



BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
May 20, 2025
364 S Park St
Walla Walla, WA 99362

Watch Live: <https://wwps-org.zoom.us/j/93301097525>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 933 0109 7525

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: *Kathy Mulkerin*

III. ROLL CALL:

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

IV. APPROVAL OF AGENDA: *Derek Sarley*

V. CONSENT AGENDA: *Derek Sarley*

- | | |
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| 1. Personnel Report | 3 |
| 2. May 6 & 20 Accounts Payable and April Payroll | 4 |
| 3. April Financial Report | 5 |
| 4. 6-12 English Language Arts Curriculum Adoption | 9 |
| 5. Resolution #03-2025 Delegating Authority to WIAA 2025-2026 | 11 |
| 6. Resolution #04-2025 Recognizing a Shortage of Substitute Teachers - Employment Provisions Pursuant to RCW 42.24.030 | 12 |
| 7. Regular Business Meeting Minutes of April 15, 2025 | 13 |
| 8. Special Meeting/Executive Session Minutes of April 18, 2025 | 15 |
| 9. Special Meeting Minutes of April 29, 2025 | 16 |
| 10. Regular Study Meeting Minutes of May 6, 2025 | 17 |

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

1. Partners of the Year Recognition: *Derek Sarley & Dr. Wade Smith*
 - *Blue Mountain Action Council*
 - *Walla Walla Community College*

<ul style="list-style-type: none"> • <i>Columbia REA</i> • <i>Walla Walla Columbia School Retirees Association</i> 	
2. Recognition of High School State Champions: <i>Dr. Wade Smith</i>	
<ul style="list-style-type: none"> • <i>Garrison TSA TEAMS</i> • <i>Wa-Hi FBLA</i> • <i>Wa-Hi JROTC</i> • <i>SEATech SkillsUSA</i> • <i>Wa-Hi FFA</i> 	
VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT: <i>Maddy VanCleve</i>	
VIII. CITIZENS' COMMENTS: <i>(6:00 p.m.) Derek Sarley</i>	19
IX. REPORTS: <i>(6:10 p.m.) Derek Sarley</i>	
1. Board of Directors Report: <i>Derek Sarley</i>	
2. Superintendent's Report: <i>Dr. Wade Smith</i>	
a. Monthly Enrollment Report	20
3. Monthly Financial Dashboard Report: <i>Janette Jeffris</i>	22
4. GEAR UP Program Update: <i>Program Specialist Becky Waggoner-Schwartz</i>	25
5. 2025-2026 Budget Planning Update: <i>Dr. Wade Smith and Janette Jeffris</i>	36
6. Second Reading of Our Cultural Commitment Policy: <i>Derek Sarley</i>	49
X. ACTION: <i>(7:35 p.m.) Derek Sarley</i>	
XI. ADJOURNMENT: <i>(7:40 p.m.) Derek Sarley</i>	

PERSONNEL REPORT

May 20, 2025 – Board Meeting

Date: May 15, 2025

EMPLOYMENT

Certificated: Kirsten Gilbert, Agriculture CTE Teacher, Walla Walla High School
Maria Palmer, Special Education Teacher, WWCCF
Aline Raber, Temporary Special Education Teacher (2025-26), Walla Walla High School
Michelle Reardon, Special Education Teacher, Garrison Middle School
Hayley Stout, Health Sciences CTE Teacher, Walla Walla High School
Hinsley Uebelacker, Special Education Teacher, Green Park Elementary School
Beck Williams, Special Education Teacher, Walla Walla High School

Classified: Stephanie Alvarado Martinez, Bilingual Assistant Secretary/Receptionist, Garrison Middle School

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Certificated: Jacqueline Calderon, Transition to Kindergarten Teacher, WWCCF, 2 years

Classified: Hailey Coleman, Para-Educator, Sharpstein Elementary School, 1.5 years
John Edson, Bus Driver, SE Washington Transportation Co-Op, 18 years
Angelia Ewell, Bus Driver, SE Washington Transportation Co-Op, 9 years
Susie Golden, Administrative Assistant, Superintendent's Office, 27 years
Mandie Phillips, Kitchen Assistant, Walla Walla High School, 5 months
Milton "Jay" Rogers, Bus Assistant, SE Washington Transportation Co-Op, 4 years
Lisa Ruchert, Bus Assistant, SE Washington Transportation Co-Op, 3 years
Lisa Savelesky, Para-Educator, Green Park Elementary School, 1 year

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 May 20th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
5/6/2025	242649	Through	242839	\$ 1,251,809.92
5/20/2025	242840	Through	242988	\$ 695,763.87
5/6/2025	242500447	Wire Transfer	242500473	\$ 4,005.59
5/20/2025	242500474	Wire Transfer	242500509	\$ 5,601.34

		Capital Projects		
5/6/2025	240092	Through	240095	\$ 398,377.56
5/20/2025	240096	Through	240102	\$ 536,197.04
		Through		
		Wire Transfer		
		Wire Transfer		

		ASB		
5/6/2025	240130	Through	240136	\$ 4,974.14
5/20/2025	240137	Through	240149	\$ 20,045.34
5/6/2025	242500445	Wire Transfer	242500446	\$ 135.83
5/20/2025	242500510	Wire Transfer	242500511	\$ 173.97

		Transportation Vehicle		
		Through		
5/20/2025	240003	Through	240003	\$ 825,469.52
		Wire Transfer		
		Wire Transfer		

		Payroll		
4/30/2025	242609	Through	242648	\$ 2,204,083.82
4/30/2025	1400001	Wire Transfer	1401102	\$ 3,334,307.61
4/30/2025	NA	Payroll Taxes	NA	\$ 1,119,200.56

TOTAL:	\$ 10,400,146.11
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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: May 14, 2025
RE: April's Financial Report

Attached is the April 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 15.2% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

Walla Walla School District

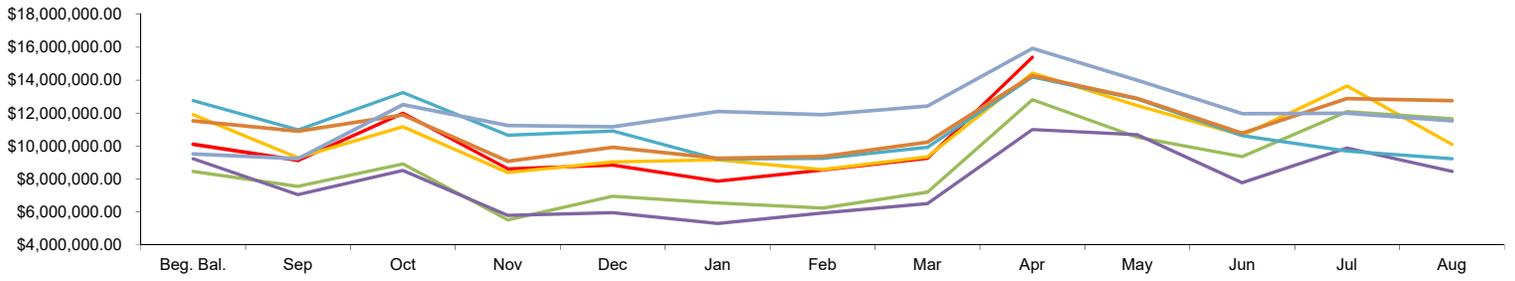
Monthly Financial Report

April 2025

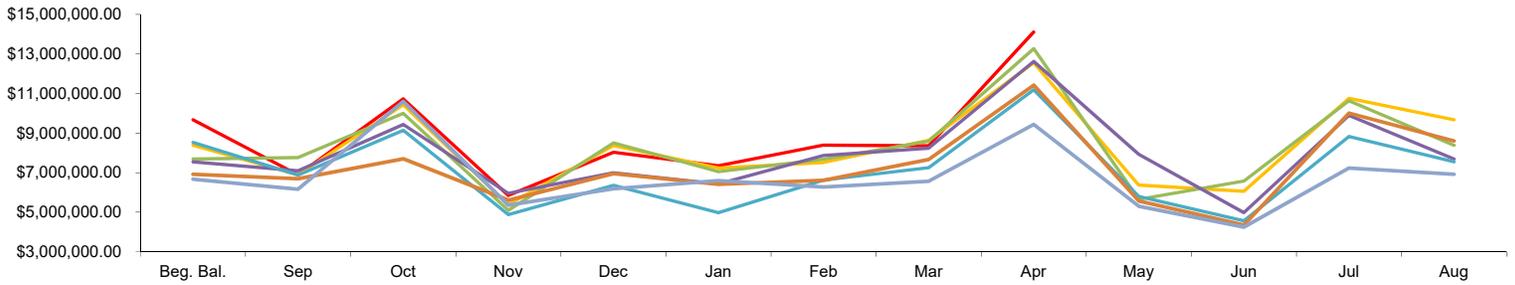
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<u>GENERAL FUND</u>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 69,602,494
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (65,507,426)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (208,467)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 15,380,257 15.2%
<u>CAPITAL PROJECTS</u>			
Beginning Fund Balance	\$ 14,500,000	\$ 11,647,644	\$ 11,647,644
Revenues	\$ 2,887,352	\$ 2,887,352	\$ 1,797,631
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (7,428,412)
Transfers	\$ (250,000)	\$ (250,000)	
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 6,016,863
<u>DEBT SERVICE</u>			
Beginning Fund Balance	\$ 3,051,794	\$ 3,149,247	\$ 3,149,247
Revenues	\$ 5,432,008	\$ 5,432,008	\$ 4,546,186
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (3,849,631)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 3,845,802
<u>ASB FUND</u>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 222,773
Expenditures	\$ (392,497)	\$ (392,497)	\$ (172,898)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 492,282
<u>TRANSPORTATION VEHICLE</u>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 1,552,627
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ (2,032,046)
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 457,159

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

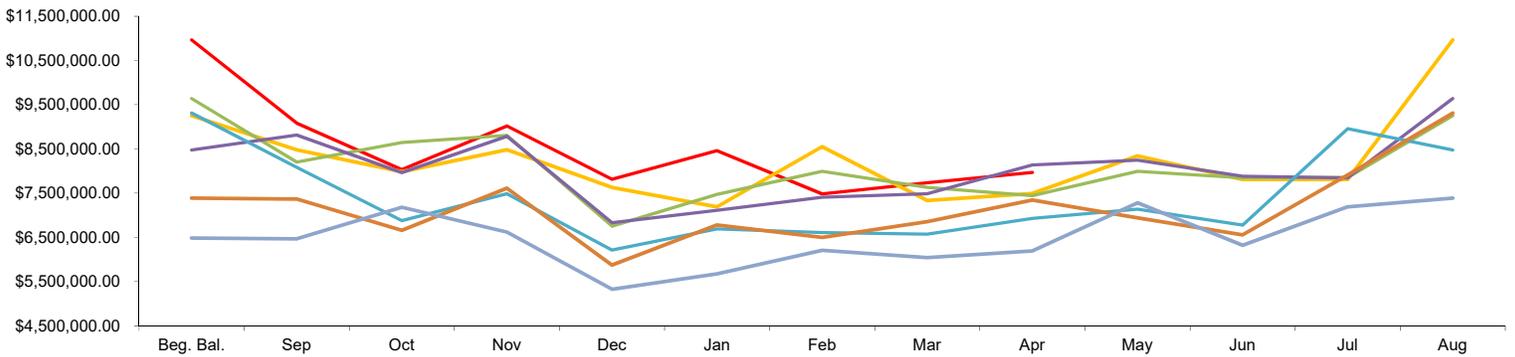
NET CASH & INVESTMENTS



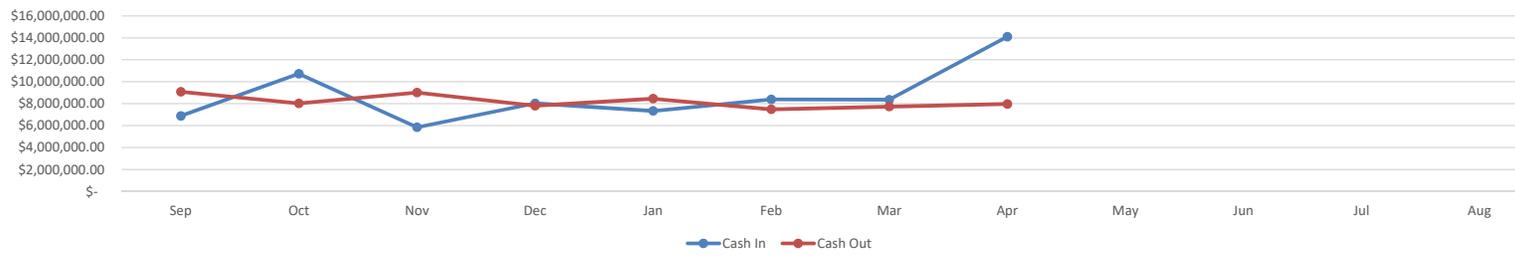
RECEIPTS



EXPENDITURES

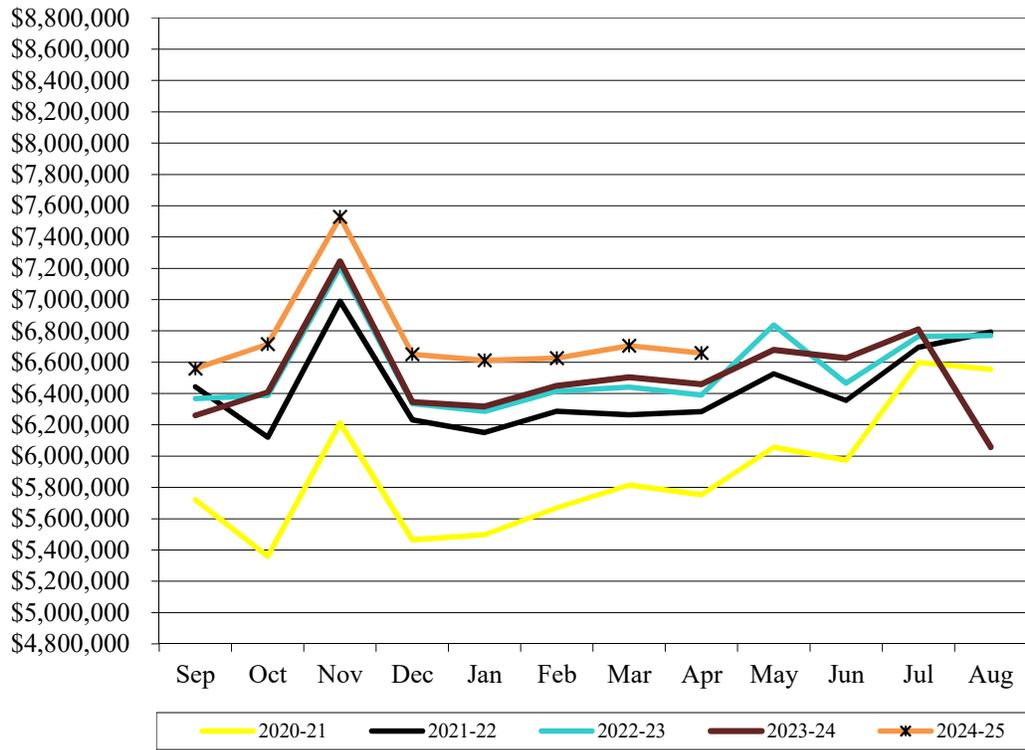


2023-24 Cash In/out



WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll





6-12 ELA Adoption Proposal

9

BOARD MEETING

May 20, 2025



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

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.

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SCHOOL BOARD RESOLUTION FORM

DUE ANNUALLY BY THE SECOND FRIDAY IN JUNE

School District Type (select one): Public Private Charter Tribal

School District Name: Walla Walla Public Schools Resolution # (optional): 03-2025 Date: May 20, 2025

Schools Approved for WIAA Membership: Walla Walla High School, Pioneer Middle School, Garrison Middle School

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided. The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Dr. Wade Smith Signature: _____

School Board President (if applicable): Derek Sarley Signature: _____

RESOLUTION #04-2025
May 20, 2025

A RESOLUTION AUTHORIZING THE EMPLOYMENT OF A DIRECTOR'S OR OFFICER'S SPOUSE AS A SUBSTITUTE TEACHER DUE TO A SHORTAGE OF QUALIFIED SUBSTITUTE TEACHERS

WHEREAS, Walla Walla Public Schools is committed to ensuring high-quality instruction and the uninterrupted operation of its schools;

WHEREAS, the district is experiencing a shortage of qualified substitute teachers;

WHEREAS, this shortage presents challenges in meeting the district's staffing needs and ensuring continuity of instruction for students;

WHEREAS, under such circumstances, the employment of a school director's or officer's spouse as a substitute teacher may be permitted when done transparently and equitably;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Walla Walla Public Schools, as follows:

- The Board authorizes the employment of the spouse of a current school director or officer as a substitute teacher within the district, provided that:
 - Such employment is on the same terms and at the same compensation as other substitute teachers in the district;
 - That substitute teachers, including any spouse of a director or officer, are fairly and impartially assigned to available substitute teaching positions, in accordance with established district practices and procedures.

This resolution shall remain in effect unless and until rescinded or modified by further action of the Board.

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 May 20, 2025

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
April 15, 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
Janette Jeffris, Director of Fiscal Services
Dr. Julie Perron, Director of Equity & Dual Programs
Carina Stillman, Wa-Hi Assistant Principal

AUDIENCE

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

I. CALL TO ORDER

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

II. FLAG SALUTE

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

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Motion made and seconded to approve the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Motion made and seconded to approve the consent agenda consisting of the following items: 1) superintendent contract; 2) personnel report; 3) extracurricular athletic contracts; 4) issuance of contracts & notification of reasonable assurance; 5) April 1 & 15 accounts payable and March payroll; 6) February financial report; 7) March financial report; 8) annual highly capable program compliance; 9) resolution 02-2025 Walla Walla County multi-jurisdictional hazard mitigation plan renewal; 10) special meeting/executive session minutes of March 18, 2025; 11) regular business meeting minutes of March 18, 2025; 12) special meeting/executive session minutes of March 24, 2025; and 13) special meeting/executive session minutes of March 27, 2025. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Walla Walla High School Student Performance: Walla Walla High School Drama Teacher Kristin Hessler introduced several of her drama program students who performed a song from their upcoming musical, Urinetown.

Volunteer Appreciation Month and Recognition of Volunteers Reaching 100 Hours: School board members and Dr. Smith honored and recognized the district's VIP (Volunteer in Person) "100 Hour Club" volunteers. VIP Coordinator Beth Swanson reported our volunteers have supported students and staff in countless ways—prepping science projects, organizing art supplies, sharing professional expertise, chaperoning field trips, working one-on-one with students, and even engaging in play during recess.

Building Belonging Recognition: School Board President Derek Sarley and Director of Equity and Dual Programs Dr. Julie Perron presented a Building Belonging award to Green Park Elementary PTA, represented by Melissa Carder. The Green Park PTA planned an all school dance this year that was inviting and welcoming for all students. The dance featured a sensory friendly session for students with special needs. Dr. Perron praised the Green Park PTA for their thoughtful planning for this inclusive and fun school activity for all students to enjoy.

Rotary International Exchange Student Report: Walla Walla Noon Rotary Club member Bill Erickson reported on the Rotary International Student Exchange Program. This year German Exchange student Ava Bode has attended Wa-Hi on behalf of the Rotary Exchange program. Walla Walla High School students Kaitlyn Billingsley and Phoebe Glaeser will participate in the International Student Exchange program next by spending a year abroad.

FFA NextGen Conference Report: Walla Walla High School Science Teacher Dr. Peggy Payne and Plant Biology students Kinzey Appleford and Haley Soto-Aguirre shared their experiences attending the FFA NextGen Plant Science Conference in Orlando, Florida in March.

VII. CITIZENS' COMMENTS

Public comment was received by one individual.

VIII. REPORTS

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting a Big Blue Boosters event and Walla Walla Public Schools Kindergarten Round Up.

Superintendent's Report: Superintendent Dr. Wade Smith Superintendent Smith provided a Head Start update and noted April enrollment is 5305 FTE.

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

Vision 2030: Goal 2; Strategy #4: Post Secondary Plans: Assistant Superintendent Chris Gardea, Wa-Hi Assistant Principal Carina Stillman, Wa-Hi Counselor Jacob Croft, and Wa-Hi students and School Board Representatives Eva Maxwell and Ari Kim-Leavitt provided an update on Vision 2030: Goal #2, Strategy #4 – Post Secondary Plans.

IX. ACTION

X. ADJOURNMENT

President Sarley adjourned the meeting at 7:27 p.m.

Minutes to be presented for board approval on May 20, 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 – 1:00 p.m.
April 18, 2025
Online/Virtual

The Board of Directors met in Executive Session on April 18 at 1:00 p.m. to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency. The Executive Session concluded at 12:50 p.m. and was not open to the public.

Minutes to be presented for board approval on May 20, 2025.

APPROVED:

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

Derek Sarley
School Board President

BOARD OF DIRECTORS
Special Meeting – 3:45 p.m.
April 29, 2025
Online/Virtual

PRESENT

BOARD OF DIRECTORS

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

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Janette Jeffris, Director of Fiscal Services
Michelle Carpenter, Principal of WW Ctr for Children & Families
Brent Cummings, Partnership & Community Outreach Coord.

AUDIENCE

Approximately 10 individuals, including board members, administrators and guests, were in attendance.

I. CALL TO ORDER

The virtual/online Zoom meeting was called to order at 3:47 p.m. by President Derek Sarley.

II. ROLL CALL

Directors Derek Sarley, Ruth Ladderud, Alayna Brinton and Kathy Mulkerin were present. Director Terri Trick was unable to attend.

III. APPROVAL OF AGENDA

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

IV. CONSENT AGENDA

Motion by Alayna Brinton and seconded by Ruth Ladderud to approve the consent agenda consisting of the following items: 1) Head Start 23-24 Carryover Application in the amount of \$160,604 and \$40,151 in non-federal share (matching) funds; and 2) Head Start 25-26 Bridge Application in the amount of \$1,659,047 and \$414,762 in non-federal share (matching) funds. The motion carried unanimously.

V. ADJOURNMENT

President Sarley adjourned the meeting at 3:48 p.m.

Minutes to be presented for board approval on May 20, 2025.

APPROVED:

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

Derek Sarley
School Board President

BOARD OF DIRECTORS
Regular Study Meeting – 5:30 p.m.
May 6, 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 Krutulic, Executive Director of Teaching & Learning

AUDIENCE

Approximately 25 individuals, including board members, administrators and guests, were in attendance.

I. CALL TO ORDER

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

II. FLAG SALUTE

The flag salute and Pledge of Allegiance were led by Director Terri Trick.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

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

V. STUDY ITEMS

Teacher Appreciation Week May 5-9, 2025: Superintendent Dr. Wade Smith announced Teacher Appreciation Week is May 5-9. He and the board of directors extended their heartfelt gratitude to the dedicated educators who inspire, challenge, and support students across the district.

Vision 2030: Goal #3, Strategy #9 – Culture of Support and Collective Accountability: Assistant Superintendent Chris Gardea and Executive Director of Teaching and Learning Christy Krutulic provided an update on Vision 2030: Goal #3, Strategy #9 - Culture of Support and Collective Accountability.

6-12 English Language Arts Adoption Recommendation: Executive Director of Teaching and Learning Christy Krutulic and Curriculum Coordinator Casey Monahan presented the Grades 6-12 English Language Arts Adoption recommendation to school board members. They are recommending CommonLit 360 Curriculum following an extensive and inclusive adoption process.

2025-2026 Budget Preparation Planning: Superintendent Dr. Wade Smith and Director of Fiscal Services Janette Jeffris provided school board members an update on the 2025-2026 General Fund Budget preparations.

First Reading of Equity Policy: School Board members continued work on an Equity Policy for the school district.

VI. ADJOURNMENT

President Sarley adjourned the meeting at 7:06 p.m.

Minutes to be presented for board approval on May 20, 2025.

APPROVED:

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

Derek Sarley
School Board President

~ CITIZENS' COMMENTS ~

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

Citizens' Comment Script:

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

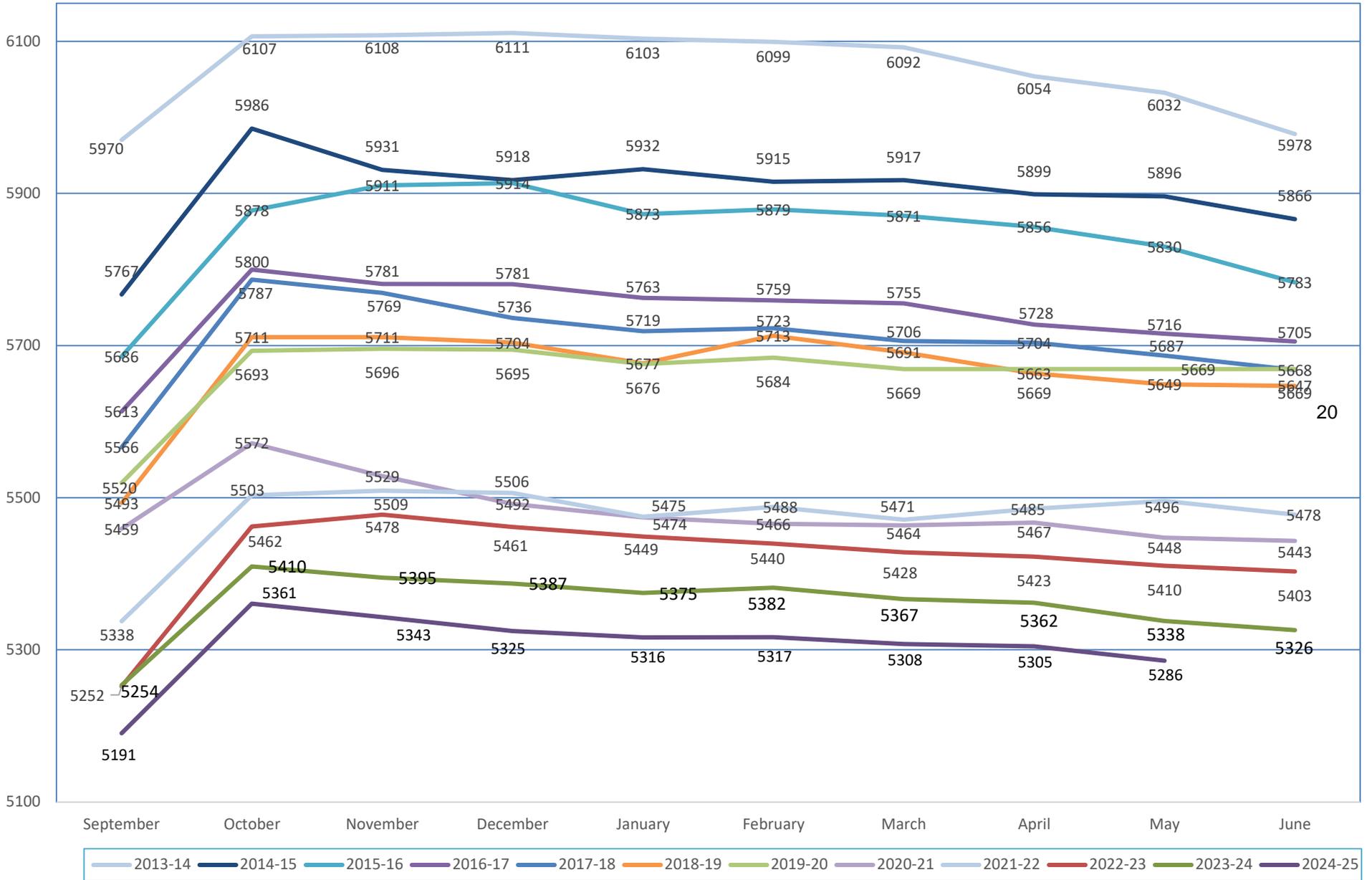
We also ask that you adhere to the following guidelines:

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

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

01/03/2022

WWPS Enrollment Trends: 2013 to Present Student FTE Counts



Target Avg Class Size

2024-2025	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
Berney	Brown, A	22	Diaz Madrigal, A	19	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	21	Holbrook, J	24	
			Morrison, S	18					Hartelius, S	21	James, I	22	
Behavior Prg K-5	Merrill, L		Merrill, L	1	Merrill, L	4	Merrill, L	1	Merrill, L	2	Merrill, L	1	
SECTIONS	15	43	56	46	50	63	67	325					
slots available	29	19	8	4	21	17	Ratio	21.67					
Edison	Espinosa, M	21	Maycumber, Y	23	Hobbs, S	18	Aceves, J	25	Ledesma, M	25	Ochoa, F	25	
	Helm, E	22	Berumen, B	24	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	23	Williams, N	18							
SECTIONS	21	80	93	70	75	73	464						
slots available*	4	(9)	14	6	11	11	Ratio	22.10					
Green Park	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	19	
	Lamanna, S	18	Collins, A	22	Shuler, A	20	Boeckman, R	22	Tobin, J	26	Ambler, D	28	
	Katsel, E	18	James, L	22	Real, D	17	Gregoire, L	22			Lux, J	28	
Lifeskills Program	Angotti, E	5	Angotti, E	2	Angotti, E	1	Angotti, E	1	Angotti, E	1	Angotti, E	2	
	Scarborough, M	2	Scarborough, M	1	Scarborough, M	5	Scarborough, M	5	Scarborough, M	1	Scarborough, M	1	
SECTIONS	23	77	93	82	85	77	94	508					
slots available	19	7	26	45	7	18	Ratio	22.09					
Prospect Point	Ferraro, A	20	Hanson, K	22	Babbit, H	18	Jausoro, D	22	Prull, V	28	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	21	McFetridge, M	18	Reese, N	21	Watson, K	26	Pegel, G	25	
					Paul, M	17							
SECTIONS	19	61	64	73	64	81	77	420					
slots available*	35	11	35	17	3	7	Ratio	22.11					
Sharpstein	Gillin, L	19	Locati, R	17	Berg, L	19	Hutchinson, D	25	Keyes, K	28	Mendoza, A	22	
	Wilson, H	18	Russell, J	16	Griffith, R	20	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	1	
SECTIONS	15	37	49	57	51	56	318						
slots available	30	23	24	3	0	16	Ratio	21.20					
WW Online/Homelink		6	6	6	5	12	11						
		6	6	6	5	12	11	46					
slots available													
TOT SLOTS AVAIL	117	51	107	75	42	69							
GRADE LVL TOTAL		298	355	328	325	350	379	2035					
GRADE LVL SECTNS	15	17	17	14	14	16							
AVERAGE LOADS		19.87	20.88	19.29	23.21	25.00	23.69						
TOTAL SC SPED		12	7	9	9	9	4	50					
TOTAL ENROLLED		316	368	343	339	371	394	2131					

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		\$ 766,616	10.16%
FEB ACTUAL	\$ 508,212	\$ 108,629	\$ 6,758,471	\$ 35,086	\$ 887,228	\$ 17,741			\$ 8,315,367	\$ 2,366,211	YTD
MAR PROJECTED	\$ 1,757,520	\$ 67,034	\$ 6,619,317	\$ 8,911	\$ 880,631	\$ 8,375	\$ -	\$ 9,341,788		\$ (983,690)	-10.53%
MAR ACTUAL	\$ 1,025,761	\$ 86,994	\$ 6,636,896	\$ 6,911	\$ 597,973	\$ 3,563			\$ 8,358,098	\$ 1,382,521	YTD
APR PROJECTED	\$ 5,333,955	\$ 67,034	\$ 7,127,147	\$ 8,911	\$ 891,881	\$ 8,375	\$ -	\$ 13,437,303			
APR ACTUAL									\$ -	\$ 1,382,521	YTD
MAY PROJECTED	\$ 1,450,000	\$ 67,034	\$ 4,120,760	\$ 8,911	\$ 1,027,335	\$ 8,375	\$ -	\$ 6,682,415			
MAY ACTUAL									\$ -	\$ 1,382,521	YTD
JUN PROJECTED	\$ 40,000	\$ 53,023	\$ 4,487,341	\$ 8,911	\$ 903,835	\$ 8,375	\$ -	\$ 5,501,485			
JUN ACTUAL									\$ -	\$ 1,382,521	YTD
JUL PROJECTED	\$ 40,591	\$ 53,023	\$ 9,515,799	\$ 8,911	\$ 791,585	\$ 8,375	\$ -	\$ 10,418,284			22
JUL ACTUAL									\$ -	\$ 1,382,521	YTD
AUG PROJECTED	\$ 105,768	\$ 53,023	\$ 7,415,429	\$ 8,911	\$ 1,281,287	\$ 8,375	\$ -	\$ 8,872,793			
AUG ACTUAL									\$ -	\$ 1,382,521	YTD
Total Projected	\$ 13,268,456	\$ 735,087	\$ 75,090,005	\$ 150,887	\$ 9,679,180	\$ 105,500	\$ -	\$ 99,029,115			
Adopted Budget	\$ 13,544,008	\$ 676,000	\$ 76,052,154	\$ 255,000	\$ 9,872,684	\$ 112,500	\$ -	\$ 100,512,346			
Variance	\$ (275,552)	\$ 59,087	\$ (962,149)	\$ (104,113)	\$ (193,504)	\$ (7,000)	\$ -	\$ (1,483,231)			
TOTAL ACTUAL	\$ 6,345,256	\$ 886,555	\$ 43,154,244	\$ 76,550	\$ 4,980,241	\$ 56,509	\$ -	\$ 55,499,356	FORECAST ACTUAL	\$	100,411,636
% collected to PRO	47.82%	120.61%	57.47%	50.73%	51.45%	53.56%	#DIV/0!	56.04%			

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	\$ (550,631) -6.85%
FEBRUARY ACTUAL		\$ 6,626,452		\$ 856,008	\$ 7,482,460 YTD	\$ (330,708) -0.66%
MARCH PROJECTED	\$ 6,795,607		\$ 1,181,186		\$ 7,976,793 MONTHLY	\$ (244,602) -3.07%
MARCH ACTUAL		\$ 6,704,876		\$ 1,027,315	\$ 7,732,191 YTD	\$ (575,310) -0.99%
APRIL PROJECTED	\$ 6,750,014		\$ 944,039		\$ 7,694,054 MONTHLY	
APRIL ACTUAL					\$ - YTD	\$ (575,310) -0.87%
MAY PROJECTED	\$ 6,978,644		\$ 1,363,500		\$ 8,342,144 MONTHLY	
MAY ACTUAL					\$ - YTD	\$ (575,310) -0.78%
JUNE PROJECTED	\$ 6,924,664		\$ 1,293,596		\$ 8,218,260 MONTHLY	
JUNE ACTUAL					\$ - YTD	\$ (575,310) -0.70%
JULY PROJECTED	\$ 7,015,606		\$ 1,098,742		\$ 8,114,348 MONTHLY	
JULY ACTUAL					\$ - YTD	\$ (575,310) -0.64%
AUGUST PROJECTED	\$ 6,749,236		\$ 3,362,959		\$ 10,112,194 MONTHLY	
AUGUST ACTUAL					\$ - YTD	\$ (575,310) -0.57%
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		\$ 47,397,086		\$ 10,221,904	\$ 57,618,989	FORECAST ACT \$ 100,099,989
% spent to projected		57.97%		54.06%	57.23%	
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%	9.11%
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%	9.76%
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%	9.86%
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%	10.51%
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%	10.42%
February	PROJECTED	\$ 7,548,751	\$ 8,033,090	\$ 5,057,541			
	ACTUAL	\$ 8,315,367	\$ 7,482,460	\$ 8,748,115	\$ 3,690,574	72.97%	11.73%
March	PROJECTED	\$ 9,341,788	\$ 7,976,793	\$ 6,422,536			
	ACTUAL	\$ 8,358,098	\$ 7,732,191	\$ 9,374,021	\$ 2,951,485	45.96%	10.99%
April	PROJECTED	\$ 13,437,303	\$ 7,694,054	\$ 12,165,786			
	ACTUAL	\$ -	\$ -	\$ 9,374,021			
May	PROJECTED	\$ 6,682,415	\$ 8,342,144	\$ 10,506,057			
	ACTUAL	\$ -	\$ -	\$ 9,374,021			
June	PROJECTED	\$ 5,501,485	\$ 8,218,260	\$ 7,789,282			
	ACTUAL	\$ -	\$ -	\$ 9,374,021			
July	PROJECTED	\$ 10,418,284	\$ 8,114,348	\$ 10,093,218			
	ACTUAL	\$ -	\$ -	\$ 9,374,021			
August	PROJECTED	\$ 8,872,793	\$ 10,112,194	\$ 8,853,817			
	ACTUAL	\$ -	\$ -	\$ 9,374,021			
PRELIMINARY PROJECTED EFB		\$ 99,029,115	\$ 100,675,298	\$ 8,853,817			8.73%
ACTUALS TO DATE		\$ 55,499,356	\$ 57,618,989				
FORECASTED ACTUALS*		\$100,411,636	\$100,099,989	\$11,005,302	YEAR END PROJECTION		10.99%
Monthly Variance	Above or within 2.00% of projection		Between 2.01% & 5.00% below projection		Below 5.01% of projection		
Yr End Projection	Above 8.00%		Between 6.00% to 7.99%		Below 6.00%		

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



2024-2025

Special Programs
Report to Walla Walla School Board

WASHINGTON STATE UNIVERSITY



TRI-CITIES

GEAR UP 



What is GEAR UP

- **G**aining
- **E**arly
- **A**wareness
- **R**eadiness
- **U**ndergraduate
- **P**rograms

Who we worked with this year!

- ***Class of 2026***
- ***Class of 2027***

***We are in the 5th year
of a 7 year grant cycle***

This year's highlights and GU by the numbers



- Colleges/University Campus Visits 24-25
 - University of Idaho
 - Walla Walla Community College
 - Central Washington University
 - University of Washington Tacoma and Seattle campuses
 - Pacific Lutheran University
 - Whitman College
 - University of Oregon
 - Oregon State University
 - Portland State University

This year's highlights and GU by the numbers



- Parent Events/Activities

- Fall 2024 STORY Event. Over 400 attendees. GEAR UP partnered with College Reps to showcase 40+ Selective Colleges and Universities. WWHS hosted Yale, Harvard, USC, Princeton, Vanderbilt and MANY MANY MORE.
- January 2025 Kicked off the Parent Book Club. GEAR UP and WWPS purchased 62 books for parents, staff and community members. Book Study group delivered recommendations to the SHAC last month for review.
- March 2025 - Sage College Prep Services Presentation Highly Selective Colleges and Universities - another FULL HOUSE!
- May 17th and 31st - Sage College Prep Services SAT BOOT CAMP on campus. *\$1100 value per student!!

This year's highlights and GU by the numbers

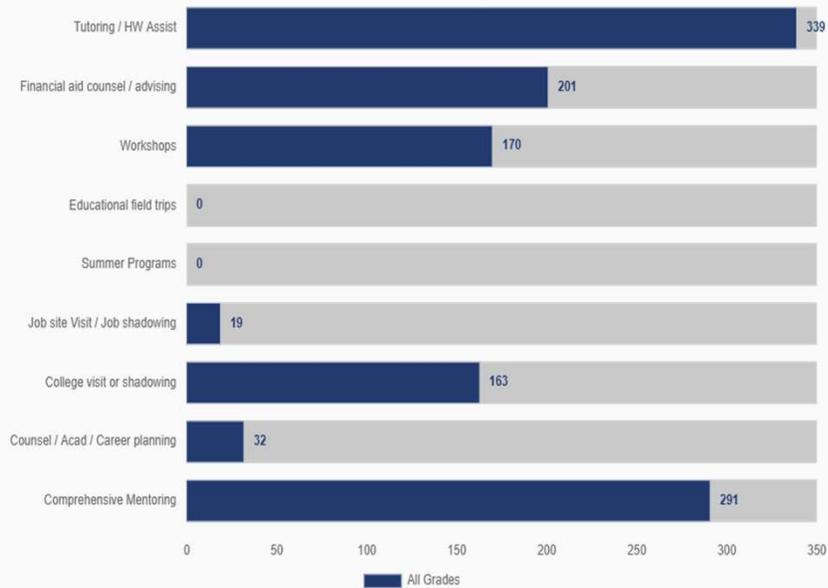


- Daily Classroom interactions
 - GEAR UP staff are in 12 classes daily in Math, Science and AVID.
 - Average Week GEAR UP works with 288 students to help with one on one and small group work in classrooms!
 - GEAR UP Academic Lab is open Mon-Thurs most weeks and continues to service an average of 80 students each month.
- February GEAR UP partnered with AP Seminar classes to get a in depth tour of the Whitman College Library
 - GEAR UP purchased Library Cards for any students interested in follow up with a Whitman College Visitors Library card.

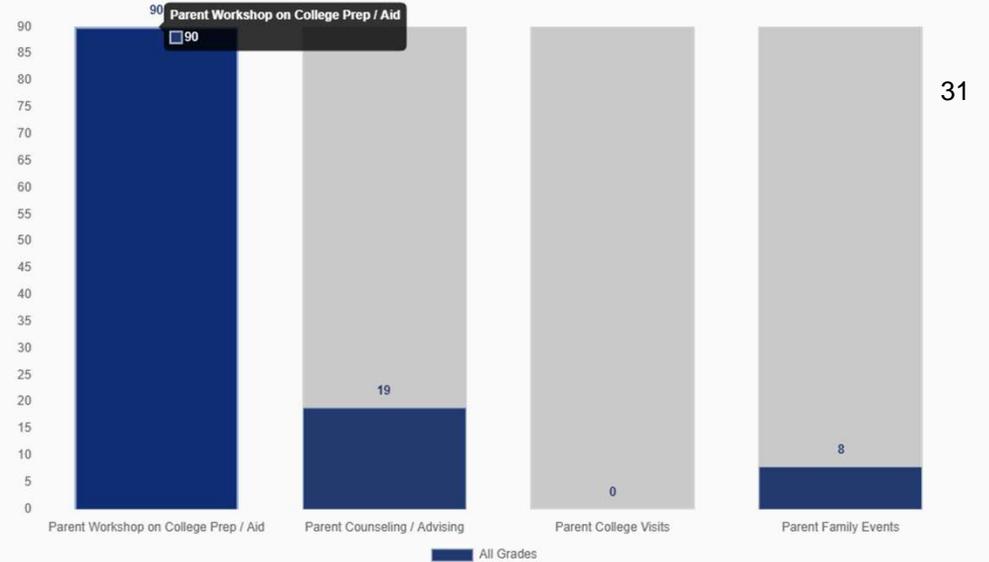
What is the impact of GEAR UP on the campus at WWHS?



NUMBER OF STUDENTS SERVED BY ACTIVITY



NUMBER OF PARENTS SERVED BY ACTIVITY



Where does the Walla Walla GU Grant stand in the overall outcome tracker?!



- Where are we TODAY in the Grant measurable outcome tracker:
 - By the end of 12th grade, students successfully completing advanced course in Mathematics will increase to 31.4%. WWHS = **93.9% of GOAL!**
 - By the end of 12th grade, students successfully completing advanced course in Science will increase to 29.9%. WWHS = **52.2% of GOAL**
 - By the end of 12th grade, students successfully completing advanced course in English will increase to 26.7%. WWHS = **133% of GOAL**
 - By the end of 12th grade, each cohort will increase the percentage of students passing the state administered proficiency exam in Math to 55%. = **WWHS 60% of GOAL** (LAST SBAC TESTING ROUND NOT CALCULATED YET)

Summer Opportunities for classes of 2026-2027



- June 7th SAT Test on campus Walla Walla High School
 - GEAR UP paid for all test of any student who didn't qualify for a waiver this year!!
- June 9-12th STEAM Week
 - Science, Technology, Engineering, Art and Math activities with daily field trips including; Mammoth Dig Site in Kennewick, KeyTech and much more!
- June 23-26 WSU 4-H Teen Leadership Conference @ WSU Pullman
 - Teen leadership conference for teens across the state
- June 29-July 3rd Olympic National Forest NatureBridge Camp
 - Summer Science and Nature Retreat in the Olympic Rain Forest!!
- July 29-31st CWU GEAR UP Leadership Camp @ CWU Ellensburg
 - GEAR UP camp hosted at CWU with multiple GEAR UP sites in Washington!

GEAR UP and Summer PD

Expanding access to rigorous coursework!

WASHINGTON STATE UNIVERSITY
TRI-CITIES



Keeping with tradition of GEAR UP sponsored professional development. GEAR UP partnered with WWPS to send 4 teachers to AP (Advance Placement) Summer Institutes across the country.

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- Richard Moro and Kim Cassetto - Erie Colorado for the AP Research
- Scott Magnaghi and Kyle Eggers - Boise Idaho AP Calculus and AP Pre-Calculus
 - AP Research and AP Pre-Calc are NEW courses for WWHS!!

Also this year ONE Administrator will be attending the GEAR UP National NCCEP Conference in San Francisco with GEAR UP staff!

Questions and Contacts

Questions?

Our Staff:

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2025-26 Budget Planning Parameters

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BOARD REVIEW AND INPUT



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Budget Considerations/Preparations

- Enrollment Assumptions
- Transition To KG Update
- Federal Funds Review
 - Title \$
 - Head Start \$
- Proactive Budget Reduction Measures
- Projected 25-26 Revenue
- Impact of Declining Enrollment on 25-26 Projected Revenue
- Putting it Altogether

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Enrollment Projections for 25-26

	Apportionment FTE - December (Inc ALE and SEATech)	25-26 Projected	Current SEATech DEC (includes out of district)	Projected SEATech (includes out of district)	Budgeted 2024-25	FTE Total K-12 Less Current ALE	Projected Total Less ALE	Current WW Online ALE	Projected WW Online ALE	Current HomeLink	Projected HomeLink	Current Opp ALE	Projected Opp ALE	Current Lincoln ALE	Projected Lincoln ALE	Current Total ALE	Proj Total ALE	Current OD	Proj OD	Current DEC RS	Proj RS	Current DEC CTE	Proj RS	Total Running Start	Proj RS Total	Current CTE	Proj CTE
TTK	88.00	88.00			70																						
K	312.47	312.47			349	306.47	306.47		0.00	6.00	6.00					6.00	6.00										
1	367.52	312.47			348	360.52	306.47	1.00	0.00	6.00	6.00					7.00	6.00										
2	340.90	367.52			336	360.52	334.90		1.00	6.00	6.00					6.00	7.00										
3	341.58	340.90			345	335.58	334.90	1.00	0.00	5.00	6.00					6.00	6.00										
4	366.60	341.58			348	353.64	335.58	2.00	1.00	10.96	5.00					12.96	6.00										
5	394.09	366.60			379	385.16	353.64		2.00	8.93	10.96					8.93	12.96										
6	409.00	394.09			400	398.90	385.16	4.90	0.00	5.20	5.00					10.10	8.93										
7	380.46	409.00			372	398.90	398.90	10.55	4.90		5.20					10.55	10.10										
8	373.75	383.46			367	366.02	369.91	7.73	10.55		3.00					7.73	13.55								54.30	56.89	
9	407.87	373.75			322	362.22	328.10	8.84	8.84		0.00	1.66	1.66	35.15	35.15	45.65	45.65										
10	467.46	407.87			370	381.73	343.27	9.64	9.64		0.00	9.81	9.81	66.28	45.15	85.73	64.60										
11	445.14	467.46	61.17	61.17	362	347.35	355.28	15.89	12.64		0.00	33.26	33.26	48.64	66.28	97.79	112.18									38	261.05
12	396.01	445.14	52.83	52.83	332	298.07	335.80	21.07	18.89		0.00	41.81	41.81	35.06	48.64	97.94	109.34										
Total	5002.85	4922.31	114.00	114.00	4630	4600.47	4514.00	82.62	69.46	48.09	57.09	86.54	86.54	185.13	195.22	402.38	408.31	93.00	93.00	128.00	135.76	13.01	13.71	141.01	149.47	315.35	318.48

	2024-25 Budgeted	2024-25 Enrollment (Dec)	2025 -26 Projected
K-12	4630	4600	4514
ALE	394	402	408
Total FTE	5024	5003	4922
Running Start	115	141	149
Dropout Re (OD)	99	93	93
TTK	70	88	88
Total Apportionment (with TTK)	5308	5325	5253
Total Apportionment (w/out TTK)	5238	5237	5165



~75 student reduction **IF** our KG class is the same size as this year.

Transition To Kindergarten

- May 12th Correspondence
 - WWPS funded at 87fte (continue serving five classrooms)



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, State Superintendent

Good afternoon,

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For the 2025-26 and 2026-27 school years, funding for Transition to Kindergarten (TTK) programs were limited by the legislature to 7,266 annual average full-time equivalent (AAFTE) students in the program.

Because the legislative statewide cap is less than the number of AAFTE that we currently project having by the end of the current school year, we will be instituting a funding cap for each district for next year as follows:

- Districts that have not reported TTK enrollment in the current school year through April 2025, will be capped at 0.00 AAFTE for funding purposes.
- Districts that have indicated in the TTK survey provided to OSPI that they are closing the program in the 2025-26 school year will be capped at 0.00 AAFTE for funding purposes.
- All other districts that have existing programs and have reported TTK enrollment in the current school year will be capped for funding purposes in the 2025-26 school year at the level indicated on the attached document in the column "Budget 2025-26 TK Cap".



Federal Funds

It's hard to know what levels of reduction we may receive. We already anticipate a reduction due to declining enrollment impact.

Federal grants pay for approx. 75% of all classified classroom support staff (about 100 in total).

Grant	Amount	Programs Supported	Certified Staff FTE	Classified Staff Hours Per Day
Special Education IDEA	\$1,317,987.00	Special Education Staffing	0.00	190.00
Perkins	\$57,000.00	CTE Training & Equipment at WaHi & Lincoln	0.00	0.00
Title 1 Part A	\$1,519,015.00	Staffing for various intervention programs, supplemental supplies & curriculum, homeless students, family engagement, & professional development	2.97	73.60
Title 1 OSSI/School Improvement Grants	\$112,000.00	Supplemental supplies & professional development	0.00	0.00
Title 1 Part D	\$16,213.00	JJC Staffing	0.00	3.50
Title 2 Part A	\$190,276.00	New teacher support, district office TOSA, & professional development	0.63	0.00
Title 4 Part A	\$117,667.00	Yondr Pouches & Staff Professional Development	0.00	0.00
21st Century- Elementary Schools (Year 3 of 5)	\$530,000.00	Elementary Afterschool Programing (except PP)	0.00	4.50
Stronger Schools (Year 2 of 3)	\$616,894.00	Elementary Hazel Health services, 7 CIS for Elementary & MS, & UDL Professional Development	0.00	0.00
Migrant	\$64,522.00	Services to identify & support migrant students & families	0.00	7.20
Title 3- Limited English Proficiency	\$105,041.00	Services to identify & support Limited English Proficiency students & families	0.50	0.00
School Nutrition	\$2,520,000.00	Funds the majority of the school nutrition program- serving breakfast & lunch to all students	0.00	214.00
Head Start	\$2,090,857.00	Entire Head Start Program	0.65	218.00
Special Education- Medicaid Reimbursement	\$50,000.00	Reimburses portion of costs for direct services to students from specific providers	0.00	0.00
JROTC	\$75,900.00	Funds approximately 40% of our JROTC Instructors	0.80	0.00
	\$9,383,372.00		5.55	710.80

Federal Title Dollars

■ May 14th Correspondence

2025–26 School Year ESEA Consolidated Grant Preliminary Allocations

OSPI has not received communication from the U.S. Department of Education (ED) with the 2025–26 preliminary allocations, as is usually the case. We know that the federal budget was funded at the 2024–25 levels. Therefore, in an effort to begin the ESEA Consolidated Grant (CGA) process, OSPI will be using the 2024-25 final allocations in place of preliminary allocations in the 2025–26 ESEA CGA Pre-Application. This will allow LEAs to submit their pre-applications before July 1st and ensure the application process is not delayed. As soon as OSPI receives the 2025–26 preliminary or final allocations, we will provide more information and adjust the CGA.

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Federal Head Start Program

■ April 22 Correspondence



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | www.eclkc.ohs.acf.hhs.gov

April 22, 2025

Grant No. 10CH011798

Dear Head Start Grant Recipient:

A funding application for the upcoming budget period must be submitted by June 1, 2025. Below are the available annual funding and enrollment levels for this application period:

Period of Funding: 09/01/2025 - 06/30/2026

Funding Type	Head Start
Program Operations	\$1,972,448
Training and Technical Assistance	\$18,409
Total Funding	\$1,990,857

Program	Head Start
Federal Funded Enrollment	116

This grant has been designated for competition. A continuation application reflecting the full annual levels in the table above must be submitted; however, if the period of funding is less than 12 months, the award will be prorated accordingly. For a period less than 12 months, the application must include sufficient amount(s) necessary to operate during the period. This amount will be subject to negotiation with the Office of Head Start. The remaining balance will be available to the successful awardee of the designated service area.



2025-26 Proactive Budget Reduction Measures

25-26 Reductions		
Staffing Reductions		
Total	\$	(1,822,085)
5 ele, 1ms, 4hs, 2dist off, 1 admin, 2 class		
Accounts Payable Reductions		
Total	\$	(800,000)
Accounts Payable Reductions		
DW	Reduce Curriculum Adoption	\$400,000
DW	Reduce Cap Projects Transfer by	\$400,000
DW	Known Utility/Mandatory Increases	-\$400,000
DW	5 % Department Reduction Measures	\$400,000



2025-26 Legislative Budget (At 24-25 FTE) From the State's Multi Year Tool

36140 - Walla Walla Public Schools: SY 2025-26

School Year Program / Fund:	School Year 2024-25	Conference Budget
Basic Education Program Total		
Apportionment (does not include CTE & SC) ¹	\$ 48,953,000	\$ 50,644,000 ⁴
Career & Technical & Skills Center (CTE & SC)	\$ 4,537,000	\$ 4,583,000
Bilingual (TBIP)	\$ 1,432,000	\$ 1,474,000
Highly Capable (HiCap)	\$ 165,000	\$ 172,000
Learning Assistance Program (LAP) ²	\$ 2,554,000	\$ 2,270,000
LAP Concentration ²	\$ 1,526,000	\$ 1,571,000
Special Education	\$ 9,991,000	\$ 11,040,000
ESA 112 Special Education Cooperative ³	\$ -	\$ -
Transportation ⁴	\$ 2,094,000	\$ 2,094,000
Transportation Depreciation	\$ 562,000	\$ 562,000
Total Apportionment	\$ 71,814,000	\$ 74,410,000
Other Programs / Changes	Increase	\$ 2,596,000



Impact of -75FTE Students

Per Pupil Total State & Local Funding (does NOT include federal funds)

District Projected Enrollment	School Year 2024-25	Conference Budget
Per Pupil Program Enhancement:		
Career & Technical & Skills Center (CTE & SC) ⁷	\$ 3,100	\$ 3,800
Bilingual (TBIP) ⁸	\$ 1,500	\$ 1,600
Highly Capable (HiCap)	\$ 600	\$ 600
Learning Assistance Program (LAP)	\$ 1,100	\$ 1,200
Students Generating LAP Program Funds:	3,656.4	3,158.4
Special Education	\$ 11,000	\$ 12,200
Total State & Local Funding Per Pupil	\$ 16,300	\$ 17,700
	Less 75 FTE \$	– 1,327,500

Putting It All Together



Revenue	
24-25 Total Projected Revenue (March Dashboard)	\$100,411,636
25-26 Conference Budget MYT Projection Increase (At 5304FTE)	\$2,596,000
Less 75 FTE From MYT Projection	-\$1,327,500
Levy Increase	\$2,100,000
Federal Funds Assumption (7% reduction)	-\$656,836
Total 25-26 Projected Revenue	\$103,123,300
Expenditures	
24-25 Total Projected Expenditures w/Maint. Reserve Transfer (March Dashboard)	\$100,899,989
Budget and Staffing Reduction Measures	-\$2,622,085
Mandatory Step Increase For Employees	\$717,598
Mandatory Health Insurance Benefit Increase (\$1,716/FTE)	\$1,316,172
IPD For All Employees (2.5%)	\$1,703,165
Specific Contract Services Inc. (e.g. Farm to School, Health Center, Carnegie PL, Ed Found)	\$125,000
Total 25-26 Projected Expenditures	\$102,139,839
Projected Revenue Over Expenditures	\$983,461

Recommendation

- Preserve current projected 1% surplus to:
 - Address ongoing negotiations
 - Fluctuation between preliminary OSPI estimates and actual revenues received
 - Address the possibility of enrollment uncertainties (if we come in under projections)
 - Inflationary impacts to MSOC costs yet to be realized
 - Capacity to add-back temporary reductions (e.g. curriculum, capital transfers, 5% department reductions) in out years

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Any Questions



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Track Change Key:

Director Brinton (green)

Director Sarley/1st Reading (red)

Director Ladderud (light blue)

Director Trick (purple)

Director Mulkerin (dark blue)

OUR CULTURAL COMMITMENT

Equity in Walla Walla Public Schools begins by recognizing the diversity of our lived experiences and commits us to actions and attitudes that ensure a universal sense of belonging and the collective flourishing of our community.

We see you.

We value you.

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We believe in you.

You belong here.

The board is committed to identifying and addressing barriers and unhealthy cultures so that belonging, participation and achievement is maximized. Focusing our equity lens on belonging allows us to ensure a healthy district culture and student experience, with careful and deliberate consideration to individual dignity, needs and circumstances.

~~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 that board policies demonstrate its commitment to an environment that fosters cultural competency ~~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 fosters belonging and collective flourishing.

~~This~~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, and each other policy it references, ~~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~~

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~~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.~~ district will maintain on its website, in accessible language, a detailed overview of the consolidated requirements of these linked policies, and clear reporting mechanisms for perceived violations of practice.

TT Comments: While some of the suggestions in the editing of this paragraph are good, and I could live with them, I'd be in favor of eliminating the entire paragraph.

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, ~~economic 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.
- “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.

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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 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~~

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~~because they provide a mechanism for holding people accountable.~~ These procedures play a crucial role in creating a sense of belonging and supporting the collective well-being of our community by ensuring there is a clear process for accountability.

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.

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.

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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.

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

Consistent with the district's Strategic Plan Goal #4, 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 alignment with the district's commitment to equity and belonging, this policy acknowledges the diverse needs, voices, and experiences of families within our community. By actively involving families as partners in

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education, the district seeks to create a school climate where every family feels welcomed, respected, and empowered to support their child's learning and growth.

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.~~ As provided by Policy 2005 (School Improvement Plans), the board requires that each school develop and adopt a school improvement plan that is responsive to the unique needs of its student population. These plans serve as strategic frameworks to guide continuous improvement in academic outcomes, school climate, and overall student well-being.

Each school improvement plan or process must address a range of elements, including key educational equity factors such as gender, race, ethnicity, culture, language, socioeconomic background, and physical and mental ability. By intentionally examining disparities in access, opportunity, and outcomes, schools are expected to identify and dismantle barriers that prevent all students from thriving.

The inclusion of these equity factors reflects the district's broader commitment to fostering inclusive learning environments where every student feels valued, supported, and empowered to succeed. Schools will use disaggregated data, stakeholder input, and evidence-based practices to inform their plans and ensure they are actively advancing educational justice. The board supports this work as foundational to building a more equitable, inclusive, and high-achieving district for all learners

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 believes that student groups provide opportunities for students to connect with others who have similar interests and backgrounds, and also to meet 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.~~

The board supports Policy and Procedure 2153 (Non-curriculum Related Student Groups), which lets students create groups that aren't part of their regular school classes.

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. The board recognizes that participation in extracurricular activities is a vital part of a well-rounded educational experience and contributes significantly to students' academic success, social development, and sense of belonging. In alignment with the district's equity goals, efforts will be made to ensure that all students—regardless of socioeconomic status, transportation availability, family responsibilities, or other potential barriers—have equitable access to extracurricular opportunities.~~

When directed by the board, the district will initiate a systematic investigation into barriers that prevent students from participating in extracurricular programs. Examples of such barriers may include a lack of after-school transportation, program fees, scheduling conflicts, limited outreach to families, or inaccessible facilities. The superintendent will designate a qualified staff member to lead this research effort, which may include data collection, student and family surveys, focus groups, and consultation with school and community stakeholders.

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superintendent and work collaboratively to develop actionable, equity-driven solutions aimed at reducing or eliminating identified barriers. Solutions may include—but are not limited to—adjustments to transportation schedules, the implementation of fee waivers or subsidies, expanded program availability, and targeted outreach to historically underserved student groups.

The superintendent will then present both the findings and the proposed solutions to the board for review and discussion. This process ensures that decision-making around extracurricular programming is informed, transparent, and rooted in the district's commitment to access, inclusion, and student success for all.

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.

The district will practice inclusive hiring practices and culturally responsive retention strategies that support and value diversity in its staff. Recruiting, screening, and interview teams will be trained and culturally competent trained in cultural competency to seek out diverse perspectives, experiences, and backgrounds that enrich the makeup of our staff and provide students with inspiring role models.

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.

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.

Cultural Awareness and Recognition

We value the diversity of our community and recognize the importance of celebrating this diversity within the learning environment. The district will maintain a comprehensive listing of monthly Cultural

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Awareness and Recognitions on its website. The superintendent will encourage schools to include these events in assemblies, displays, announcements and other materials as warranted.

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.

Implementation and Annual Reporting Requirements

The Superintendent is required to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the Superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on annual goals set in partnership with the Superintendent and the School Board.

Each year, an administrative committee comprising students, staff and parents will review this policy and may provide recommendations for improvement for board consideration.

TT Comment: Requested to include all of the Action Items included in the original draft. "I realize some have been used and put other places in the document, while others have been omitted; however, I really like having a separate section where all of them are together."

KM Comment: "I only ask one thing. That the procedures are strong and lay out exactly the expectations of each of the original draft's actions. I also want a review of all the policies referenced within a year. I also want volunteers and contracted organizations to commit to reading and following all WWPS policies and procedures while working at our district."

Cross References:

Policy 1005 Key Functions of the Board

Policy 1250 Students on Governing Boards

Policy 2005 School Improvement Plans 57

Policy 2020 Course Design, Selection and Adoption of Instructional Materials

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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
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

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OUR CULTURAL COMMITMENT

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You belong here.

The board is committed to identifying and addressing barriers and unhealthy cultures so that belonging, participation and achievement is maximized. Focusing our equity lens on belonging allows us to ensure a healthy district culture and student experience, with careful and deliberate consideration to individual dignity, needs and circumstances.

Because the board acts through its policies, it is important that board policies 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 fosters belonging and collective flourishing.

This policy, and each other policy it references, promotes an educational mission layered by a commitment to create an environment that fosters cultural competency, diversity, equity, and inclusion. The district will maintain on its website, in accessible language, a detailed overview of the consolidated requirements of these linked policies, and clear reporting mechanisms for perceived violations of practice.

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, economic status, religion, geography, primary language, culture, and other characteristics and experiences.

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- “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.
- “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

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, and 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

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

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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 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), Policy and Procedure 3210 (Nondiscrimination – Students), and 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 play a crucial role in creating a sense of belonging and supporting the collective well-being of our community by ensuring there is a clear process for accountability.

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 or designee 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

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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.

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

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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.

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

Consistent with the district's Strategic Plan Goal #4, 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 alignment with the district's commitment to equity and belonging, this policy acknowledges the diverse needs, voices, and experiences of families within our community. By actively involving families as partners in education, the district seeks to create a school climate where every family feels welcomed, respected, and empowered to support their child's learning and growth.

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 that is responsive to the unique needs of its student population. These plans serve as strategic frameworks to guide continuous improvement in academic outcomes, school climate, and overall student well-being.

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Each school improvement plan or process must address a range of elements, including key educational equity factors such as gender, race, ethnicity, culture, language, socioeconomic background, and physical and mental ability. By intentionally examining disparities in access, opportunity, and outcomes, schools are expected to identify and dismantle barriers that prevent all students from thriving.

The inclusion of these equity factors reflects the district's broader commitment to fostering inclusive learning environments where every student feels valued, supported, and empowered to succeed. Schools will use disaggregated data, stakeholder input, and evidence-based practices to inform their plans and ensure they are actively advancing educational justice. The board supports this work as foundational to building a more equitable, inclusive, and high-achieving district for all learners.

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.

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.

Non-curriculum related student groups

The board believes that student groups provide opportunities for students to connect with others who have similar interests and backgrounds, and also to meet people from different backgrounds.

The board supports Policy and Procedure 2153 (Non-Curriculum Related Student Groups), which lets students create groups that aren't part of their regular school classes.

Access to Extracurricular Activities

The board recognizes that participation in extracurricular activities is a vital part of a well-rounded educational experience and contributes significantly to students' academic success, social development, and sense of belonging. In alignment with the district's equity goals, efforts will be made to ensure that all students—regardless of socioeconomic status, transportation availability, family responsibilities, or other potential barriers—have equitable access to extracurricular opportunities.

When directed by the board, the district will initiate a systematic investigation into barriers that prevent students from participating in extracurricular programs. Examples of such barriers may include a lack of after-school transportation, program fees, scheduling conflicts, limited outreach to families, or inaccessible facilities. The superintendent will designate a qualified staff member to lead this research

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effort, which may include data collection, student and family surveys, focus groups, and consultation with school and community stakeholders.

Once the research is completed, the designated staff member will report the findings to the superintendent and work collaboratively to develop actionable, equity-driven solutions aimed at reducing or eliminating identified barriers. Solutions may include—but are not limited to—adjustments to transportation schedules, the implementation of fee waivers or subsidies, expanded program availability, and targeted outreach to historically underserved student groups.

The superintendent will then present both the findings and the proposed solutions to the board for review and discussion. This process ensures that decision-making around extracurricular programming is informed, transparent, and rooted in the district's commitment to access, inclusion, and student success for all.

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.

The district will practice inclusive hiring practices and culturally responsive retention strategies that support and value diversity in its staff. Recruiting, screening, and interview teams will be trained in cultural competency to seek out diverse perspectives, experiences, and backgrounds that enrich the makeup of our staff and provide students with inspiring role models.

Board and Staff Training

The board embraces that each board member 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.

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.

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Cultural Awareness and Recognition

We value the diversity of our community and recognize the importance of celebrating this diversity within the learning environment. The district will maintain a comprehensive listing of monthly Cultural Awareness and Recognitions on its website. The superintendent will encourage schools to include these events in assemblies, displays, announcements and other materials as warranted.

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.

Implementation and Annual Reporting Requirements

The superintendent is required to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually, the superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on annual goals set in partnership with the superintendent and the School Board.

Each year, an administrative committee comprising students, staff and parents will review this policy and may provide recommendations for improvement for board consideration.

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

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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
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

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