

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
May 6, 2025
364 S Park St
Walla Walla, WA 99362

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

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

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

II. FLAG SALUTE: *Terri Trick*

III. ROLL CALL:

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

IV. APPROVAL OF AGENDA: *Derek Sarley*

V. STUDY ITEMS: (5:35 p.m.) *Derek Sarley*

- | | |
|---|----|
| 1. Teacher Appreciation Week May 5-9, 2025: <i>Dr. Wade Smith</i> | |
| 2. Vision 2030: Goal #3, Strategy #9 - Culture of Support and Collective Accountability: <i>Chris Gardea & Christy Krutulis</i> | 2 |
| 3. 6-12 English Language Arts Adoption Recommendation: <i>Christy Krutulis & Casey Monahan</i> | 18 |
| 4. 2025-2026 Budget Preparation Planning: <i>Dr. Wade Smith and Janette Jeffris</i> | 37 |
| 5. First Reading of Equity Policy: <i>Derek Sarley</i> | 47 |

VI. ADJOURNMENT: (7:00 p.m.) *Derek Sarley*



VISION 2030

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CULTURE OF SUPPORT AND COLLECTIVE
ACCOUNTABILITY

CHRIS GARDEA AND CHRISTY KRUTULIS

WALLA WALLA PUBLIC SCHOOLS
VISION
2030
Developing Washington's Most
Sought-After Graduates
Desarrollando a los graduados más solicitados de Washington

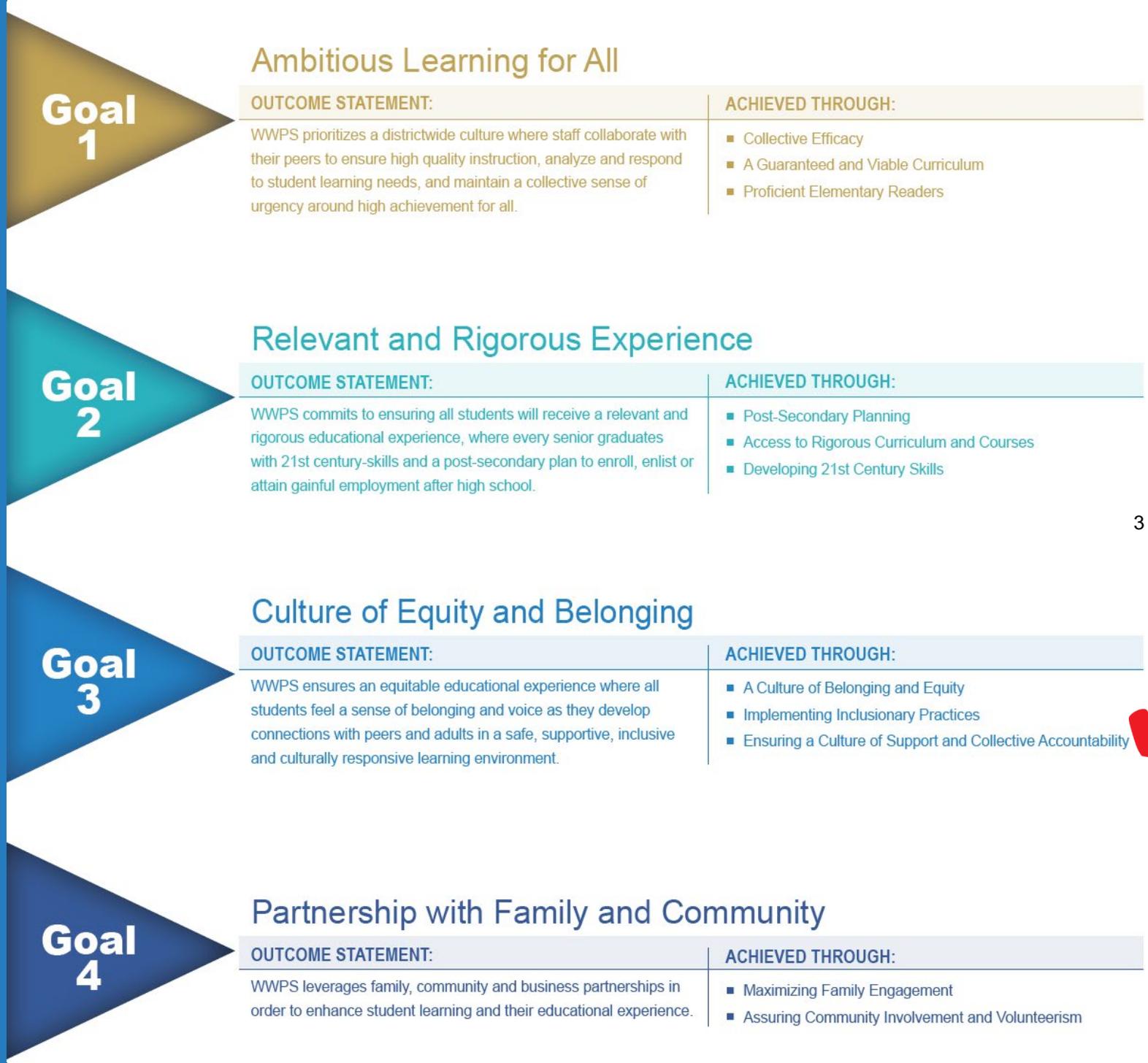


Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

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: <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> LETRS course completion data for staff DIBELS 2nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) Lectura 2nd 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Number of volunteers who have created accounts Number of opportunities each school has listed Volunteer hours per school Volunteer feedback 	August Business Meeting



* Moved to May this year due to scheduling purposes

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

- A 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” (Vision 2030).

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- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - By 2030, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.

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- What specific themes/strategies are we focusing on to achieve the Vision 2030 stretch goal?
 - Continue entering and reviewing major/minor data in 5LAB
 - Pursue professional learning in response to data and needs of teams
 - Establish and contribute to a shared drive to learn from each other

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District and Building Teams

- Tier I expectations taught across all buildings to successfully start the year
- Principal and District Behavior Specialist leading colleagues
- Building teams meet at least 2x a month
- 3 SEL Summits for teams to learn from each other
- Continued use of 5LAB for reporting major/minor behavior

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How is Growth/Success Measured, Tracked and Reported?

■ Quantitative Measurement:

- Semi-annual review of student discipline data with Board
 - Review “look back” data from prior year and track progress
 - This will occur yearly

■ Qualitative Review:

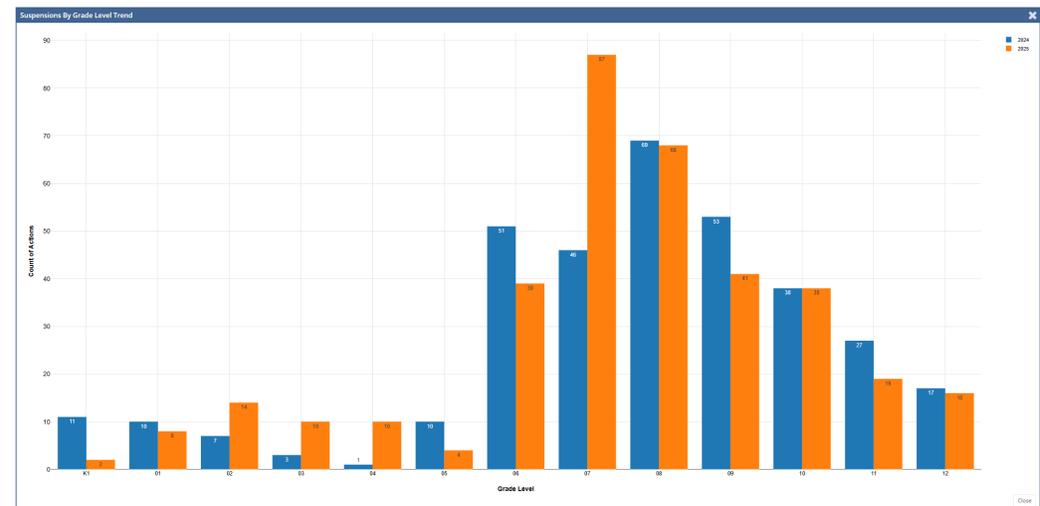
- Annual EES Survey administered in February (reviewed in March)
 - Student response: “All students are held to the same behavior rules and expectations.”
 - Staff response: “Staff members enforce consistent behavior expectations and consequences in their classrooms.”
 - Family response: “My student feels safe at school.”

Disciplinary Action resulting in suspensions: First Semester

SUSPENSIONS PER MONTH

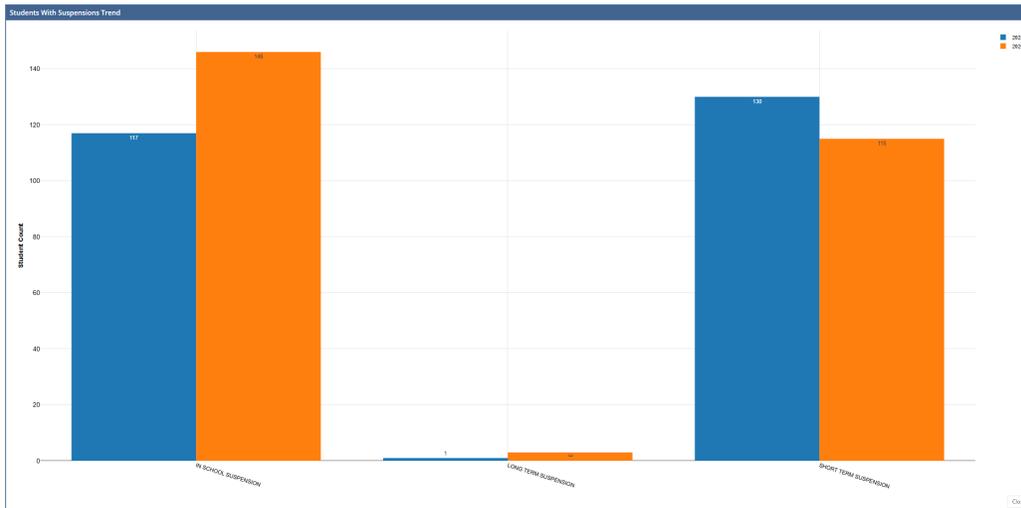


SUSPENSIONS BY GRADE LEVEL

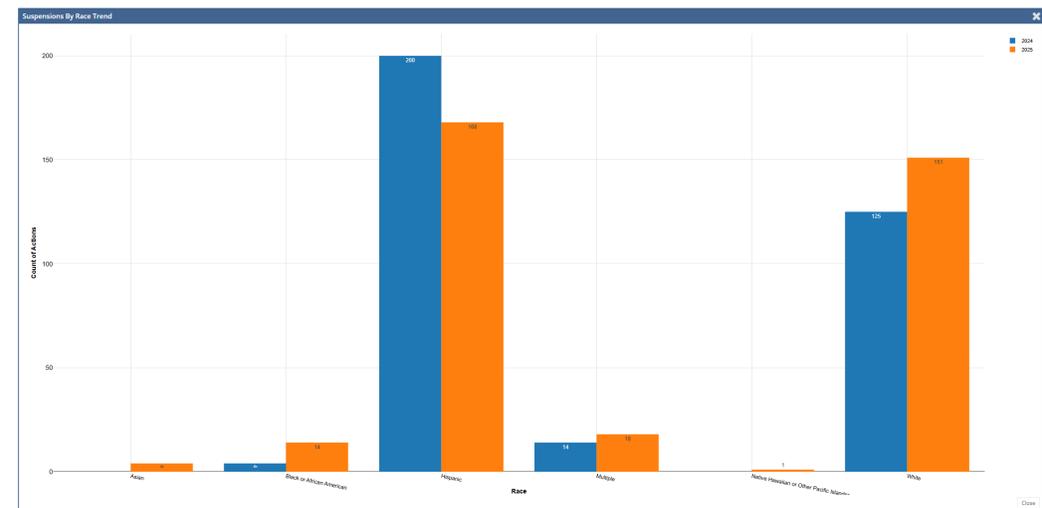


Disciplinary Action resulting in suspensions: First Semester

STUDENTS WITH SUSPENSION

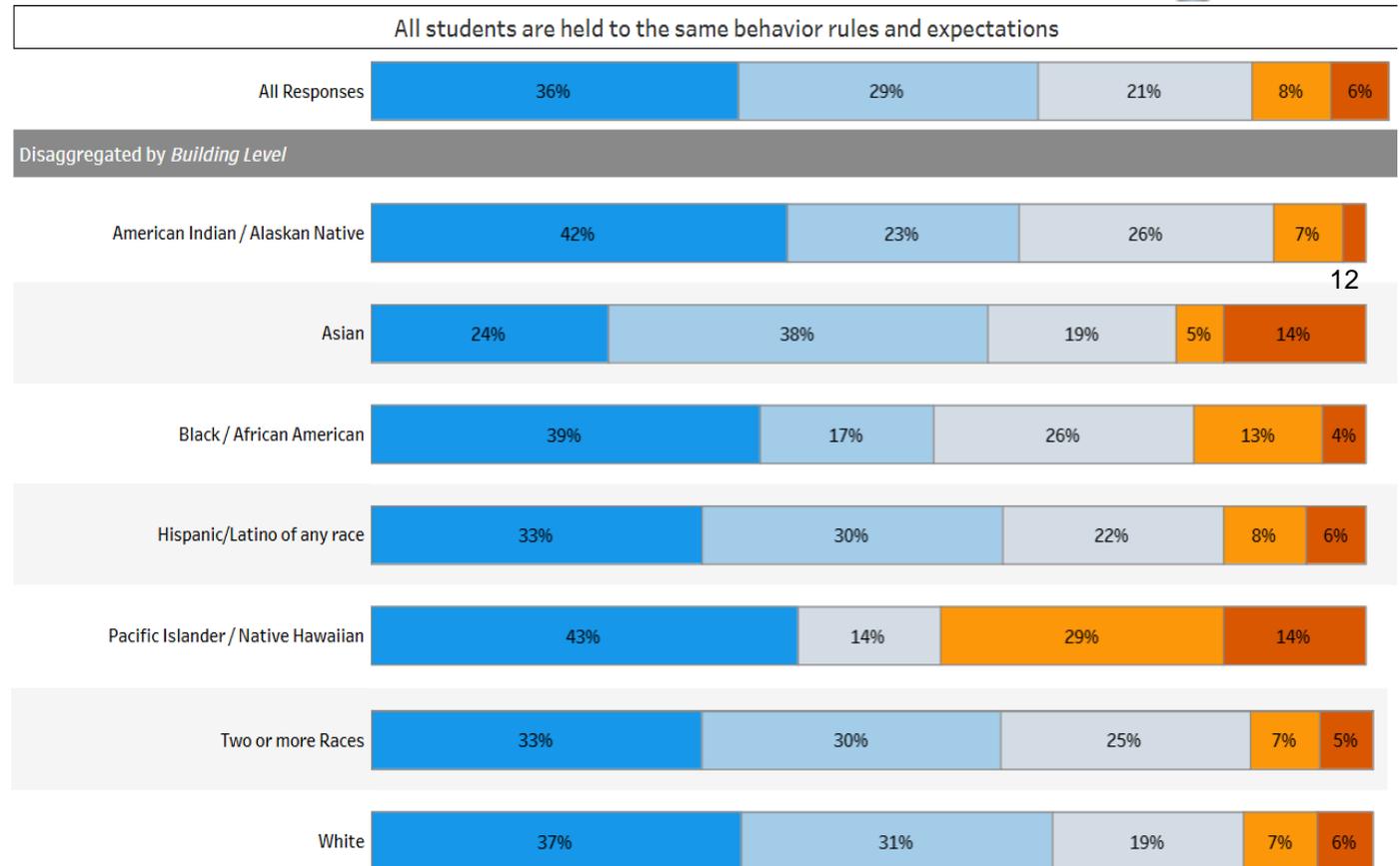
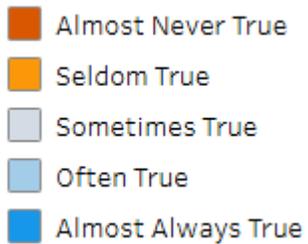


SUSPENSIONS BY RACE

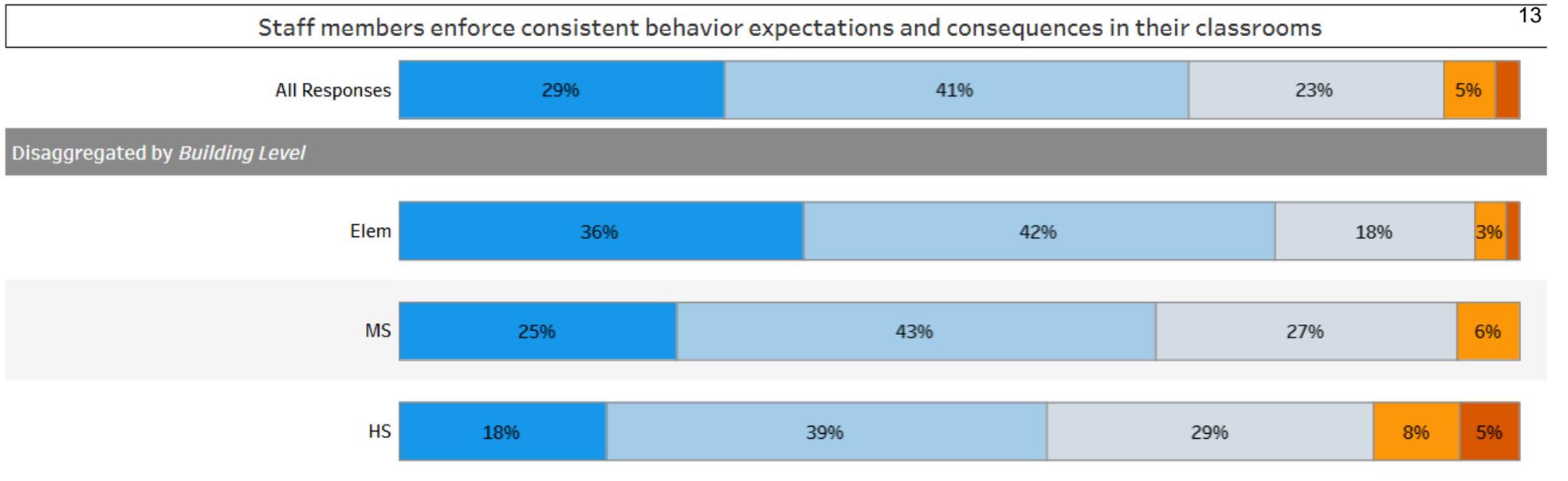
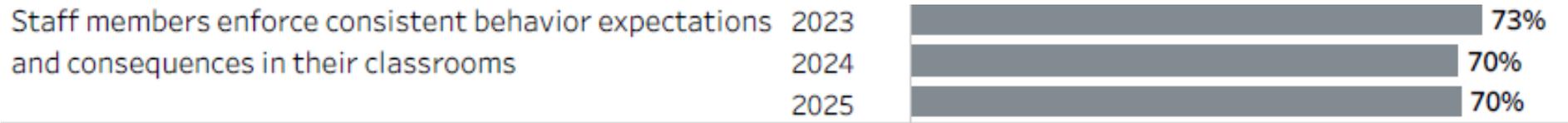


Student Perception Trends and Data Breakout by Ethnicity

All students are held to the same behavior rules and expectations

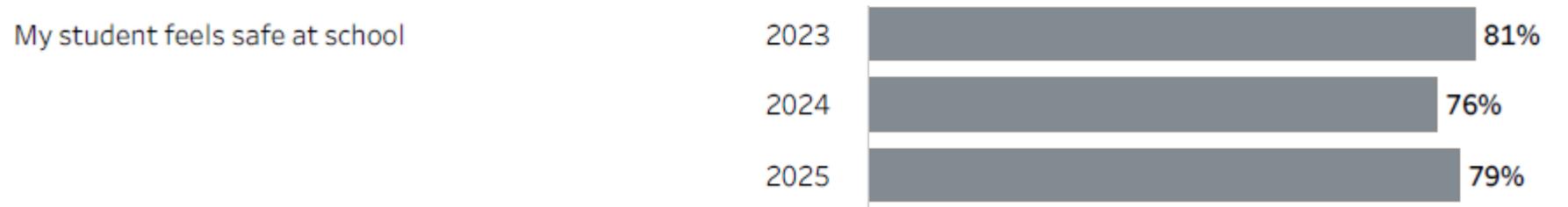


Staff Perception Trends and Data Breakout by Level

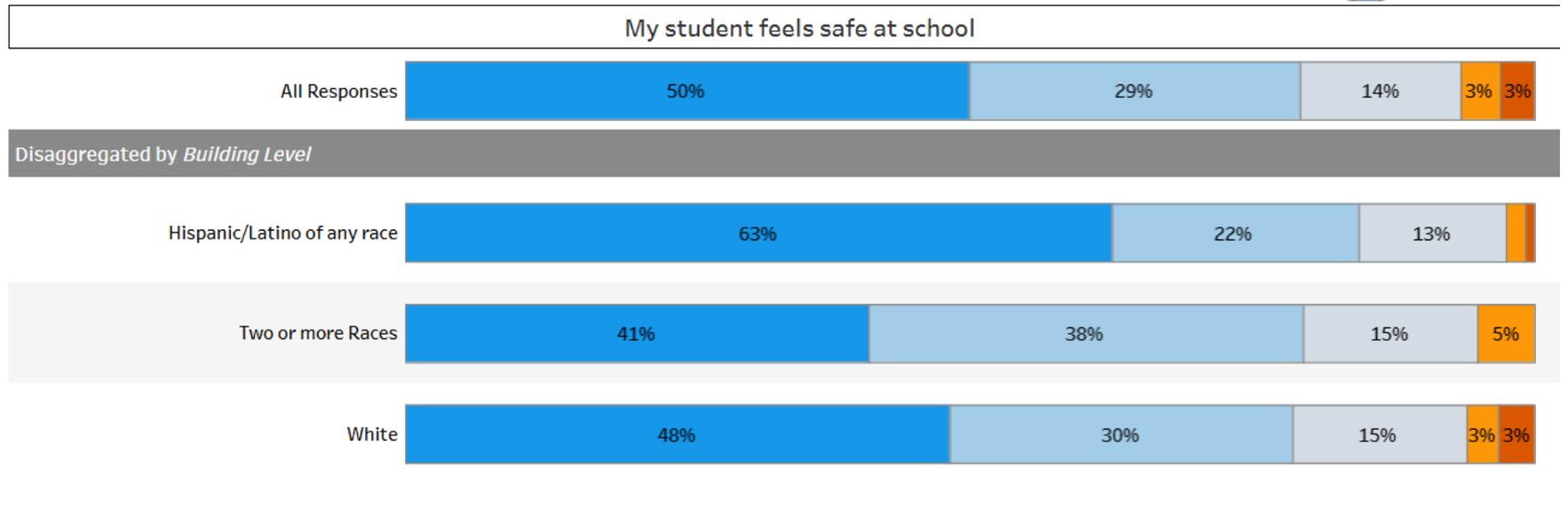


- Almost Never True
- Seldom True
- Sometimes True
- Often True
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Family Perception Trends and Data Breakout by Ethnicity



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District and Building Level Teams

- What's working well?
 - Collaborative resource HUB located in shared drive for SEL teams to leverage
 - Time built in for SEL teams to collaborate across district in sharing resources and strategies that are successful
 - Teams have an understanding of Tier 1 strategies and are implementing them
 - Teams that need support have gained it through the time at the Summits and with site visits from the district SEL team
- What's coming up?
 - Continue to focus deeply on fostering belonging & using strengths based, culturally responsive approaches
 - Continue to build resource HUB and *request* SEL teams use this HUB over the course of next year
 - Strengthening all staff understanding of building-wide systems and tiers of support
- Challenges and/or roadblocks?
 - Training and district-wide implementation of restorative practices
 - Buildings are in different places and need different areas and levels of support
 - Increase in student mental health needs

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Questions?





6-12 ELA Adoption Proposal

BOARD MEETING

May 6, 2025



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates



WWPS CORE MATERIALS ADOPTION CYCLE IMPLEMENTED AND ANTICIPATED 2025-2030

	BEFORE 2025	2025-26	2026-27	2027-28	2028-29	2029-30
Elementary	2023-24 ELA/SLA 2021-22 Science 2021-22 SEL 2019-20 Science 2017-18 Health	Pause to align to OSPI Standard Review		Health/PE	Math SEL	Science
Middle School	2024-25 ELA/SLA 2022-23 Science 2021-22 SEL 2020-2021 World Language 2019-20 Social Studies 2017-18 Health	Pause to align to OSPI Standard Review		Health/PE World Language	Math SEL	Social Studies
High School	2024-25 ELA/SLA 2021-22 SEL 2020-2021 World Language 2019-20 Social Studies 2018-19 Science 2017-18 Health	Pause to align to OSPI Standard Review	Math	Health/PE World Language	SEL	Social Studies

Policy 2020: Course Design, Selection and Adoption of Instructional Materials

Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college, career, and civic readiness.

- The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:
 - Applicable state and federal laws;
 - Goals and/or learning standards of the district and state; and
 - Procedures monitored by the instructional materials committee.
- The board is responsible for the adoption of core materials used in the district.

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13 Step Comprehensive and Inclusive Adoption Process

WWPS Comprehensive Core Curriculum Adoption Process

Established 2016

Step	Activity	Summary
1	Curriculum Identified for Possible Upgrade	Curriculum identified for upgrade/adoption based on WWPS Adoption Cycle (e.g. approximately every 6 years for most core curriculum), or other need triggers review (e.g. lagging student performance data, change in State/National standards)
2	Board Apprised of Adoption Process	School Board notified of year-long curriculum upgrade process, engagement activities and milestones
3	Preliminary Practitioner Input	Classroom teacher preliminary input sought (e.g. strengths/weaknesses of current materials, specific department/program needs, program alignment considerations)
4	Practitioner Materials Research Team Identified	Teachers/staff identified to serve on the practitioner team to explore material options, review state and district curricular standards, and evaluate preliminary teacher input
5	Publisher Engagement	Curriculum publishers engaged to present research-based materials to practitioner team for review and consideration
6	Curriculum Finalists Identified	Practitioner team narrows curriculum to finalists for deep review and consideration using "Indicators of Quality Rubric," among other factors
7	Possible Pilot	When appropriate, practitioner team may recommend piloting curriculum finalists in order to broaden teacher input and more deeply explore curriculum tools/resources
8	Draft Recommendation Identified	Practitioner team compares strengths/weaknesses and pilot experiences in order to identify up to two, top curriculum finalists
9	Parent/Stakeholder Review and Input	Families contacted via phone/text/email, invited to attend curriculum presentation event or to review/inspect materials under consideration at their own leisure. Additionally, ads are taken out in the newspaper as well as social media posts, advertising the same opportunity for community review. All input received is provided to the Instructional Materials Committee.
10	Final Recommendation to IMC	Following parent/stakeholder input, the Practitioner team endorses final recommendation based on parent/stakeholder input and prior findings
11	WWPS Instructional Materials Committee (IMC)	WWPS convenes comprehensive review committee (IMC) to deeply evaluate recommended curriculum and process utilized by the research team. The IMC consists of: 3 principals (1 elementary, 1 middle school, 1 high school) 7 teachers (2 elementary, 2 middle school, 2 high school, 1 special education), 1-3 students (as appropriate), CTE Director, Curriculum Coordinator, Bilingual Coordinator, Executive Director of Teaching and Learning, School Board Member (non-voting) Assistant Superintendent/Superintendent. Committee criteria can be found at: https://www.wgps.org/district/information/school-board/procedures/series-2000/5126-2020-course-design,-selection-and-adoption-of-instructional-materials
12	Preliminary School Board Recommendation	If recommendation is approved by the IMC, the Teaching and Learning Department and key practitioner staff present recommendation to the School Board for review/consideration. Community comment/feedback welcomed at School Board meeting.
13	Final School Board Decision	After at least two weeks has elapsed, the School Board will consider final adoption. Additional community comment/feedback welcomed prior to Board decision.

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Why 6-12 ELA Adoption

- Current SpringBoard materials will no longer be available after 2026.
- Teachers seeking materials that provide many “windows and mirrors” for our students so that they not only see their own lives in the materials, but also see into other people’s experiences as they expand their understanding of the world.

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Materials Proposed



Process Overview

September 2024

- District teachers surveyed to identify their priorities for materials and a team of teachers gathered to develop a materials evaluation rubric

October 2024

- Publisher presentations from five publishers and materials review team evaluated materials

November 2024

- Materials selected for pilot and piloting team developed

December 2024

- Pilot materials training and use of materials began

January-April 2025

- Materials pilot (13 weeks)
- February 18 materials adoption update at board meeting

April-May 2025

- Selection of materials to recommend, community input, Instructional Materials Committee, final recommendation to Board of Directors

Pilot Participants

Materials review included 16 teachers from all secondary schools/programs:

Agnes Wooters, Donnetta Elsasser, Jacob Heezen, Jacqueline Hellie, Jamie Kemano, Kim Endres, Karli Hart, Kristen Wegner, Lindsay Britton, Lani Kiefel, Matthew Manley, Nate Ferraro, Nathan McClure, Patrick Kofler, Richard Moro, Shauna Millett, Susan Nakonieczny

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Pilot participants included 14 teachers from four schools:

- **Garrison:** Agnes Wooters, Kim Endres, Nate Ferraro
- **Pioneer:** Lani Kiefel, Matthew Manley
- **Lincoln:** Patrick Kofler
- **WaHi:** Jacob Heezen, Jamie Kemano, Karli Hart, Kristen Wegner, Lindsay Britton, Nathan McClure, Richard Moro, Shauna Millett

Teachers' words about CommonLit 360

CommonLit360 . . .

- “Is user-friendly, adaptable, and engaging.”
- “Aligns with district goals by offering high-quality, culturally responsive content and features such as text-to-speech and translation to support diverse learners. Its emphasis on college and career readiness skills makes it a strong choice for providing a high-quality ELA experience for all students.”
- “Has engaging, high-level texts that represent a diversity of cultures and perspectives. It has high expectations for academic discussions, reading, and writing and user-friendly materials that teachers can adapt based on their classes' needs. In addition, it teaches vocabulary and grammar well... What's not to love?”

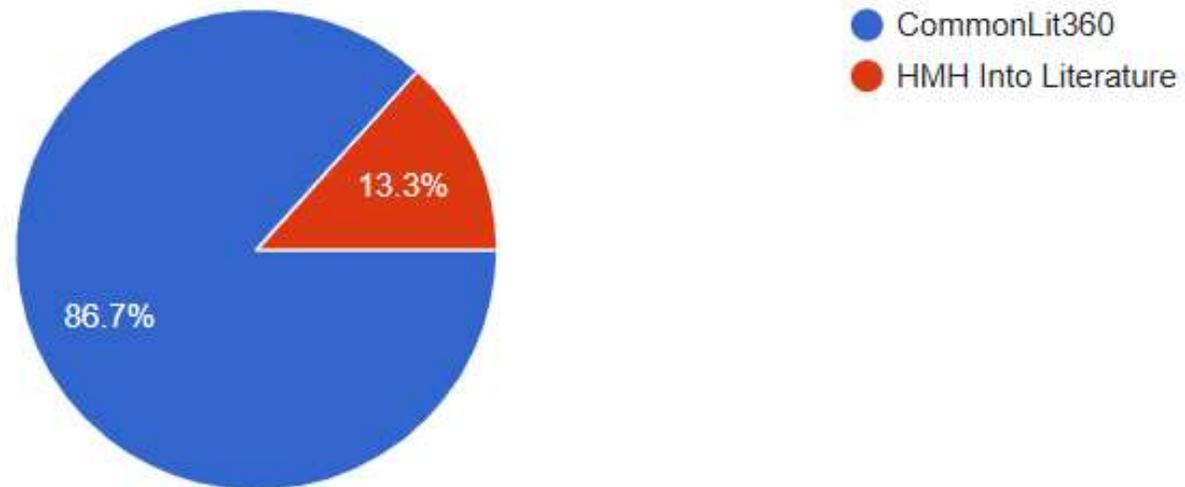
26

Teacher Recommendation:

Which set of curriculum materials do you recommend for adoption?

15 responses

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Summary of Student Comments

•**Positive Feedback:** Students appreciated aspects like writing their own stories, relevant readings and vocabulary, watching clips from movies, and the opportunity to work with peers. Some found the materials easy to use and liked the balance of group and individual work.

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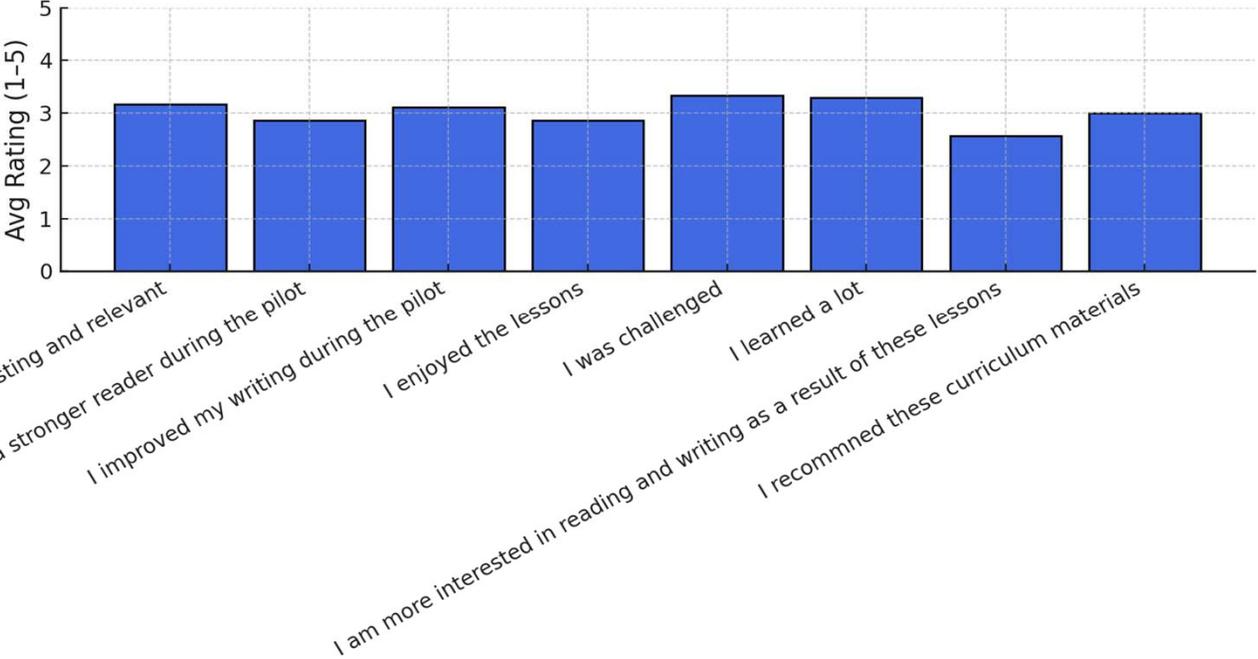
•**Areas for Improvement:** Common suggestions for change included reducing the amount of reading and writing assignments, and varying the format (e.g., less packet work). Some students expressed a desire for more interactive or group-based learning.

•**Additional Comments:** Students offered various suggestions and comments about how the materials could be improved ranging from specific feedback on lesson pacing to general statements about their learning experience. Some mentioned enjoying the quizzes and vocabulary, while others expressed difficulty with certain assignment types.

Student Input

Student Feedback on CommonLit360

- 5 – Strongly Agree
- 4 – Agree
- 3 – Somewhat
- 2 – Disagree
- 1 – Strongly Disagree



Community Review

Advertisement and outreach

- ParentSquare Message sent April 19
- Week in Review on April 19
- Newspaper advertisement printed on April 20
- Materials were available to view in the district office and online from Monday, April 21 through Thursday, May 1
- April 23 community meeting was held
- Video inviting community to view posted to social media April 25

30

Community Review

Community feedback:

One 6th grade parent asked about balanced views in a unit called “Our Changing Oceans”

31

“The diverse variety of topics covered in the units appears to give a wide knowledge for the students. I like that minority groups are represented in the articles and novels. It appears relevant to topics that would be important to students in this age range and where we are in society right now.”

Instructional Materials Committee (IMC)

Purpose of IMC: Monitor the procedures used to evaluate and recommend core materials for School Board adoption

- Committee includes teachers from all grade levels, teaching specialists as well as school and district administrators and students
- The committee ensures that materials have been reviewed for the following and provide feedback on perceived strengths and weaknesses: ³²
 - Research
 - Standards Alignment
 - Instructional Supports
 - Differentiation
 - Balanced views
 - Format Considerations
 - Equitable Access
 - Stereotyping/Bias
 - Parent Input
 - Staff Input

IMC Feedback for CommonLit360

- The materials are research based, include a variety of supports and materials in a variety of formats and include supports for differentiation for all. The adoption process was followed in all areas. The process included all parties to help analyze and compare all components.
- CommonLit is highly inclusive and culturally diverse. The process was well done and in depth.
- It seems like the flexibility of this material is appealing to teachers. Skills, grammar and vocabulary embedded with appropriate differentiation. The process was followed.
- This process meets content requirements and followed district procedures.
- Research aligned/supported. Large majority of teachers support.
- Lots of options, standards aligned. Appreciate high level of support from teachers. Process was followed with new ways for getting information to the public.
- CommonLit 360 can be language-rich, inclusive curriculum designed to support the success of all students. It is especially strong in scaffolding and engaging multilingual learners and newcomers through culturally relevant content, embedded language development, and intentional lesson planning, it has the potential to reach all students. The selection and review process was collaborative and student-centered.

33

Recommendation for Adoption

- Based on positive input from piloting teachers, support from students, and no concerns from families or the Instructional Materials Committee, we are recommending the following materials for adoption to be used starting in the 2025-26 school year.

34



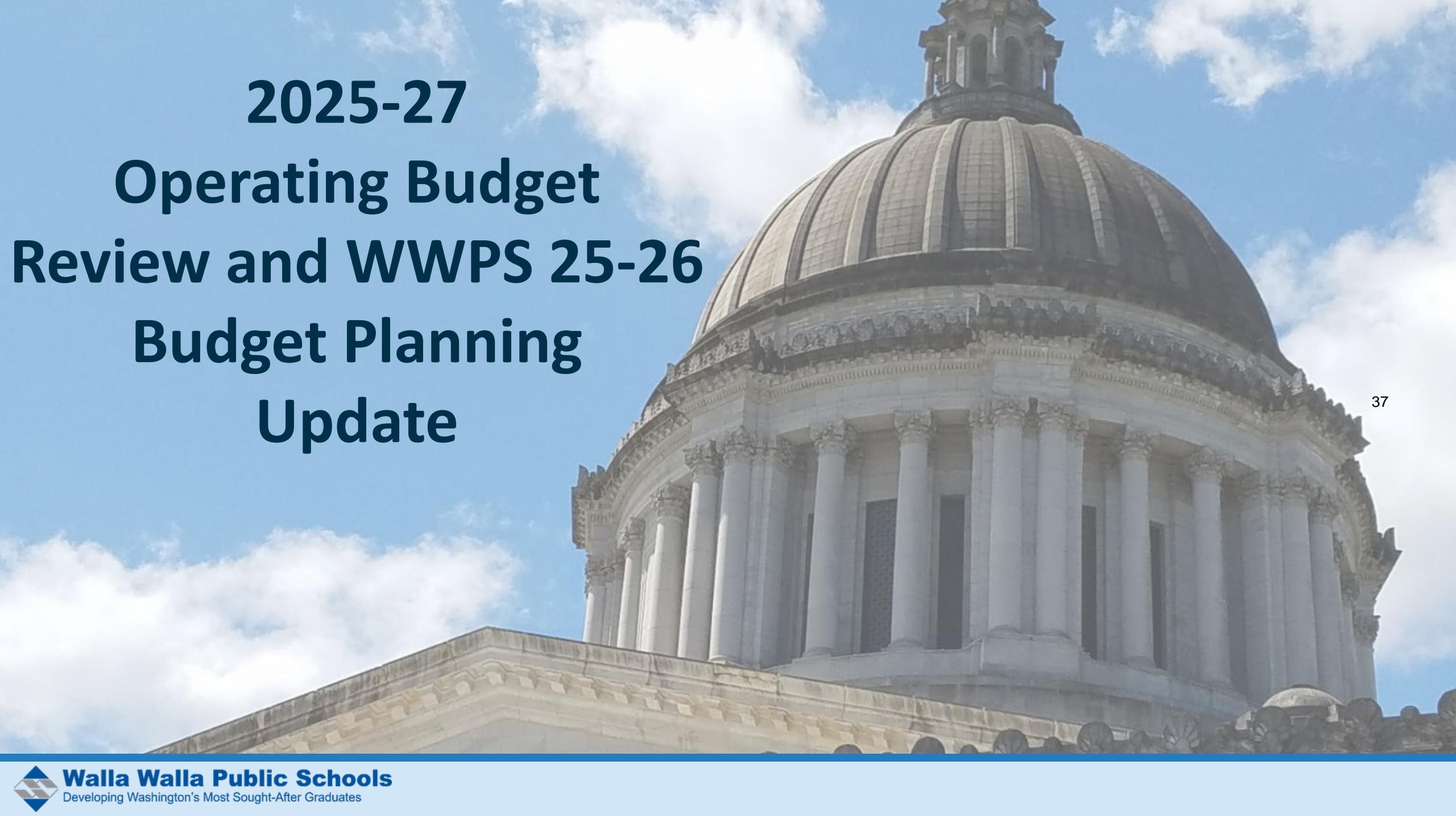
Next Steps

- May 20 – Board approval
- Materials purchased
- Summer and early fall staff training 2 days
- Ongoing support for 2025-26 school year will include:
 - Quarterly live Zooms with CommonLit
 - On-demand training and support from CommonLit
 - Release time for grade level teams to plan

35

Questions





2025-27
Operating Budget
Review and WWPS 25-26
Budget Planning
Update

37

2025-27 Operating Budget

• 2023-25 Operating Budget	\$71.95 Billion
• '25-27 Maintenance Level	\$4.89 Billion
• '25-27 Policy Level	\$1.04 Billion
• Total Increase	\$5.93 Billion
• 2025-27 Operating Budget	<u>\$77.87 Billion</u>

38

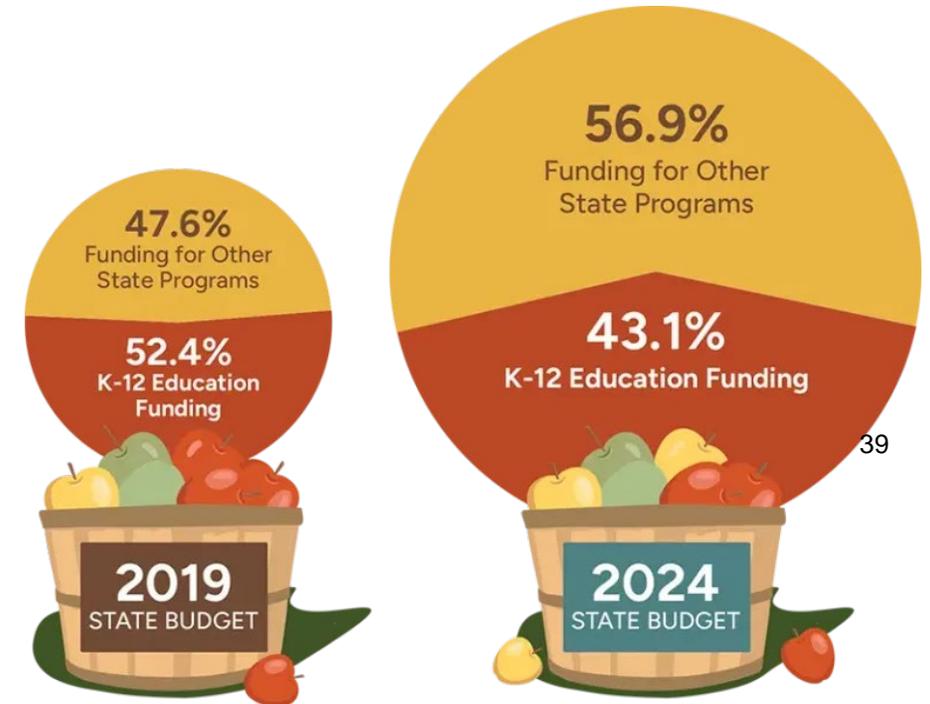
2025-27 K-12 Impacts

Total K-12 Increase	\$2.46 Billion
K-12 Maintenance Level	\$2.09 Billion
K-12 Policy Level	\$376.9 Million

K-12 Education Funding Trends

Percentage of K-12 Funding in State Operating Budget

- 2015-17 biennium: 47.5%
 - 2016 Supplemental, 2015-17 final: 47.3%
- 2017-19 biennium: 50.3%
 - 2018 Supplemental, 2017-19 final: 51.0%
- 2019-21 biennium: 52.0%
 - 2020 Supplemental, 2019-21 final: 51.1%
- 2021-23 biennium: 47.8%
 - 2022 Supplemental, 2021-23 final: 43.3%
- 2023-25 biennium: 43.4%
- 2025-27 biennium (proposed): Senate: 43.7%; House: 42.7%
 - FINAL, 2025-27: 43.2%



2025-27 Operating Budget: *Major* K-12 Highlights

Special Education

\$309.6 million

(Big 3)

Funding provided for: Increase of excess cost multipliers (\$192.9 million); reduction of Safety Net threshold (\$35.0 million); and elimination of enrollment cap (\$81.7 million)

- **Enrollment Cap:** Eliminate 16.0% Cap
- **Multiplier Increases:**
 - ESIT: 1.15 to 1.2; Ages 3-5: 1.2 (as high as 1.638 at one time)
 - Merge Tier 1 & Tier 2: 1.06/1.12 to 1.16
- **Safety Net:**
 - **Threshold:** 2.3 x avg FTE expenditure to 2.0 or 1.8, under certain circumstances
 - **Awards:** Distribute quarterly, under certain circumstances

40

2025-27 Operating Budget: *Major* K-12 Highlights

Special Education

\$309.6 million

(Big 3)

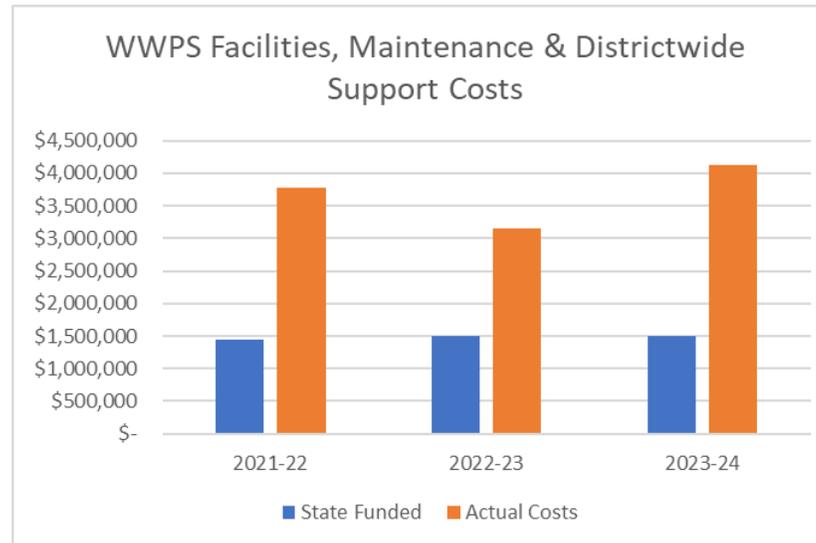
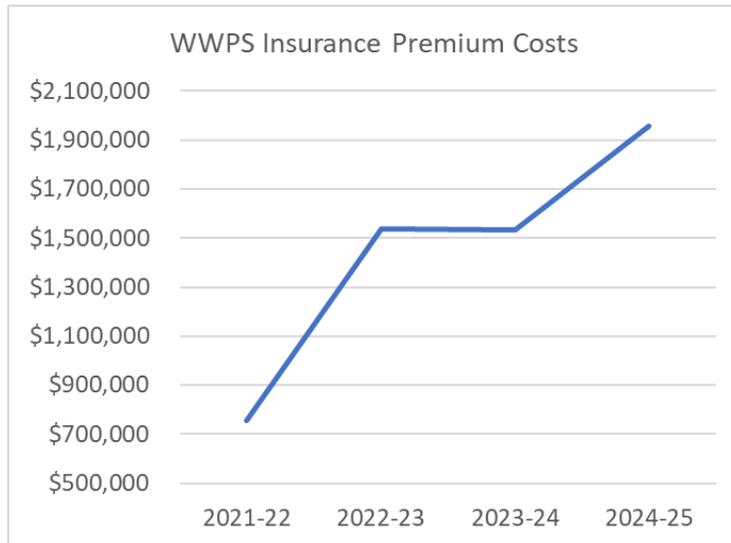
Funding provided implement E2SSB5263: Increasing excess cost multipliers (\$192.9 million); reducing of Safety Net threshold (\$35.0 million); and eliminating of enrollment cap (\$81.7 million)

MSOC

\$78.9 million

(Big 3)

Funding provided to implement ESSB 5192: increasing K-12 per student allocations by \$35.27 and grade 9-12 per student allocations by \$4.69; requiring annual reporting to OSPI; and requiring annual inflationary increases using IPD



WWPS MSOC Impact

In 2024-25, WWPS operations necessitate \$4.4M more in MSOC expenses than what the state provides.

Of that \$4.4M, \$2.15M is to cover required insurance & utility costs. Those costs have increased nearly 300% in the past four years.

2025-27 Operating Budget: *Major* K-12 Highlights

Special Education
(Big 3)

\$309.6 million

Funding provided for: Increase of excess cost multipliers (\$192.9 million); reduction of Safety Net threshold (\$35.0 million); and elimination of enrollment cap (\$81.7 million)

MSOC
(Big 3)

\$78.9 million

Funding provided to implement ESSB 5192: increasing K-12 per student allocations by \$35.27 and grade 9-12 per student allocations by \$4.69; requiring annual reporting to OSPI; and requiring annual inflationary increases using IPD

Transportation

\$0

Transportation Analysis



Big Three—Fiscal Need

➤ Special Education

- 2022-23 Deficit: \$524,350 Million
- 2023-24 Deficit: \$435,015 Million
- **2024-25 Deficit: \$558,962 Million**

➤ MSOC

- 2022-23 Deficit: \$420,024 Million
- 2023-24 Deficit: \$456,227 Million
- **2024-25 Deficit: \$613,681 Million**

➤ Pupil Transportation

- 2022-23 Deficit: \$85,934 Million
- 2023-24 Deficit: \$66,465 Million
- **2024-25 Deficit: \$89,605 Million**

**TOTAL Big Three Underfunding
(2024-25)
\$1.26 Billion**

Big Three—Legislative Funding

Special Education Underfunding
(Biennial Need)
\$1.12 Billion

➤ **SB 5263 (Final)**

- 2025-27: \$309.6 Million
- 2027-29: \$320.4 Million

MSOC Underfunding
(Biennial Need)
\$1.23 Billion

➤ **SB 5192 (Final)**

- 2025-27: \$78.9 Million
 - (\$35.27 per student)
- 2027-29: TBD

Budget Considerations/Preparations

- Current 24-25 budget
 - Beginning fund balance (\$11.5M). Projected ending fund balance (\$11.0M).
 - Deficit spending about \$500K this year to balance the current budget
- Staffing reductions through attrition have already been made for next year (\$1.9M savings)
 - 5 ele tchrs, 1 ms tchr, 4 hs tchrs, 1 asst principal, 2 district-wide/central office staff, 2 classified staff)
- Other (5-9/MSOC) reductions already set to be implemented (\$850K)
 - Reduce curriculum adoption, reduce capital projects transfer, 5% department reductions
- Federal impacts?
- Inflation and tariffs?
- Projected enrollment decline of 75 FTE (-\$1.2M)
- Loss of 1% experience factor (\$-200K)
- Pending Negotiations
 - Cost for mandatory employee step (\$717K)
 - Mandatory health insurance increases (\$1.32M)
 - Cost per 1% CPI for all staff (\$681K)

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Any Questions





Walla Walla Public Schools

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EQUITY POLICY DEVELOPMENT REVIEW

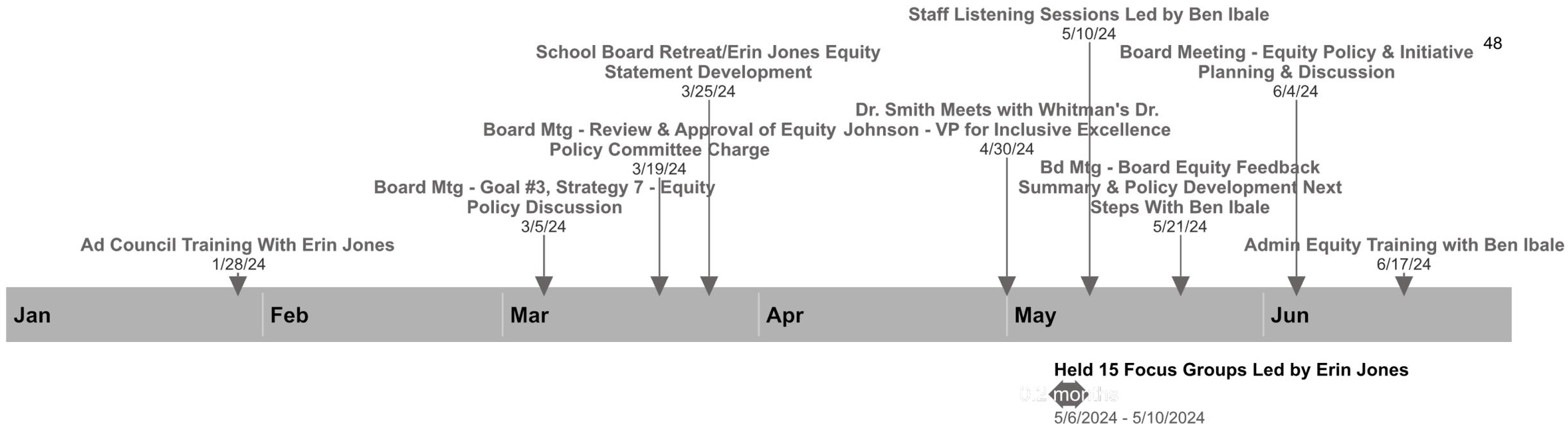


Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

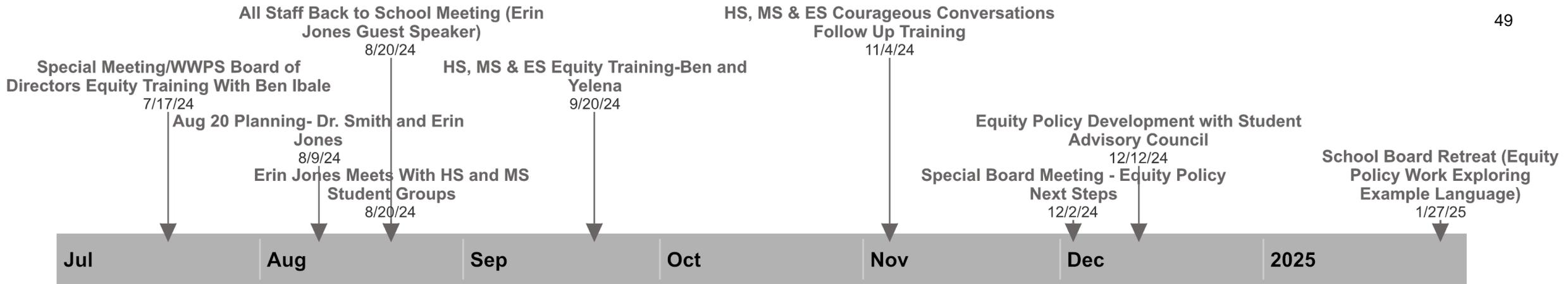
Timeline of Activities

Feb 24 - June 24



Timeline of Activities

Jul 24 - Jan 25

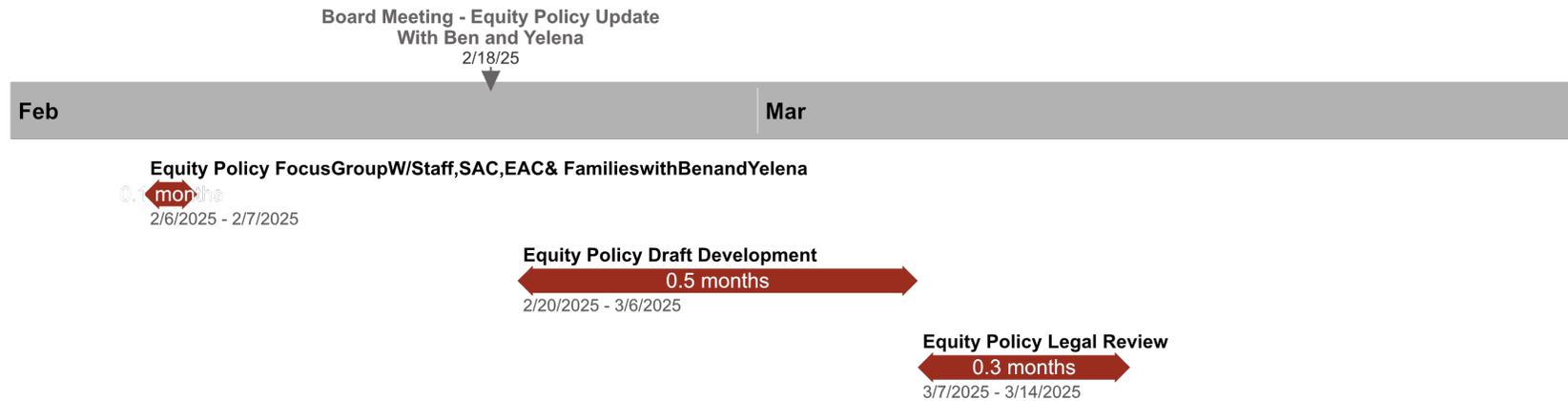


Individual Equity Policy Follow Up With Board Members, Student Reps and Ben/Yelena
0.3 months
11/19/2024 - 11/27/2024

Timeline of Activities

Feb 24 - March 25

50



What Did Our Stakeholders Recommend our Policy Consider Including?

- Based on feedback from over two dozen student, parent, faculty and community focus groups and listening sessions as presented to the board in February, 2025.

Finding 1: Representation

- The policy should ensure all groups are represented, including students with disabilities and those from various socioeconomic backgrounds.
- Work towards a staff that better reflects the diversity of the students.
- Work to ensure that AP/Honors classes include representation of students from diverse backgrounds. Seek out ways for families and students to be informed and empowered to access these opportunities.
- School curriculum should reflect the diverse experiences and histories of students.
- Continue to ensure that materials are provided in multiple languages to ensure communication is accessible to all families.

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Finding 2: Structure of Policy

- The policy should outline specific, actionable steps that are not just broad goals.
- The policy should be written in user-friendly language so it is accessible to all.
- The policy should include procedures for how to report and track when the policy is not adhered to.
- The policy should include curriculum and resources that teachers can use across grade levels to address topics of equity
- The policy should include a glossary that outlines specific language referenced in the policy.
- The policy should include measurable outcomes to track how the district is adhering to the policy.
- The policy should be written as an ongoing document that is adaptable to the changing needs of the community.

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Finding 3: Teacher Training

- Staff should continue to receive professional development on culturally responsive strategies.
- Adult behaviors must be addressed and corrected if a staff member is found to have engaged in biased or culturally/socially insensitive behavior. This includes ensuring that behavioral consequences are equitable for all students involved.



Finding 4: Students' Sense of Belonging

- Research barriers, such as after-school transportation, that may be limiting student access to extracurricular activities such as sports and clubs.
- Ensure clubs and activities represent the diverse needs of the students and offer opportunities for students to connect with others who share similar identities or interests.
- Seek out ways to celebrate students' diverse cultures and identities throughout the year.
- Teachers and staff should consistently work to develop relationships with individual students, where each student feels they have a connection to a caring adult.

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OUR CULTURAL COMMITMENT

The board is committed to creating an environment in the district's schools that fosters cultural competency, diversity, equity, and inclusion. Creation of that environment requires recognizing and appreciating the diversity of our lived experiences. That recognition and appreciation, in turn, reveal themselves in actions and attitudes that foster a sense of belonging and the collective flourishing of our community.

Because the board acts through its policies, it is important for the board to demonstrate its commitment to an environment that fosters cultural competency, diversity, equity, and inclusion. The board should also demonstrate various ways in which it recognizes and appreciates the diversity of our experiences. By demonstrating the above, the board reveals actions and attitudes through policy that foster belonging and collective flourishing.

Currently, the board's policies toward that end resemble a patchwork quilt. They do not exist in one place where it is easy to see the board's commitment and attitude. This policy thus synthesizes various other policies that reveal the board's actions and attitudes. Each policy listed here promotes an educational mission layered by a commitment to create an environment that fosters cultural competency, diversity, equity, and inclusion. The policies listed here do not include all the ways in which the board is committed to creating an environment that fosters cultural competency, diversity, equity, and inclusion. Instead, this listing is simply a sample of some of the policies that demonstrate our commitment.

Definitions

- "Cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- "Diversity" describes the presence of similarities and differences within a given setting, collective, or group based on multiple factors, including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences.
- "Equity" includes developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups.

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- "Inclusion" describes intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access to engagement and participation in available activities and opportunities.

Curriculum

The district's Policy and Procedure 2020 (Course Design, Selection and Adoption of Instructional Materials) addresses selecting instructional materials. Several aspects of Procedure 2020 ensure that the district selects instructional material that supports its commitment to equity and belonging.

In compliance with RCW 28A.345.130, the board, within available materials, adopts inclusive curricula and selects diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds; people with differing learning needs; people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010; and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board seeks curricula and instructional materials that are as culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

In selecting instructional materials, the district looks at the degree to which they are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.

Procedure 2020 also offers parents a process to challenge and complain about instructional materials.

Students with Disabilities

The district's Policy and Procedure 2161 (Special Education and Related Services for Eligible Students) and Policy and Procedure 2162 (Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973) address various ways the district values and serves students with disabilities.

The board recognizes that students who qualify as disabled under its policies can improve their educational performance when they receive special education and related services tailored to fit their needs. Special education programs for eligible students are an integral part of the general educational programs of this district.

Likewise, the board recognizes students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) and is committed to identifying, evaluating, and providing

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those students with appropriate educational services. Section 504 is a federal civil rights law passed by Congress that protects the rights of individuals with disabilities in our schools.

Discrimination and Harassment

A significant part of the district's commitment to creating an environment that fosters cultural competency, diversity, equity, and inclusion is ensuring compliance with state and federal anti-discrimination laws. Accordingly, the board has several policies and procedures that prohibit discrimination and harassment of students and staff.

The following policies and procedures prohibit discrimination, harassment, intimidation, or bullying of students: Policy and Procedure 3205 (Sexual Harassment of Students Prohibited), Policy and Procedure 3207 (Prohibition of Harassment, Intimidation and Bullying of Students), and Policy and Procedure 3210 (Nondiscrimination – Students), Policy and Procedure 3211 (Gender-Inclusive Schools).

Many of these policies are accompanied by procedures that include complaint processes when people have reason to believe they have been discriminated against, harassed, intimidated, or bullied. These procedures are essential to fostering a sense of belonging and collective flourishing of our community because they provide a mechanism for holding people accountable.

The following policies and procedures prohibit the discrimination and sexual harassment of staff and provide complaint processes for staff to use when they believe they have been discriminated against or harassed: Policy and Procedure 5010 (Nondiscrimination and Affirmative Action) and Policy and Procedure 5011 (Sexual Harassment of Staff Prohibited).

In accordance with Procedure 3205 and Procedure 5011, the superintendent or designee will convene a committee to review the use and efficacy of Policy and Procedure 3205 and Policy and Procedure 5011. Based on the review, the superintendent will prepare a report for the board.

In accordance with Policy 3207, the board may request an annual review of Policy and Procedure 3207. The board may also request that a task force be created to address any concerns or ongoing issues that policy and procedure are to address.

The board may also request a review of Policy and Procedure 3210 and Policy and Procedure 5010.

Student Discipline

Under Policy 3241 (Student Discipline), the board focuses on every student's educational achievement. The district holds high expectations for all students and strives to provide all students with the opportunity to achieve personal and academic success. The board intends that student discipline be implemented to support a positive school climate, maximize instructional time as appropriate, and increase equitable educational opportunities.

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Thus, the district will observe students' fundamental rights and will administer discipline in a manner that does not unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.

Moreover, before administering an in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and its length are warranted.

In addition, the board embraces reengagement plans when required by Procedure 3241. The district must collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider the nature and circumstances of the incident that led to the student's suspension or expulsion and, as appropriate, the student's cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach.

Transitional Bilingual Instruction Program

The district provides a transitional bilingual program for children whose primary language is not English and whose English skills are sufficiently deficient or absent to impair learning. The program is described in Policy and Procedure 2110 (Transitional Bilingual Instruction Program).

As stated in that policy, the board is highly committed to ensuring an equal educational opportunity for every student, including children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The district's transitional bilingual instruction program is an example of actions and attitudes that foster a sense of belonging and the collective flourishing of our community by designing a program to enable students to achieve competency in English. The board of directors will annually approve the district's transitional bilingual instruction program.

To ensure accountability and in accordance with Procedure 2110, the superintendent or designee will annually report on the status of the district's transitional bilingual instruction program.

Language Access and Effective Communication

The board believes it is critical to address language barriers and is committed to improving meaningful, two-way communication and promoting access to district programs, services, and activities for students, their parents, and their families. The board recognizes that students whose family members are multilingual English learners are assets to the community. It is crucial that the district seeks to address language barriers and does so free of charge.



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To assist with that, the board has adopted Policy 4218 (Language Access), accompanied by Procedure 4218. The policy and procedure describe the district's language access program for culturally responsive, systematic family engagement.

The district is committed to ensuring that any communications regarding district-sponsored programs, activities, meetings, and services are effectively communicated to individuals with disabilities, including those with impaired hearing, vision, or speech. Policy and Procedure 4217 (Effective Communication) describe how the district will effectively communicate.

The board may request information regarding the district's language access program and its efforts to effectively communicate with individuals with disabilities.

Family Engagement

The district recognizes that family engagement helps students in Title I, Part A programs achieve academic standards. Thus, the board has adopted Policy 4130 (Title I, Part A – Family Engagement) to promote family engagement.

In accordance with Procedure 4130, the district will conduct an annual evaluation of the content and effectiveness of its policy and procedure.

Social-Emotional Climate

The district is committed to nurturing a positive social-emotional climate in its schools. Policy and Procedure 3112 (Social Emotional Climate) provide a framework for how the district will support and promote school and district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students. The board believes that every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high-quality relationships.

School Improvement Plans

As provided by Policy 2005 (School Improvement Plans), the board requires that each school develop and adopt a school improvement plan. Each plan or process will address numerous elements, including educational equity factors such as gender, race, ethnicity, culture, language, and physical and mental ability.

Mastery-Based Learning and Credit

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

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Academic Opportunities

The district will ensure that information about advanced placement and honors classes, highly capable programs, and other academic opportunities is equitably distributed to families from all backgrounds in languages they understand. The board endeavors to ensure that non-academic factors will not prevent students from accessing academic opportunities they would otherwise be eligible to participate in.

The board may request information about how the district is disseminating information about its advanced placement and honors classes, highly capable programs, and other academic opportunities. Further, it may request information regarding the de-identified demographics of those classes and programs.

Non-curriculum related student groups

The board values that student groups can provide individuals with opportunities to connect with others who share similar identities and interests while meeting people from different backgrounds.

The board thus embraces Policy and Procedure 2153 (Non-curriculum Related Student Groups) so that students may form non-curriculum related student groups to that end.

Access to Extracurricular Activities

When the board directs, the district will research barriers (e.g., lack of after-school transportation) that prevent students from accessing extracurricular activities. The superintendent will designate a staff member who will be responsible for conducting the research. After conducting the research, the staff member will present their findings to the superintendent and collaborate regarding potential solutions. The superintendent will then present the findings and potential solutions to the board.

Selection of Staff

As provided by Policy 5000 (Recruitment and Selection of Staff), the superintendent establishes necessary staff positions to provide the district's comprehensive program of education. The superintendent establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels for each position, as it relates to the district's comprehensive program of education, and the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, reference check process, and equity requirements.

Board and Staff Training

The board embraces that each board members and district staff must receive training regarding cultural competency, diversity, equity, and inclusion.

The board also acknowledges and embraces that the Professional Education Standards Board (PESB) has developed cultural competency, diversity, equity, and inclusion (CCDEI) standards for educators.



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The board is committed to following the CCDEI standards developed by the PESB within the district. Therefore, district staff are expected to adhere to those standards while carrying out their responsibilities as district employees.

The board may request the superintendent or designee to report on the district's efforts to train its staff regarding the CCDEI standards for educators and to implement those standards.

Students on the Board

The board seeks to maintain two student board representatives pursuant to Policy 1250 (Students on Governing Boards). Recognizing the impressive diversity of experience and background amongst the district's student body, the board will seek to select students who are able to represent such diversity of thought and perspective.

Envisioning the Future of the District

As described by Policy 1005 (Key Functions of the Board) the board, with participation by the community, shall envision the future of the district's educational program and formulate goals, define outcomes and set the course for the district. This will be done within the context of racial, ethnic, and religious diversity and with a commitment to education excellence and equity for all students.

Cross References:

Policy 1005 Key Functions of the Board
Policy 1250 Students on Governing Boards
Policy 2005 School Improvement Plans
Policy 2020 Course Design, Selection and Adoption of Instructional Materials
Policy 2110 Transitional Bilingual Instruction Program
Policy 2161 Special Education and Related Services for Eligible Students
Policy 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Policy 2401 Financial Education Mastery-Based Learning and Credit
Policy 2402 English Language Arts Mastery-Based Learning and Credit
Policy 2403 Math Mastery-Based Learning and Credit
Policy 2404 Science Mastery-Based Learning and Credit
Policy 2405 Social Studies Mastery-Based Learning and Credit
Policy 2406 The Arts Mastery-Based Credit
Policy 2407 Health and Physical Education Mastery-Based Credit
Policy 2409 World Language Mastery-Based Credit
Policy 2153 Non-curriculum Related Student Groups
Policy 3112 Social Emotional Climate
Policy 3205 Sexual Harassment of Student Prohibited
Policy 3207 Prohibition of Harassment, Intimidation and Bullying of Students
Policy 3210 Nondiscrimination – Students

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Policy 3211 Gender-Inclusive Schools
Policy 3241 Student Discipline
Policy 4130 Title I, Part A – Family Engagement
Policy 4217 Effective Communication
Policy 4218 Language Access Program
Policy 5000 Recruitment and Selection of Staff
Policy 5010 Nondiscrimination and Affirmative Action
Policy 5011 Sexual Harassment of Staff Prohibited

Legal References:

RCW 28A.343.100 Governance training program
RCW 28A.345.115 School director governance—Cultural competency, diversity, equity, and inclusion—Report
RCW 28A.345.120 School director governance—Cultural competency, diversity, equity, and inclusion—Trainings
RCW 28A.410.260 Washington professional educator standards board—Cultural competency, diversity, equity, and inclusion standards of practice
RCW 28A.410.265 Washington professional educator standards board—Certification—cultural competency, diversity, equity, and inclusion standards of practice
RCW 28A.415.443 Definitions
RCW 28A.415.445 Professional learning days—Mental health topics—cultural competency, diversity, equity, and inclusion

First Reading/Revision or New Policy: Month Day, Year



Possible Next Step Options

■ Option #1: Iterative Process

- Send sample policy back to focus group participants for further feedback/refinement prior to proposed adoption
 - Pros: Further engages stakeholders in the process.
 - Cons: May necessitate back and forth legal review if changes are proposed, slowing down the process and increasing costs.

■ Option #2: Board Adoption of Policy and Action Plan Development

- Propose policy for adoption and action plan developed for the 25-26 school year
 - Pros: Policy is adopted and action plan developed and implemented based on policy goals/strategies.
 - Cons: Policy may necessitate further review and refinement down the road.

■ Option #3: Delay Adoption but Proceed with Action Plan Development

- Delay adoption but proceed with action plan for the 25-26 school year
 - Pros: Delays adopting policy that may need future refinement. However, action plan is still developed and implemented based on draft policy goals/strategies.
 - Cons: Further delays adoption of policy.

60