigation Act of 2000 thereby meeting the eligibility requirements for the potential receipt of mitigation project grant funds.

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

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

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

**Adopted at a regular meeting of the Board of Directors April 15, 2025**

**BOARD OF DIRECTORS**  
**Special Meeting/Executive Session – 3:00 p.m.**  
**March 18, 2025**  
**WWPS Administration Building / 364 S. Park Street**

The Board of Directors met in Executive Session on March 18 at 3:00 p.m. for evaluation of the qualifications of applicants for public employment. All board members were present. The Executive Session concluded at 4:51 p.m. and was not open to the public.

Minutes to be presented for board approval on April 15, 2025.

**APPROVED:**

---

Derek Sarley  
School Board President  
*- Susie Golden, Recorder*

**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**March 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  
Eva Maxwell, Student Representative  
Ari Kim-Leavitt, Student Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Chris Gardea, Assistant Superintendent  
Christy Krutulis, Executive Director of Teaching & Learning  
Barb Casey, Director of Special Education  
Brent Cummings, Partnership & Community Outreach Coord.

**AUDIENCE**

Approximately 35 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 Vice President Ruth Ladderud.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

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

**V. CONSENT AGENDA**

Motion by Ruth Ladderud and seconded by Alayna Brinton 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) March 4 & 18 accounts payable and February payroll; 5) asset preservation program; 6) surplus equipment & materials; and 7) regular business meeting minutes of February 18, 2025. The motion carried unanimously.

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

**School Retirees Appreciation Week March 17-23, 2025:** Superintendent Dr. Wade Smith announced March 17-23 is School Retirees Appreciation Week and thanked the local Walla Walla Columbia School Retirees Association for their continued support and contributions to Walla Walla Public Schools.

**Recognition of High School State Champions:** The Board members and Superintendent Smith honored Wa-Hi Girls 3A Wrestling 2025 State Champion Kylie Whitaker and her coach Jacob Butenhoff. Kylie made history by becoming just the second Blue Devil in Wa-Hi history to earn three state placements, taking 3<sup>rd</sup> as a freshman, 3<sup>rd</sup> again as a sophomore, and clinching the championship as a junior.

**Communities in Schools (CIS) Update:** CIS Executive Director Katie DePonty and Program Manager Addison Fairbank provided a report of the Communities in Schools services and impact the program has had in Walla Walla Public Schools.

**VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT**

ASB President Maddy VanCleve reported on student activities at Walla Walla High School.

**VIII. CITIZENS' COMMENTS**

There were no citizens' comments.

**IX. REPORTS**

**Board of Directors & Student Board Representative Report:** The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting Confederated Tribes of the Umatilla Indian Reservation memorandum of understanding signing ceremony, WSSDA legislative advocacy efforts, student club meetings, and local community, booster and school events.

**Superintendent's Report:** Superintendent Dr. Wade Smith thanked the district staff involved in planning the upcoming Outdoor School, noting 80% of the district's fifth grade students have signed up. He also highlighted the progress made on Capital Levy projects, with substantial completion expected by July 1, and reported that March enrollment stands at 5308 FTE.

**Superintendent Search Update:** Dr. Kristine McDuffy and John Bash from Hazard, Young, Attea & Associates (HYA) provided an update on the Superintendent Search. They noted that the board has narrowed a diverse pool of 28 applicants down to six semi-finalists. Key dates include: March 24 – semi-finalist interviews & selection of superintendent finalists; March 27 – finalists will visit Walla Walla for a full day of interviews; and March 28 – school board members will hold final deliberations then announce the new superintendent.

**Vision 2030: Goal 3; Strategy #8: Implementing Inclusionary Practices:** Executive Director of Teaching and Learning Christy Krutulius and Special Education Director Barb Casey provided school board members an update on Vision 2030 Goal 3; Strategy #8 - Implementing Inclusionary Practices.

**X. ACTION**

**XI. ADJOURNMENT**

President Sarley adjourned the meeting at 6:37 p.m.

Minutes to be presented for board approval on April 15, 2025.

**APPROVED:**

---

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

---

Derek Sarley  
School Board President

**BOARD OF DIRECTORS**  
**Special Meeting/Executive Session – 7:45 a.m.**  
**March 24, 2025**  
**2251 S Howard St / Walla Walla, WA**

The Board of Directors met in Executive Session on March 24 at 7:45 a.m. for evaluation of the qualifications of applicants for public employment. All board members were present. The Executive Session concluded at 4:10 p.m. and was not open to the public.

Minutes to be presented for board approval on April 15, 2025.

**APPROVED:**

---

Derek Sarley  
School Board President  
*- Susie Golden, Recorder*

**BOARD OF DIRECTORS  
Special Meeting & Executive Session – 8:15 a.m.  
March 27, 2025  
364 S Park St / Walla Walla, WA**

School Board President Derek Sarley called the Special Meeting to order at 8:15 a.m. on March 27 to welcome Superintendent Finalists Dr. Ben Gauyan, Ms. Patricia Rodriguez and Dr. Mark Wenzel for a day of interviews with staff, students, community members and the school board. The Special Meeting recessed at 8:20 a.m. and was open to the public.

At 12:15 p.m. the Special Meeting resumed and was immediately recessed to Executive Session for evaluation of the qualifications of applicants for public employment. All board members were present. The Executive Session recessed at 3:25 p.m. and was not open to the public.

At 3:45 p.m. the Special Meeting resumed for staff and community forums with each of the finalists. The board recessed to Executive Session at 7:00 p.m. for evaluation of the qualifications of applicants for public employment. At 8:30 p.m. President Sarley extended the Executive Session for 20 minutes. The Executive Session concluded at 8:50 p.m. and was not open to the public. All board members were present.

The board reconvened the Special Meeting at 8:50 p.m. All board members were present. Ruth Ladderud moved and Alayna Brinton seconded approval to hire Dr. Ben Gauyan as Superintendent of Walla Walla Public Schools, contingent upon negotiation of an employment contract and the board's acceptance of an independent background check; the motion carried unanimously. The Special Meeting concluded at 8:51 p.m. and was open to the public.

Minutes to be presented for board approval on April 15, 2025.

**APPROVED:**

---

Derek Sarley  
School Board President  
- Susie Golden, Recorder

## ~ 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.

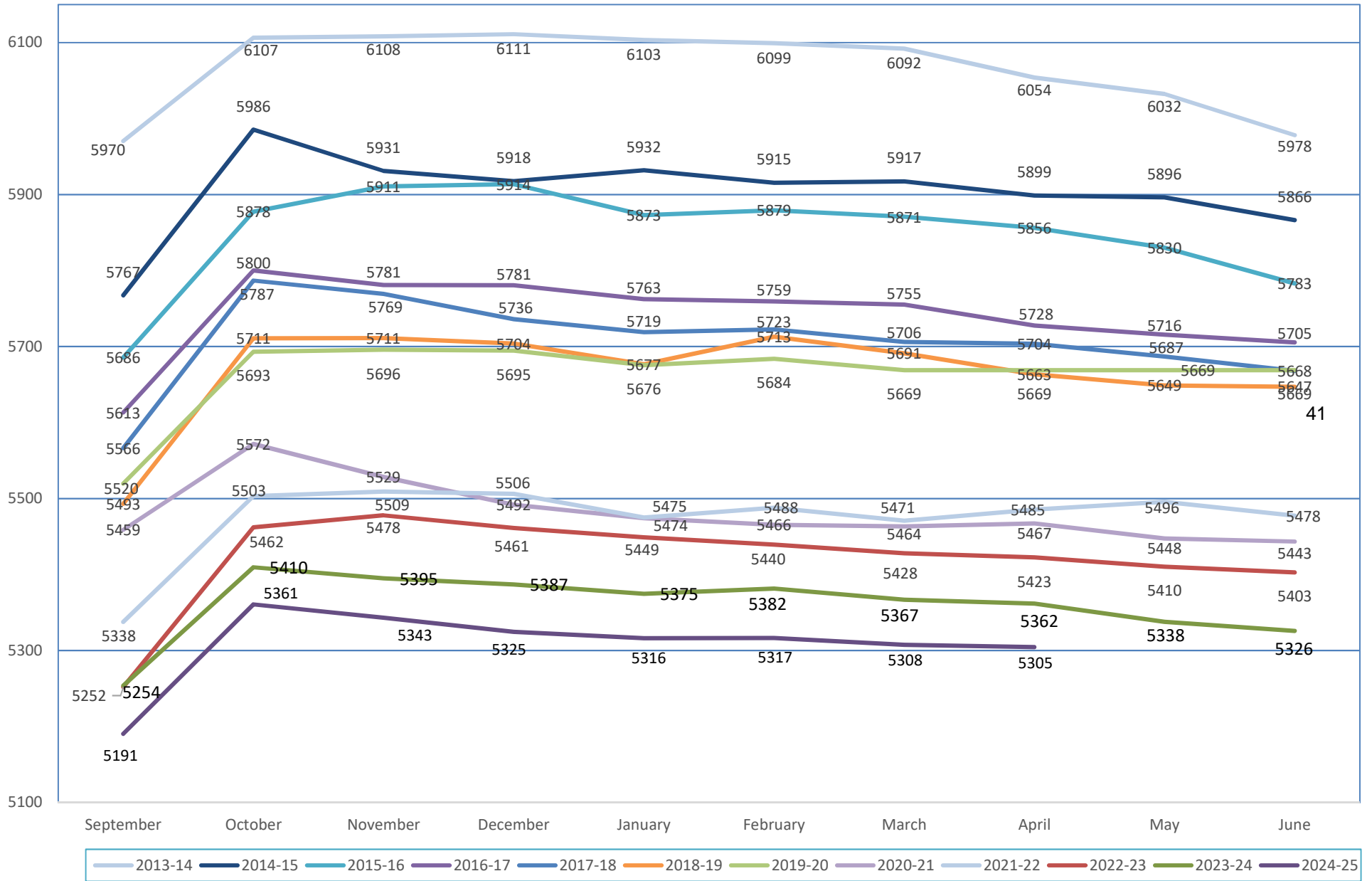
We also ask that you adhere to the following guidelines:

- 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		
<b>Berney</b>	Brown, A	22	Diaz Madrigal, A	18	Kearbey, K	23	Baker, T	25	Ambler, C	21	Clearman, D	21	
	Hubbard, K	21	Gonzales, C	19	Parodi, D	23	Pekar, Katie	25	Bona, A	22	Holbrook, J	24	
			Morrison, S	18					Hartelius, S	20	James, I	22	
Behavior Prg K-5	Merrill, L		Merrill, L	1	Merrill, L	5	Merrill, L	1	Merrill, L	2	Merrill, L	1	
<b>SECTIONS</b>	<b>15</b>	43	55	55	46	50	63	67	67	324			
slots available	29	20	8	4	21	17	Ratio	21.60					
<b>Edison</b>	Espinosa, M	21	Maycumber, Y	23	Hobbs, S	18	Aceves, J	25	Ledesma, M	24	Ochoa, F	25	
	Helm, E	22	Berumen, B	23	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							
<b>SECTIONS</b>	<b>21</b>	80	91	70	75	72	73	461					
slots available*	4	(7)	14	6	12	11	Ratio	21.95					
<b>Green Park</b>	Goble, E	21	Bahena-Flores, R	25	Chavez, R	21	Contreras, A	21	Esquivel, T	26	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	23	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		Angotti, E	2	
	Scarborough, M	2	Scarborough, M	1	Scarborough, M	5	Scarborough, M	5	Scarborough, M	1	Scarborough, M		
<b>SECTIONS</b>	<b>23</b>	76	93	82	85	77	92	505					
slots available	20	7	26	45	7	20	Ratio	21.96					
<b>Prospect Point</b>	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							
<b>SECTIONS</b>	<b>19</b>	61	65	73	64	81	77	42	421				
slots available*	35	10	35	17	3	7	Ratio	22.16					
<b>Sharpstein</b>	Gillin, L	18	Locati, R	17	Berg, L	19	Hutchinson, D	26	Keyes, K	28	Mendoza, L	22	
	Wilson, H	19	Russell, J	17	Griffith, R	19	Villanueva, S	26	VanDonge, B	28	Shirley, C	23	
			Ruvalcaba, G	16	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		
<b>SECTIONS</b>	<b>15</b>	37	50	56	52	56	68	319					
slots available	30	22	25	2	0	16	Ratio	21.27					
<b>WW Online/Homelink</b>		6	6	6	5	11	11						
		6	6	6	5	11	11						
slots available													
<b>TOT SLOTS AVAIL</b>	118	52	108	74	43	71							
<b>GRADE LVL TOTAL</b>		297	354	327	326	349	377	2030					
<b>GRADE LVL SECTNS</b>	15	17	17	14	14	16							
<b>AVERAGE LOADS</b>		19.80	20.82	19.24	23.29	24.93	23.56						
<b>TOTAL SC SPED</b>		12	7	10	9	9	4	51					
<b>TOTAL ENROLLED</b>		315	367	343	340	369	392	2126					

Dual classes

**MONTHLY REVENUE REPORT**

MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 235,000	\$ 60,212	\$ 6,495,493	\$ -	\$ 171,928	\$ 9,375	\$ -	\$ 6,972,008		\$ (86,658)	-1.24%
SEP ACTUAL	\$ 238,489	\$ 107,384	\$ 6,357,939	\$ -	\$ 174,152	\$ 7,387			\$ 6,885,350	\$ (86,658)	YTD
OCT PROJECTED	\$ 3,725,622	\$ 60,212	\$ 5,954,175	\$ 6,378	\$ 452,428	\$ 9,375	\$ -	\$ 10,208,190		\$ 521,180	5.11%
OCT ACTUAL	\$ 3,878,128	\$ 273,629	\$ 6,058,212	\$ 13,821	\$ 496,594	\$ 8,985			\$ 10,729,370	\$ 434,523	YTD
NOV PROJECTED	\$ 480,000	\$ 60,212	\$ 3,961,416	\$ 35,378	\$ 965,852	\$ 9,375	\$ -	\$ 5,512,233		\$ 331,816	6.02%
NOV ACTUAL	\$ 543,837	\$ 118,515	\$ 3,996,869	\$ 6,911	\$ 1,174,050	\$ 3,867			\$ 5,844,049	\$ 766,339	YTD
DEC PROJECTED	\$ 30,000	\$ 60,212	\$ 6,579,828	\$ 23,378	\$ 756,877	\$ 9,375	\$ -	\$ 7,459,670		\$ 565,260	7.58%
DEC ACTUAL	\$ 117,363	\$ 100,150	\$ 6,921,046	\$ 6,911	\$ 877,445	\$ 2,016			\$ 8,024,930	\$ 1,331,599	YTD
JAN PROJECTED	\$ 15,000	\$ 67,034	\$ 6,193,983	\$ 23,378	\$ 765,427	\$ 9,375	\$ -	\$ 7,074,197		\$ 267,996	3.79%
JAN ACTUAL	\$ 33,466	\$ 91,255	\$ 6,424,811	\$ 6,911	\$ 772,799	\$ 12,951			\$ 7,342,192	\$ 1,599,595	YTD
FEB PROJECTED	\$ 55,000	\$ 67,034	\$ 6,619,317	\$ 8,911	\$ 790,114	\$ 8,375	\$ -	\$ 7,548,751			
FEB ACTUAL									\$ -	\$ 1,599,595	YTD
MAR PROJECTED	\$ 1,757,520	\$ 67,034	\$ 6,619,317	\$ 8,911	\$ 880,631	\$ 8,375	\$ -	\$ 9,341,788			
MAR ACTUAL									\$ -	\$ 1,599,595	YTD
APR PROJECTED	\$ 5,333,955	\$ 67,034	\$ 7,127,147	\$ 8,911	\$ 891,881	\$ 8,375	\$ -	\$ 13,437,303			
APR ACTUAL									\$ -	\$ 1,599,595	YTD
MAY PROJECTED	\$ 1,450,000	\$ 67,034	\$ 4,120,760	\$ 8,911	\$ 1,027,335	\$ 8,375	\$ -	\$ 6,682,415			
MAY ACTUAL									\$ -	\$ 1,599,595	YTD
JUN PROJECTED	\$ 40,000	\$ 53,023	\$ 4,487,341	\$ 8,911	\$ 903,835	\$ 8,375	\$ -	\$ 5,501,485			
JUN ACTUAL									\$ -	\$ 1,599,595	YTD
JUL PROJECTED	\$ 40,591	\$ 53,023	\$ 9,515,799	\$ 8,911	\$ 791,585	\$ 8,375	\$ -	\$ 10,418,284			43
JUL ACTUAL									\$ -	\$ 1,599,595	YTD
AUG PROJECTED	\$ 105,768	\$ 53,023	\$ 7,415,429	\$ 8,911	\$ 1,281,287	\$ 8,375	\$ -	\$ 8,872,793			
AUG ACTUAL									\$ -	\$ 1,599,595	YTD
<b>Total Projected</b>	<b>\$ 13,268,456</b>	<b>\$ 735,087</b>	<b>\$ 75,090,005</b>	<b>\$ 150,887</b>	<b>\$ 9,679,180</b>	<b>\$ 105,500</b>	<b>\$ -</b>	<b>\$ 99,029,115</b>			
<b>Adopted Budget</b>	<b>\$ 13,544,008</b>	<b>\$ 676,000</b>	<b>\$ 76,052,154</b>	<b>\$ 255,000</b>	<b>\$ 9,872,684</b>	<b>\$ 112,500</b>	<b>\$ -</b>	<b>\$ 100,512,346</b>			
<b>Variance</b>	<b>\$ (275,552)</b>	<b>\$ 59,087</b>	<b>\$ (962,149)</b>	<b>\$ (104,113)</b>	<b>\$ (193,504)</b>	<b>\$ (7,000)</b>	<b>\$ -</b>	<b>\$ (1,483,231)</b>			
TOTAL ACTUAL	\$ 4,811,283	\$ 690,932	\$ 29,758,877	\$ 34,553	\$ 3,495,040	\$ 35,206	\$ -	\$ 38,825,891	<b>FORECAST ACTUAL</b>	\$	<b>100,628,710</b>
% collected to PRO	36.26%	93.99%	39.63%	22.90%	36.11%	33.37%	#DIV/0!	39.21%			

**NOTES:**

**LEGEND**

Above or within 2.00% of projection

Between 2.01% & 5.00% below

Below 5.01% of projection

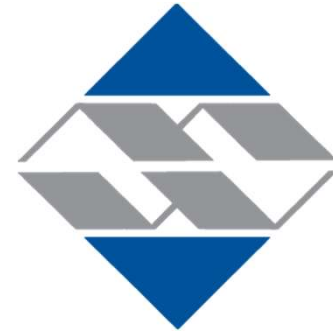
## MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 6,509,497		\$ 2,733,011		\$ 9,242,508 MONTHLY	\$ (157,796) -1.71%
SEPTEMBER ACTUAL		\$ 6,559,056		\$ 2,525,656	\$ 9,084,712 YTD	\$ (157,796) -1.71%
OCTOBER PROJECTED	\$ 6,568,028		\$ 1,595,210		\$ 8,163,238 MONTHLY	\$ (131,821) -1.61%
OCTOBER ACTUAL		\$ 6,716,042		\$ 1,315,376	\$ 8,031,417 YTD	\$ (289,616) -1.66%
NOVEMBER PROJECTED	\$ 7,534,789		\$ 1,248,016		\$ 8,782,804 MONTHLY	\$ 234,419 2.67%
NOVEMBER ACTUAL		\$ 7,528,291		\$ 1,488,932	\$ 9,017,223 YTD	\$ (55,198) -0.21%
DECEMBER PROJECTED	\$ 6,599,954		\$ 1,295,309		\$ 7,895,263 MONTHLY	\$ (83,538) -1.06%
DECEMBER ACTUAL		\$ 6,650,945		\$ 1,160,781	\$ 7,811,726 YTD	\$ (138,735) -0.41%
JANUARY PROJECTED	\$ 6,600,589		\$ 1,500,014		\$ 8,100,603 MONTHLY	\$ 358,658 4.43%
JANUARY ACTUAL		\$ 6,611,424		\$ 1,847,836	\$ 8,459,261 YTD	\$ 219,922 0.52%
FEBRUARY PROJECTED	\$ 6,739,757		\$ 1,293,334		\$ 8,033,090 MONTHLY	
FEBRUARY ACTUAL					\$ - YTD	\$ 219,922 0.44%
MARCH PROJECTED	\$ 6,795,607		\$ 1,181,186		\$ 7,976,793 MONTHLY	
MARCH ACTUAL					\$ - YTD	\$ 219,922 0.38%
APRIL PROJECTED	\$ 6,750,014		\$ 944,039		\$ 7,694,054 MONTHLY	
APRIL ACTUAL					\$ - YTD	\$ 219,922 0.33%
MAY PROJECTED	\$ 6,978,644		\$ 1,363,500		\$ 8,342,144 MONTHLY	
MAY ACTUAL					\$ - YTD	\$ 219,922 0.30%
JUNE PROJECTED	\$ 6,924,664		\$ 1,293,596		\$ 8,218,260 MONTHLY	
JUNE ACTUAL					\$ - YTD	\$ 219,922 0.27%
JULY PROJECTED	\$ 7,015,606		\$ 1,098,742		\$ 8,114,348 MONTHLY	
JULY ACTUAL					\$ - YTD	\$ 219,922 0.24%
AUGUST PROJECTED	\$ 6,749,236		\$ 3,362,959		\$ 10,112,194 MONTHLY	
AUGUST ACTUAL					\$ - YTD	\$ 219,922 0.22%
TOTAL PROJECTED	\$ 81,766,385		\$ 18,908,914		\$ 100,675,298	
ADOPTED BUDGET	\$ 81,357,348		\$ 19,763,023		\$ 101,120,371	
VARIANCE	\$ (409,037)		\$ 854,109		\$ 445,073	
TOTAL ACTUAL		\$ 34,065,758		\$ 8,338,580	\$ 42,404,338	FORECAST ACT \$ 100,895,221
% spent to projected		41.66%		44.10%	42.12%	
Notes:						
LEGEND	Below or within 2.00%	Between 2.01% & 5.00% above			Above 5.01% of projection	

## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 10,500,000			
Beginning Fund Balance (Actual)				\$ 11,493,655			
September	PROJECTED	\$ 6,972,008	\$ 9,242,508	\$ 8,229,500			
	ACTUAL	\$ 6,885,350	\$ 9,084,712	\$ 9,294,293	\$ 1,064,793	12.94%	9.04%
October	PROJECTED	\$ 10,208,190	\$ 8,163,238	\$ 10,274,452			
	ACTUAL	\$ 10,729,370	\$ 8,031,417	\$ 11,992,246	\$ 1,717,794	16.72%	9.68%
November	PROJECTED	\$ 5,512,233	\$ 8,782,804	\$ 7,003,880			
	ACTUAL	\$ 5,844,049	\$ 9,017,223	\$ 8,819,071	\$ 1,815,191	25.92%	9.78%
December	PROJECTED	\$ 7,459,670	\$ 7,895,263	\$ 6,568,287			
	ACTUAL	\$ 8,024,930	\$ 7,811,726	\$ 9,032,275	\$ 2,463,989	37.51%	10.42%
January	PROJECTED	\$ 7,074,197	\$ 8,100,603	\$ 5,541,880			
	ACTUAL	\$ 7,342,192	\$ 8,459,261	\$ 7,915,207	\$ 2,373,327	42.83%	10.33%
February	PROJECTED	\$ 7,548,751	\$ 8,033,090	\$ 5,057,541			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			
March	PROJECTED	\$ 9,341,788	\$ 7,976,793	\$ 6,422,536			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			45
April	PROJECTED	\$ 13,437,303	\$ 7,694,054	\$ 12,165,786			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			
May	PROJECTED	\$ 6,682,415	\$ 8,342,144	\$ 10,506,057			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			
June	PROJECTED	\$ 5,501,485	\$ 8,218,260	\$ 7,789,282			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			
July	PROJECTED	\$ 10,418,284	\$ 8,114,348	\$ 10,093,218			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			
August	PROJECTED	\$ 8,872,793	\$ 10,112,194	\$ 8,853,817			
	ACTUAL	\$ -	\$ -	\$ 7,915,207			
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 99,029,115</b>	<b>\$ 100,675,298</b>	<b>\$ 8,853,817</b>			8.73%
<b>ACTUALS TO DATE</b>		<b>\$ 38,825,891</b>	<b>\$ 42,404,338</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$100,628,710</b>	<b>\$100,895,221</b>	<b>\$10,427,144</b>	<b>YEAR END PROJECTION</b>		10.33%
<b>Monthly Variance</b>	<b>Above or within 2.00% of projection</b>		<b>Between 2.01% &amp; 5.00% below projection</b>		<b>Below 5.01% of projection</b>		
<b>Yr End Projection</b>	<b>Above 8.00%</b>		<b>Between 6.00% to 7.99%</b>		<b>Below 6.00%</b>		

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



# VISION 2030

46

GOAL #2: STRATEGY #4

POST SECONDARY PLANNING

---

JACOB CROFT, CHRIS GARDEA, ARI KIM-LEAVITT,  
EVA MAXWELL, AND CARINA STILLMAN

WALLA WALLA PUBLIC SCHOOLS  
**VISION**  
**2030**

Developing Washington's Most  
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



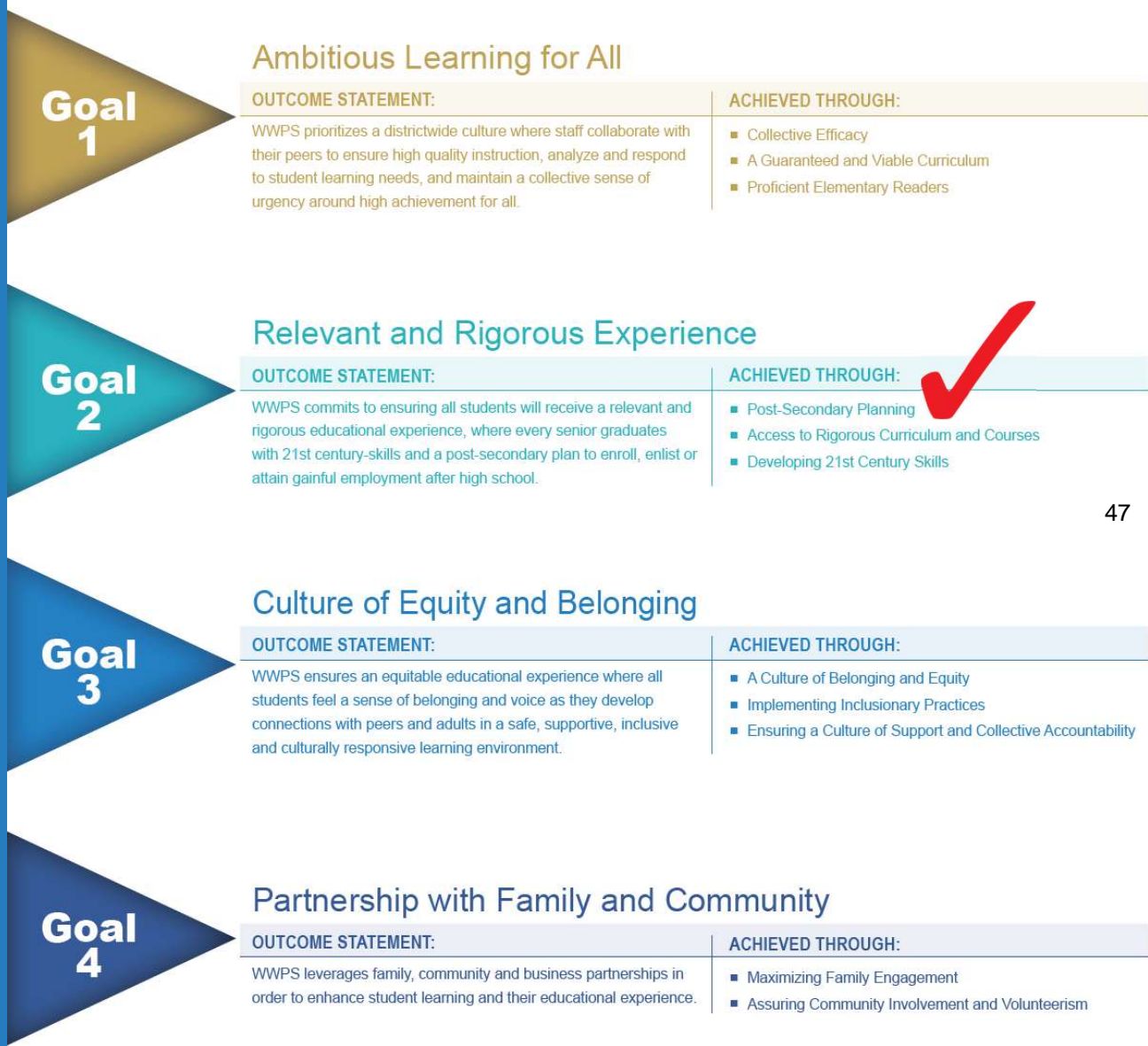
**Walla Walla Public Schools**

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 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	November Study Meeting, February and July Business Meetings
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	• SchoolLinks access and utilization reporting • 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 2

### Relevant and Rigorous Experience

#### OUTCOME STATEMENT:

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

#### ACHIEVED THROUGH:

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

- Post-secondary Planning
  - “Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations” (Vision 2030).

# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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




### ACHIEVED THROUGH:

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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - Our vision is to unleash the potential of every graduate from Walla Walla Public Schools by offering a comprehensive High School and Beyond Plan. This transformative plan will open doors to a multitude of career and educational paths, empowering students to explore their passions, interests, and talents. By guiding students through self-discovery and providing exposure to diverse career opportunities, we will enable them to make informed choices and create a purposeful academic journey that paves the way for post-secondary success.

50

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

Goal: Relevant and Rigorous Experience		Achieved Through: Post-Secondary Plans	Committee Lead: Chris Gardea
Strategy Statements: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.			
Committee Membership: Becky Waggoner-Schwartz, Carina Stillman, Eva Maxwell, Hailey Thrall, Jerry Maher, Keith Ross, Kim Doepker, Lisa Franklin, Makenzie Sheets, Marci Knauft, Marilyn Melgoza, Melanie Medina, Pam Jacobson, Peggy Payne, Shari Widmer, Steve Pitzer, Victoria Libzbarski			
Brief Description of Committee Work and Process: The committee reviewed the three components of Washington State’s High School Diploma and reviewed how Walla Walla Public Schools ensures students meet: 1.) Credit & Subject Requirements 2.) High School & Beyond Plan 3.) Graduation Pathway Options. The committee identified ways to refine and enhance our current process. The committee then identified actions to improve student/parent understanding and ownership and involvement of their post-secondary plans.			
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Our vision is to unleash the potential of every graduate from Walla Walla Public Schools by offering a comprehensive High School and Beyond Plan. This transformative plan will open doors to a multitude of career and educational paths, empowering students to explore their passions, interests, and talents. By guiding students through self-discovery and providing exposure to diverse career opportunities, we will enable them to make informed choices and create a purposeful academic journey that paves the way for post-secondary success.			
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	Themes		2023-24 School Year
	<b>Graduation Requirements</b> ✓	-Provide 6 <sup>th</sup> -12 <sup>th</sup> grade students and families with comprehensive information about graduation pathway options. -Provide students and families information about course offerings aligned to student’s career interests.	
	<b>Predictable Structure</b> ✓	-Provide a predictable structure for 8 <sup>th</sup> -12 <sup>th</sup> grade students to engage in post-secondary planning activities. -Identify post-secondary activities for 6 <sup>th</sup> and 7 <sup>th</sup> grade. -Implement a semi-annual review of SchoolLinks data to identify career interests. -Annual update High School & Beyond Plan by students that is reviewed and approved by families and counselors. -Create feedback survey for SchoolLinks -Senior culminating presentation that includes their post-secondary goals, experiences and steps they have taken to prepare them for their future.	-Provide a predictable structure for 6 <sup>th</sup> -12 <sup>th</sup> grade students.  -Continued refinement of High School & Beyond Scope and Sequence activities to incorporate student/family input.
	<b>Professional Learning</b> ✓	-Training for counselors, staff, students and parents with online platform (SchoolLinks) for High School & Beyond Plan.	
	<b>College &amp; Career Exploration</b> ✓	-Inventory career exploration experiences for secondary students that align to career clusters. -Identify community partners that align to student interests, and develop district-wide schedule. -Develop a bank of volunteering, job shadowing, internship opportunities aligned to career clusters.	-Implement career exploration activities per grade level. -Leverage student interest for course selection and logging volunteer hours.
Who are the key personnel, people who will help lead this work?	Secondary Principals, CTE Director, Secondary Counselors, GearUp, Walla Walla Public Schools Foundation		
What specific resources or supports are needed to accomplish the above-described actions?	SchoolLinks subscription for secondary students, Green Sheet or release time for training and support with SchoolLinks, Communication materials, Field trips, Graduate Survey research and costs		
How will growth/success be measured, tracked and reported?	Monitor for Improvement: SchoolLinks access and utilization reporting Graduate survey that tracks post-secondary experiences over time EES student survey analysis - Adults in this school help me plan and set goals for my future EES family survey analysis - This school is doing a good job of preparing my student for a successful future		
Estimated funding necessary	~ \$15,000 per year for SchoolLinks ~\$5,000 for additional hours Costs associated with post-high school survey		

# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

## Graduation Requirements

- Provide 6th-12th grade students and families with comprehensive information about graduation pathway options.
- Provide students and families information about course offerings aligned to student's career interests.

52

### What's working well?

- Informational Parent Nights by class focused on grade specific information
- Increased awareness of Dual Credit offerings

### What's coming up?

- Graduation Pathway verification and finishing Senior Presentations

### Challenges and/or roadblocks?

- Credit, Pathway, and HSB&P are individualized. Presenting all of the options available can be overwhelming.

# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

## Predictable Structure

- Middle school lessons are provided on early dismissal days and/or monthly in Social Studies
- High school lessons are provided monthly in advisory/BDT
- District's scope and sequence and online platform allows students to work at their own pace

### What's working well?

- One platform for college/career exploration and planning
- Course requests and academic planning
- College application – recommendation letters, scholarships, Common App, sending transcripts

### What's coming up?

- Special Event Days – Career Fairs, Freshmen Experience, Field Trips
- College/Career Seminars for Junior and Seniors
- New course offering – *College and Scholarship Writing*

### Challenges and/or roadblocks?

- Training every staff member on SchoolLinks lessons
- Mixed advisory – not all students working on the same lesson

# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

## Professional Learning

- Training for counselors, staff, students and parents with online platform (SchoolLinks) for High School & Beyond Plan
- Training for Counselors and College & Career Readiness Advisors

### What's working well?

- Quarterly meeting with regional partners
- Technical assistance provided through Elevate and Horizons Grants

### What's coming up?

- Junior/Senior Seminars – structure and content
- Using data to understand post-secondary outcomes

### Challenges and/or roadblocks?

- Developing the expertise in post-secondary search, application, and matriculation process while tending to high school graduation requirements

# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

## College and Career Exploration

- Career exploration experiences for secondary students aligned to identified career clusters
- Identify community partners that align to student interests
- College and Career Readiness Advisors

### What's working well?

- College Visits:
  - GearUp to Oregon schools
  - AVID to Seattle and Central
  - Walla Walla Public Schools Foundation 8<sup>th</sup> graders to Whitman College
- CTE & SEATech Field Trips

### What's coming up?

- Freshmen Experience – college visits (WWU & WSU-Tri-Cities), Career Exploration, JROTC and ASB
- Additional College & Career Readiness Advisors and near-pair mentors to support students navigating post-secondary planning
- Try-a-Trade

### Challenges and/or roadblocks?

- In some cases exposure to on-site college visits is limited

## Goal 2

### Relevant and Rigorous Experience

#### OUTCOME STATEMENT:

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

#### ACHIEVED THROUGH:

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

## Student Perspective

### -What's working well?

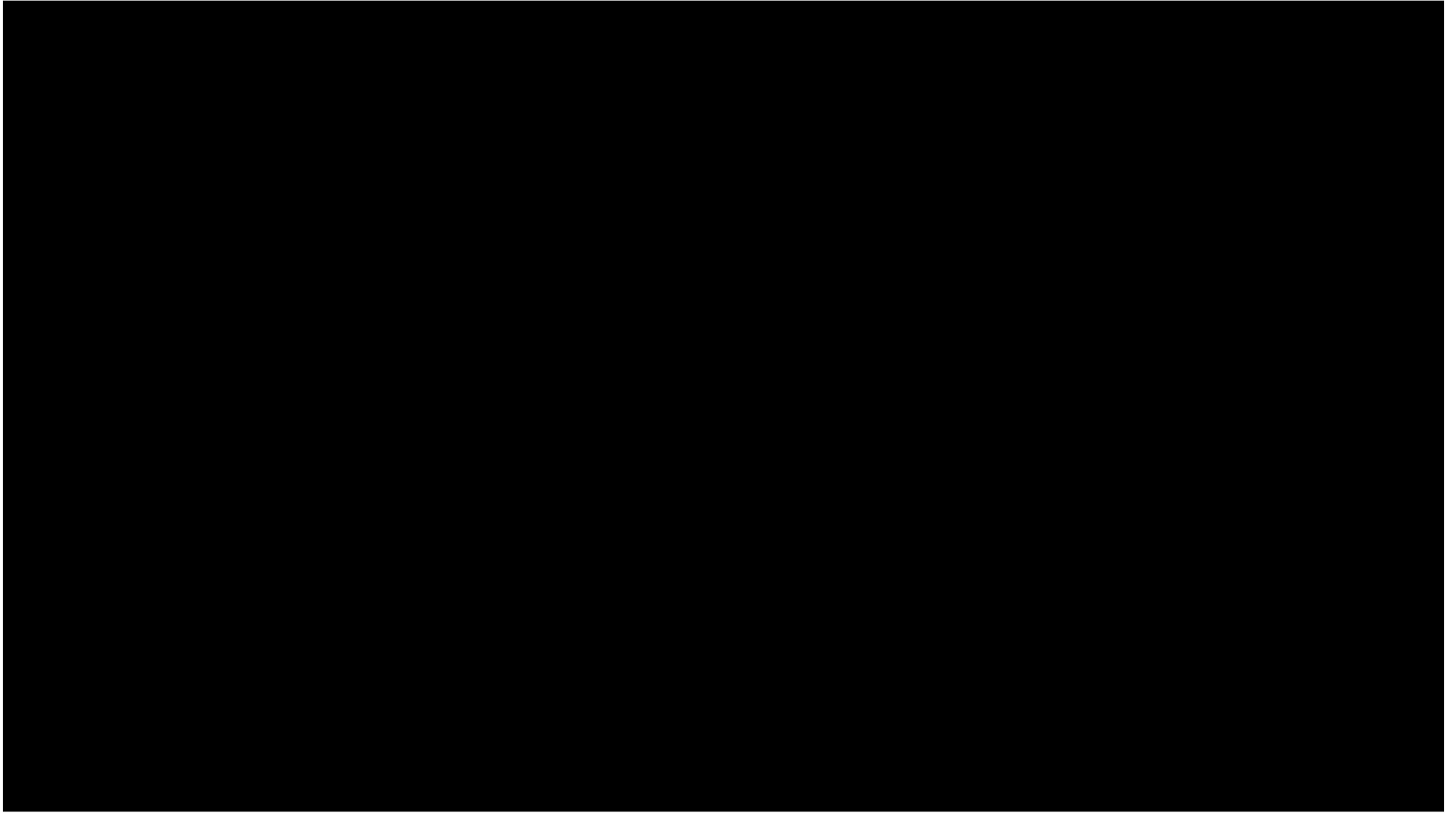
- SchoolLinks/HSBP pathway development
- High school transitioning: CTE Tours, Wa-Hi events, counselor & student outreach at the middle schools
- College/Career Navigator positions
- Various career exploration opportunities within the district

### -Challenges and/or roadblocks?

- Not all students completing/updating HSBPs
- Continued focus on increasing post-secondary enrollment

### -Student-led Initiatives

- Video and outreach to middle school students



## Goal 2

### Relevant and Rigorous Experience

#### OUTCOME STATEMENT:

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

#### ACHIEVED THROUGH:

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

- How will growth/success be measured, tracked and reported?
  - SchoolLinks access and utilization reporting
    - Goal: 100% guardian login and approval of student plans
  - EES student survey analysis
    - Adults in this school help me plan and set goals for my future
  - EES family survey analysis
    - This school is doing a good job of preparing my student for a successful future
  - *Graduate survey that tracks post-secondary experiences over time*
    - *Insufficient survey completion/return rate received over the last two years.*

58

# Goal 2

## Relevant and Rigorous Experience

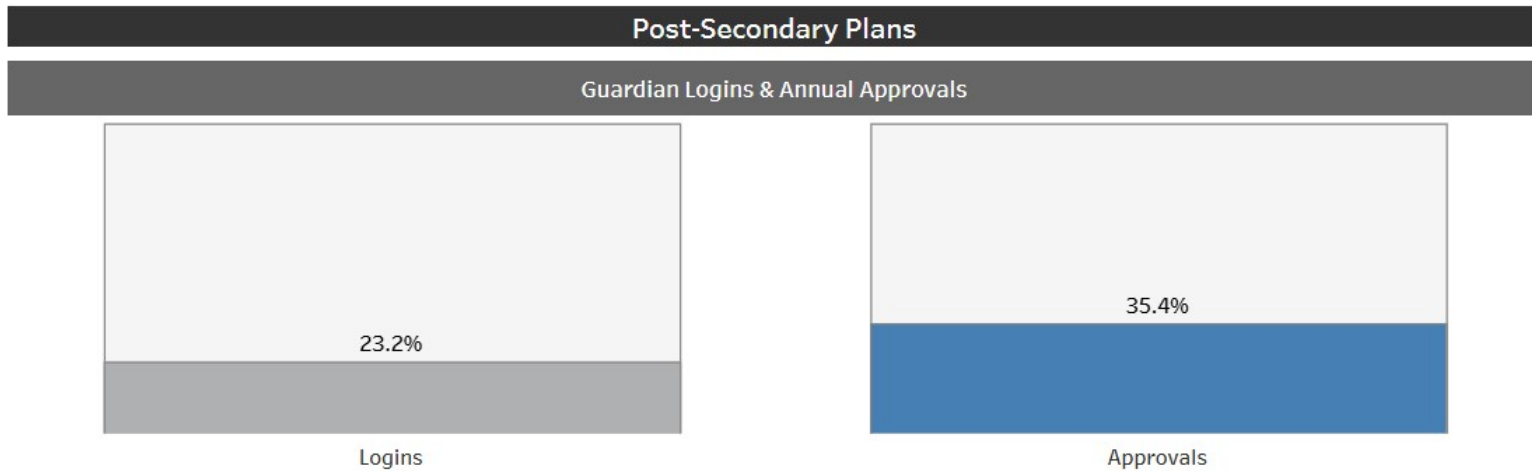
### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

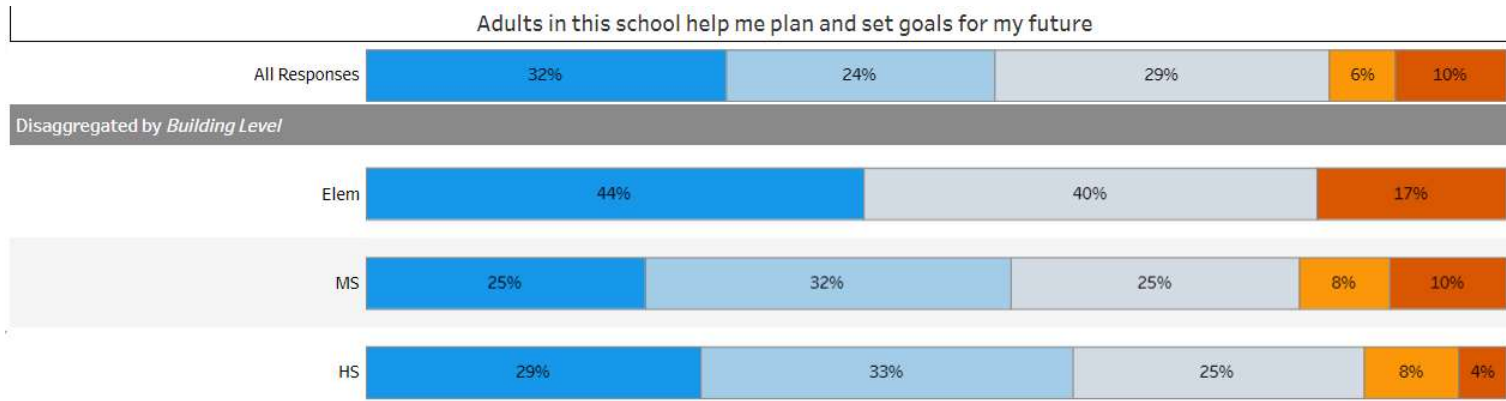
- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

## 2023-24 Data

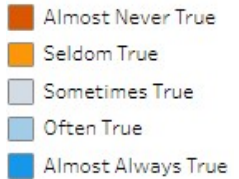
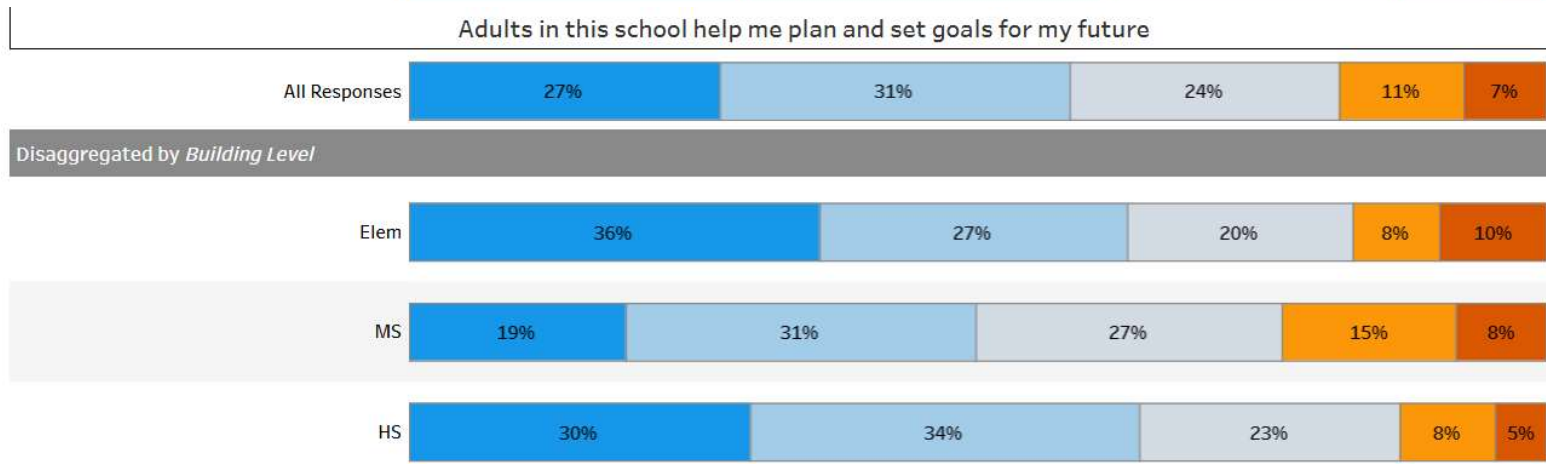


## ■ EES student survey analysis (by grade span)

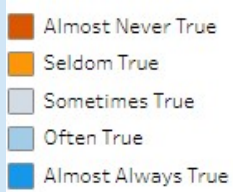
2024 Data



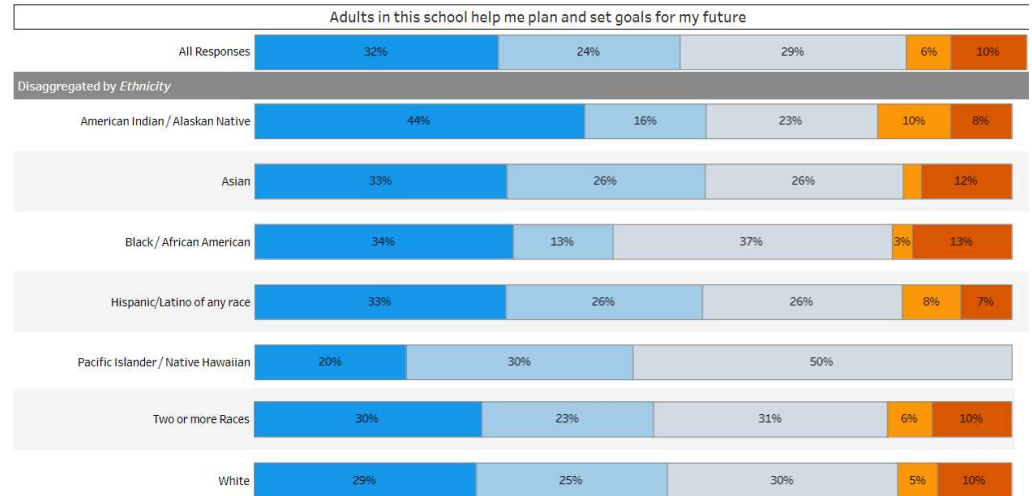
2025 Data



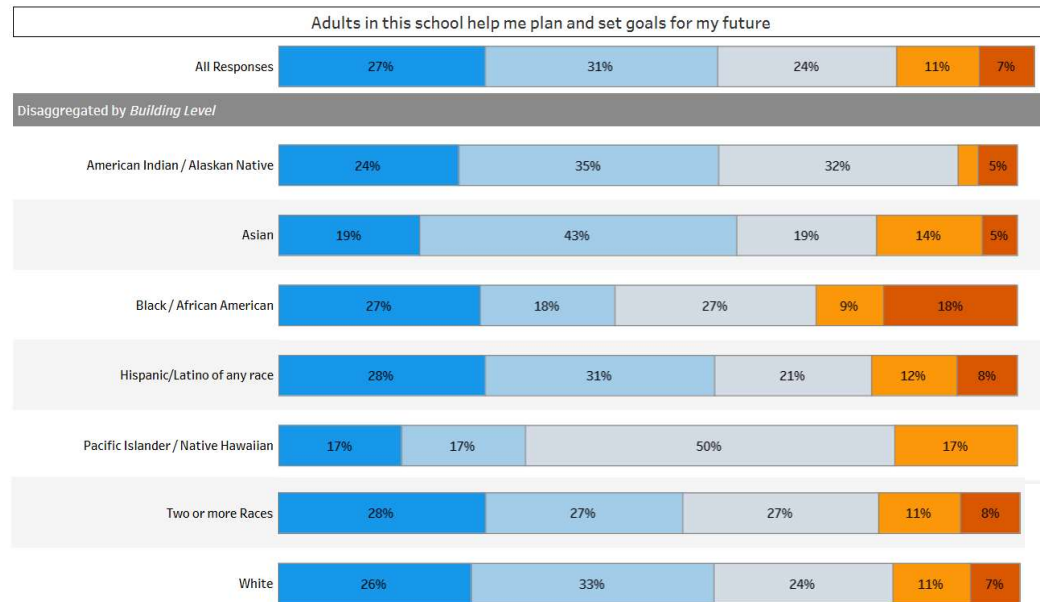
# EES student survey analysis (ethnicity)



2024 Data

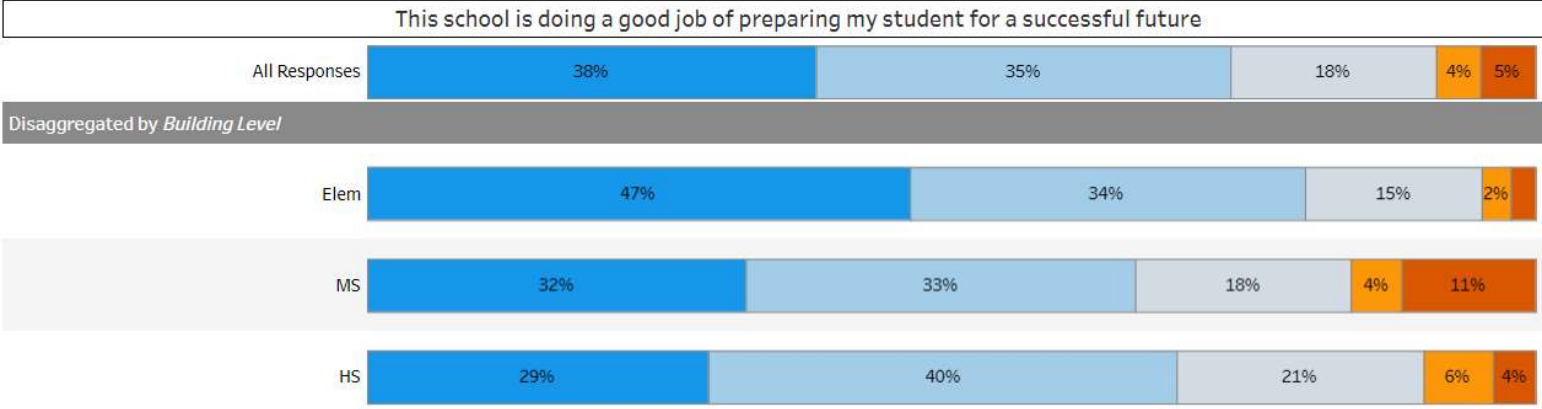


2025 Data

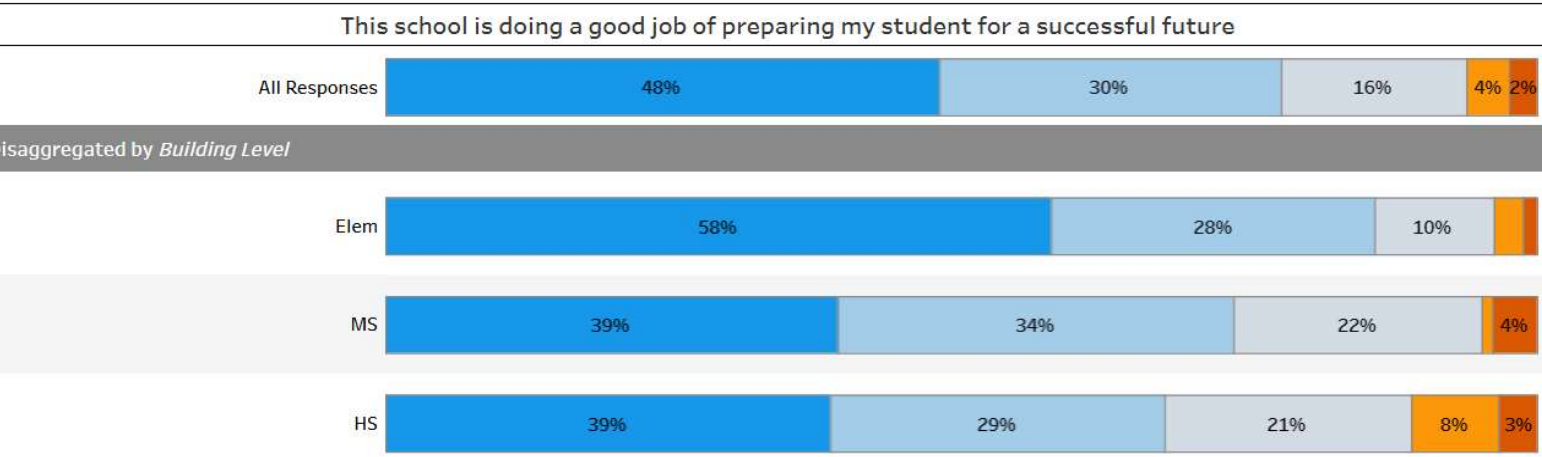


■ EES family survey analysis (by grade span)

2024 Data

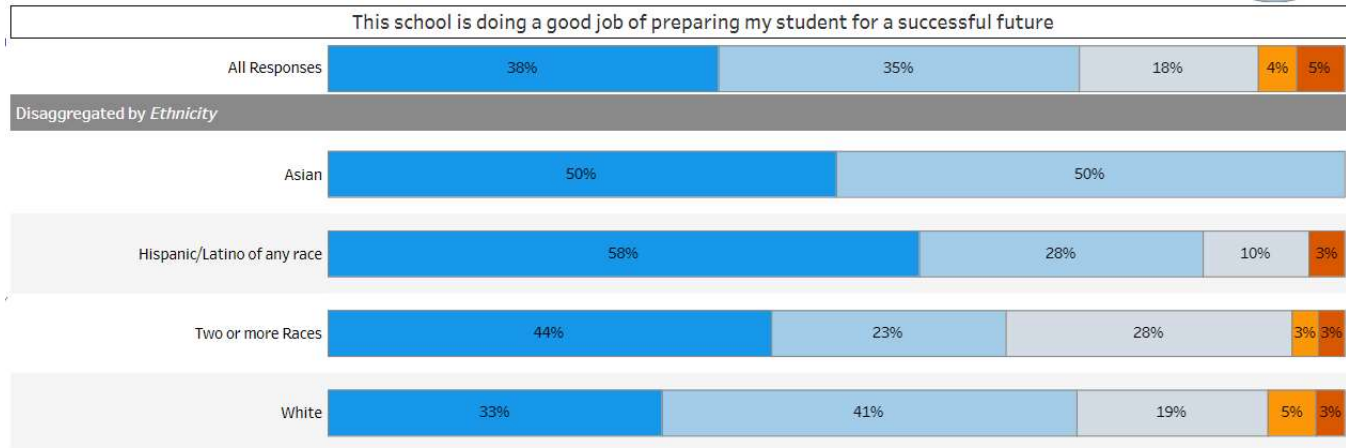


2025 Data

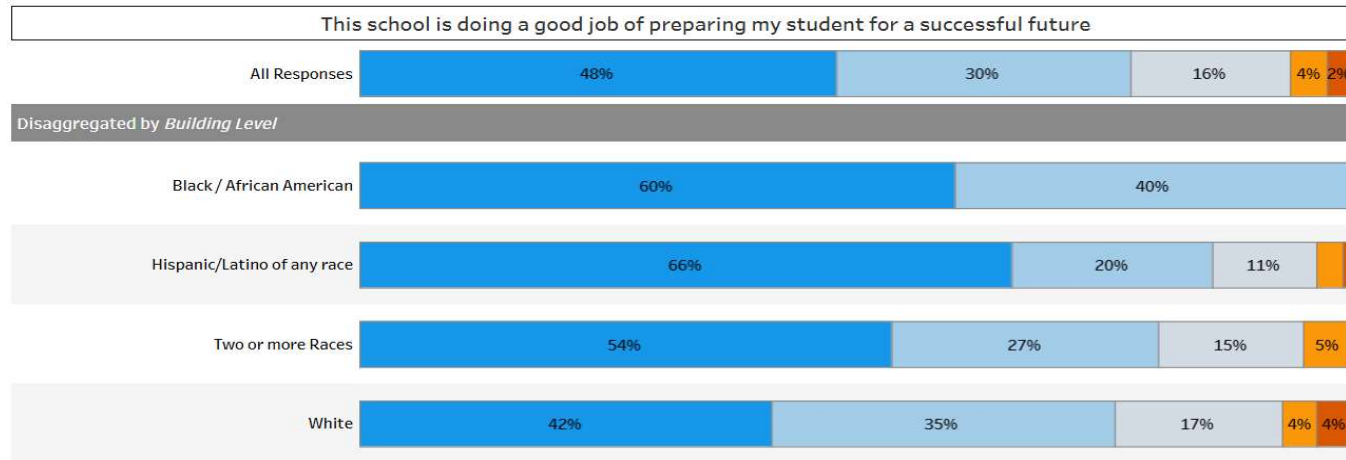


## ■ EES family survey analysis (by race)

2024 Data



2025 Data



# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

### ■ Questions?





Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "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 Business and June Study Meeting
	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 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) ● Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	June Business Meeting
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  65
	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

