

BOARD OF DIRECTORS
Regular Business Meeting - 4:00 PM
June 17, 2025
364 S Park St
Walla Walla, WA 99362

Watch Live: <https://wwps-org.zoom.us/j/93144411333>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 931 4441 1333

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: (4:00 p.m.) *Derek Sarley*

II. FLAG SALUTE: *Ruth Ladderud*

III. ROLL CALL:

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

IV. APPROVAL OF AGENDA: *Derek Sarley*

V. CONSENT AGENDA: *Derek Sarley*

- | | |
|---|----|
| 1. Personnel Report | 3 |
| 2. June 3 & 17 Accounts Payable and May Payroll | 4 |
| 3. May Financial Report | 5 |
| 4. Excused Absence for Director Terri Trick | |
| 5. Regular Business Meeting Minutes of May 20, 2025 | 9 |
| 6. Special Meeting Minutes of May 21, 2025 | 11 |
| 7. Regular Study Meeting Minutes of June 3, 2025 | 12 |

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS: (4:05 p.m.) *Derek Sarley*

1. Recognition of State Champions: *Dr. Wade Smith*
 - *Sharpstein Elementary Fourth Grade Math Team*
 - *Walla Walla High School FCCLA*

VII. CITIZENS' COMMENTS: (4:15 p.m.) *Derek Sarley*

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VIII. REPORTS: (4:25 p.m.) *Derek Sarley*

1. Board of Directors Report: *Derek Sarley*
2. Superintendent's Report: *Dr. Wade Smith*

a. Monthly Enrollment Report	15
3. Monthly Financial Dashboard Report: <i>Janette Jeffris</i>	17
4. Vision 2030: Goal #1, Strategy #2: A Guaranteed and Viable Curriculum (Promise Standards): <i>Christy Krutulis</i>	20
5. 2025-2026 Budget Preparation Update: <i>Janette Jeffris</i>	
6. Policies First Reading: <i>Dr. Wade Smith</i>	34
• 1820 Board Self-Assessment	
• 1822 Training & Professional Development for Board Members	
• 2020 Course Design, Selection, and Adoption of Instructional Materials	
• 2021 Library Information and Technology Programs	
• 2230 Transition to Kindergarten Program	
• 4217 Meeting Communication Needs	
• 5161 Civility in the Workplace	
IX. ACTION: (4:55 p.m.) <i>Derek Sarley</i>	
1. Student Representative Appointment	
X. ADJOURNMENT: (5:00 p.m.) <i>Derek Sarley</i>	



PERSONNEL REPORT

June 17, 2025 – Board Meeting

Date: June 12, 2025

EMPLOYMENT

Administrative: Marit Rasmussen, Interim Principal (2025-26), Sharpstein Elementary School
 Brandy Ross, Interim Principal (2025-26), Edison Elementary School

Classified: Jessica Flynn, Assistant Secretary, Walla Walla High School

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Administrative: Sarah Edwards, Principal, Sharpstein Elementary School, 1 year
 Jenny Foster, Principal, Edison Elementary School, 3.5 years

Certificated: Amy Serra, Social Studies Teacher, Garrison Middle School, 9 years

Classified: Dan Beuck, Head Custodian, Lincoln High School, 16 years
 Jarreth Bingman, Technology Specialist, Technology Department, 4.5 years
 Dominic Smith, Para-Educator, Walla Walla High School, 1 year
 Daniela Torrealba, Para-Educator, Pioneer Middle School, 1 year

LEAVE OF ABSENCE

Ximena Gachet, Head Start Associate Teacher, WWCCF, 1 year

- 8/14/2025-11/24/2025

Melanie Medina, Math Teacher, Pioneer Middle School, 6 years

- For the 2025-2026 school year

Marit Rasmussen, Learning Specialist, 20 years

- For the 2025-2026 school year

Brandy Ross, LAP Teacher, 4 years

- For the 2025-2026 school 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 June 17th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
6/3/2025	243034	Through	243168	\$ 643,153.28
6/10/2025	243169	Through	243169	\$ 2,000.00
6/17/2025	243170	Through	243289	\$ 734,503.85
6/3/2025	242500512	Wire Transfer	242500529	\$ 3,872.54
6/10/2025	242500532	Wire Transfer	242500579	\$ 9,850.26

		Capital Projects		
6/3/2025	240103	Through	240103	\$ 7,371.50
6/10/2025	240104	Through	240105	\$ 966,726.92
6/17/2025	240106	Through	240112	\$ 283,508.26
		Wire Transfer		
		Wire Transfer		

		ASB		
6/3/2025	240150	Through	240159	\$ 43,953.87
6/17/2025	240160	Through	240174	\$ 39,751.85
6/3/2025	242500530	Wire Transfer	242500531	\$ 134.29
6/17/2025	242500580	Wire Transfer	242500582	\$ 164.16

		Transportation Vehicle		
6/3/2025	24004	Through	24004	\$ 2,453,047.02
		Through		
		Wire Transfer		
		Wire Transfer		

		Payroll		
5/31/2025	242989	Through	243033	\$ 2,288,551.45
5/31/2025	1400001	Wire Transfer	1401108	\$ 3,515,048.29
5/31/2025	NA	Payroll Taxes	NA	\$ 1,194,477.85

TOTAL:	\$ 12,186,115.39
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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: June 14, 2025
RE: May's Financial Report

Attached is the May 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 12.3% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

Walla Walla School District

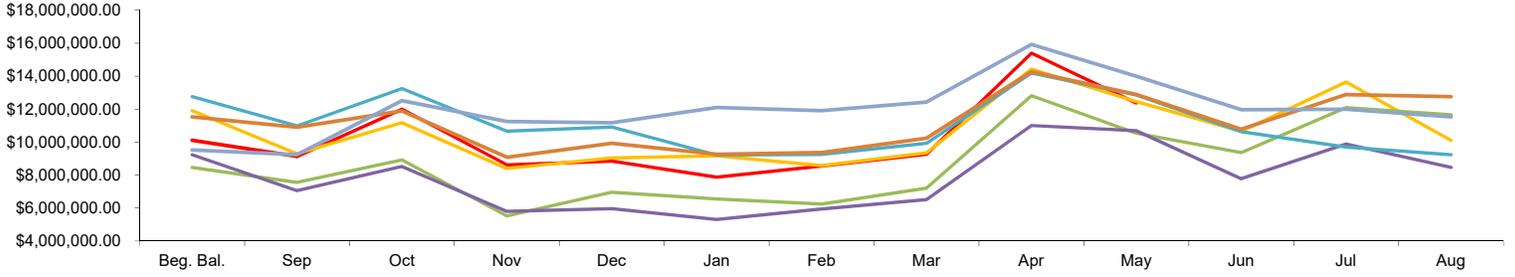
Monthly Financial Report

May 2025

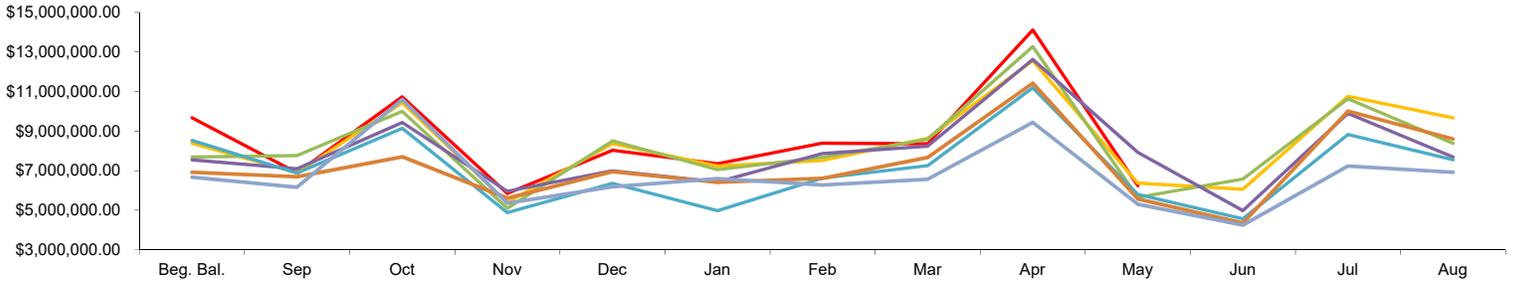
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<u>GENERAL FUND</u>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 75,833,415
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (74,462,509)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (420,467)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 12,444,094 12.3%
<u>CAPITAL PROJECTS</u>			
Beginning Fund Balance	\$ 14,500,000	\$ 11,647,644	\$ 11,647,644
Revenues	\$ 2,887,352	\$ 2,887,352	\$ 2,337,577
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (8,362,987)
Transfers	\$ (250,000)	\$ (250,000)	\$ (250,000)
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 5,372,234
<u>DEBT SERVICE</u>			
Beginning Fund Balance	\$ 3,051,794	\$ 3,149,247	\$ 3,149,247
Revenues	\$ 5,432,008	\$ 5,432,008	\$ 5,338,222
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (3,849,631)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 4,637,838
<u>ASB FUND</u>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 274,027
Expenditures	\$ (392,497)	\$ (392,497)	\$ (198,227)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 518,207
<u>TRANSPORTATION VEHICLE</u>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 4,537,679
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ (2,857,516)
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 2,616,741

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

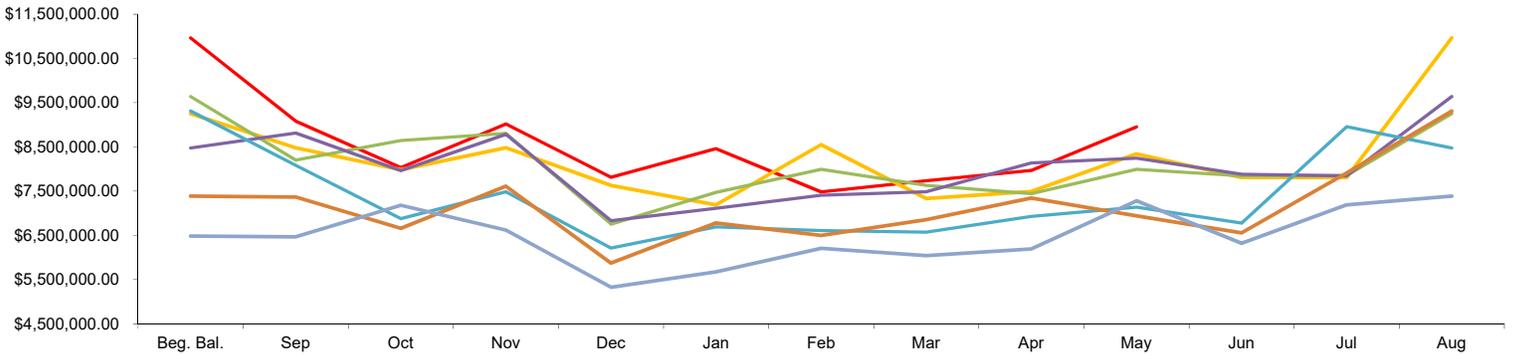
NET CASH & INVESTMENTS



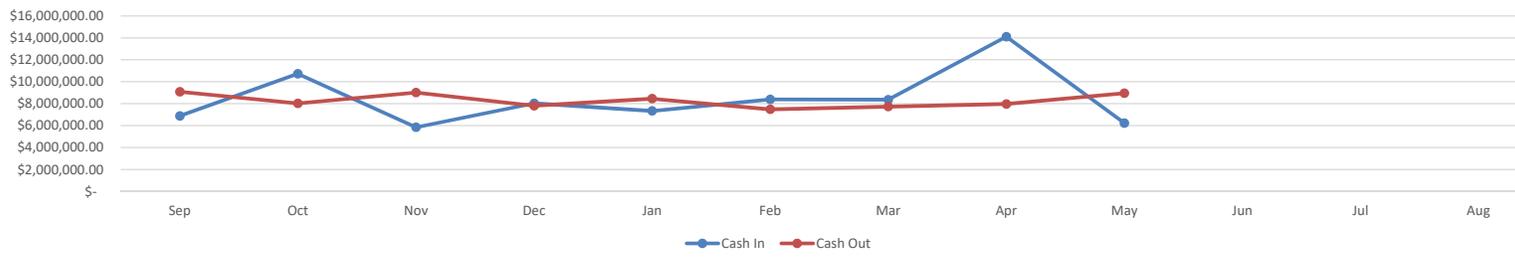
RECEIPTS



EXPENDITURES

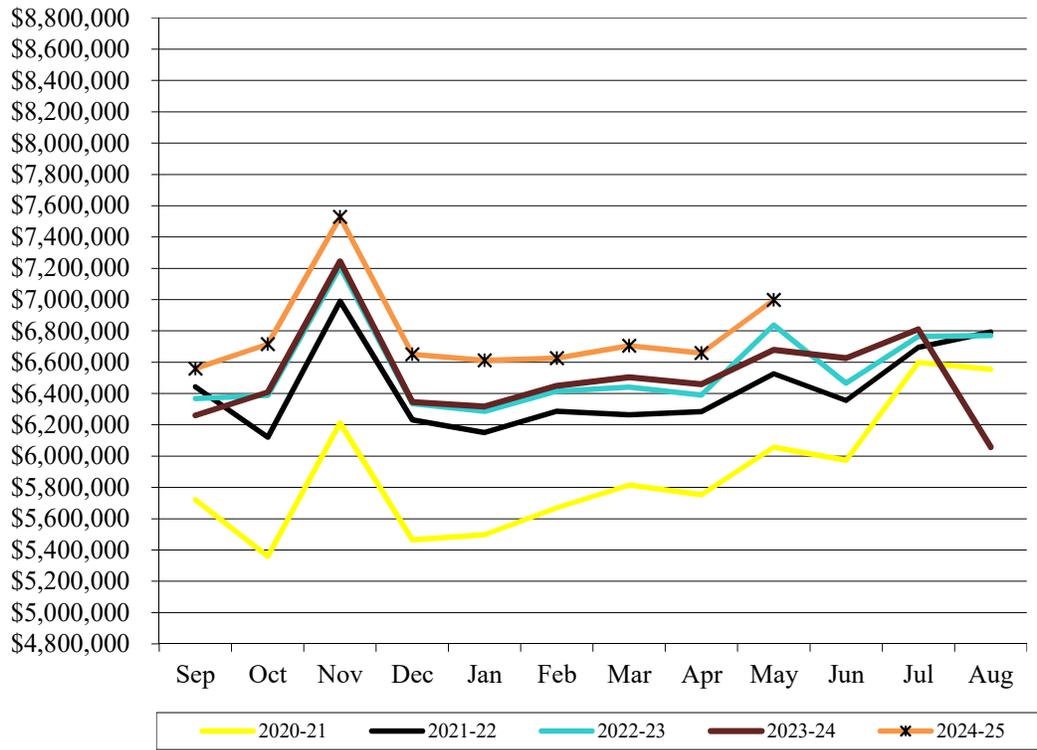


2023-24 Cash In/out



WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll



BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
May 20, 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

AUDIENCE

Approximately 100 individuals, including board members, administrators and guests, were in attendance.

I. CALL TO ORDER

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

II. FLAG SALUTE

The flag salute and Pledge of Allegiance were led by Student Representative Ari Kim-Leavitt.

III. ROLL CALL

All board members were present in person except Director Mulkerin who attended remotely.

IV. APPROVAL OF AGENDA

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

V. CONSENT AGENDA

Motion by Ruth Ladderud and seconded by Alayna Brinton to approve the consent agenda consisting of the following items: 1) personnel report; 2) May 6 & 20 accounts payable & April payroll; 3) April financial report; 4) 6-12 English Language Arts curriculum adoption; 5) resolution 03-2025 delegating authority to WIAA 2025-2026; 6) resolution 04-2025 recognizing a shortage of substitute teachers – employment provisions pursuant to RCW 42.24.030; 7) regular business meeting minutes of April 15, 2025; 8) special meeting/executive session minutes of April 18, 2025; 9) special meeting minutes of April 29, 2025; and 10) regular study meeting minutes of May 6, 2025. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Partners of the Year Recognition: President Sarley and Dr. Smith recognized the Walla Walla Public Schools 2024-2025 Partners of the Year: Blue Mountain Action Council; Walla Walla Community College; Columbia REA; and Walla Walla Columbia School Retirees Association. Walla Walla School District established the month of May as Partners in Learning Month 15 years ago to recognize individuals, businesses, organizations and agencies who partner with the district throughout the year to support our students. 9

Recognition of High School State Champions: Dr. Smith & President Sarley honored students and their advisors of the following teams: Garrison TSA TEAMS; Wa-Hi FBLA; Wa-Hi JROTC; Wa-Hi FFA; and SEATech Skills USA. Students and teams who placed in the top three statewide in academics, leadership, and extracurricular events were recognized for their outstanding achievements, commitment, and perseverance.

VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT

ASB President Maddy Van Cleve reported on student activities at Walla Walla High School. Board members presented Maddy with a recognition plaque for serving as 2024-2025 ASB student representative to the school board.

VIII. CITIZENS' COMMENTS

Public comment was received by one individual.

IX. REPORTS

Board of Directors Report: Board members shared updates on the events and activities they have participated in since the last Board meeting. These included school visits, field trips, a musical production, advisory meetings, state education meetings, and a meeting with elected officials. They also expressed their appreciation for Superintendent Dr. Wade Smith's outstanding leadership and extended congratulations to the students recognized tonight for their state championship achievements.

Superintendent's Report: Superintendent Dr. Wade Smith noted May enrollment is 5286 FTE.

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

GEAR UP Program Update: GEAR UP Program Specialist Becky Waggoner-Schwartz and Student Achievement Specialist Terri Wallingford provided school board members a program update.

2025-2026 Budget Preparation Update: Superintendent Dr. Wade Smith and Director of Fiscal Services Janette Jeffris provided an update on preliminary budget planning for the 2025-2026 school year.

Second Reading of Our Cultural Commitment Policy: School Board members continued work on a Cultural Commitment Policy for the school district.

X. ACTION

XI. ADJOURNMENT

President Sarley adjourned the meeting at 7:14 p.m.

Minutes to be presented for board approval on June 17, 2025.

APPROVED:

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

Derek Sarley
School Board President

**BOARD OF DIRECTORS
Special Meeting – 2:15 p.m.
May 21, 2025
800 Abbott Rd / Walla Walla, WA 99362**

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

I. CALL TO ORDER

The meeting was called to order in the Walla Walla High School Blue Devil Building Room 113, at 2:15 p.m. by President Derek Sarley.

II. ROLL CALL

All board members were present.

III. APPROVAL OF AGENDA

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

IV. INTERVIEW CANDIDATES FOR STUDENT BOARD REPRESENTATIVE

Board members reviewed applications and interviewed four candidates for the position of student board representative.

V. ADJOURNMENT

President Sarley declared the meeting adjourned at 3:30 p.m.

Minutes to be presented for board approval on June 17, 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.
June 3, 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
Janette Jeffris, Director of Fiscal Services

AUDIENCE

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

I. CALL TO ORDER

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

II. FLAG SALUTE

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

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

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

V. CONSENT AGENDA

Motion by Terri Trick and seconded by Alayna Brinton to approve the consent agenda consisting of the following item: 1) Policy 1900 – Our Cultural Commitment. President Sarley conducted a roll call vote; the motion carried with four ayes and one abstention.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Recognition of High School State Champions: Dr. Smith & Board Members honored students and their coaches of the SEATech SkillsUSA & Walla Walla High School Track & Field Teams who finished in the top three in state championship competitions.

VII. STUDY ITEMS

Vision 2030: Goal #1, Strategy #1 – Collective Efficacy: Assistant Superintendent Chris Gardea, Executive Director of Teaching and Learning Christy Krutulic and representatives from Green Park Elementary, Pioneer Middle School and Walla Walla High School provided an update on Vision 2030: Goal #1, Strategy #1 – Collective Efficacy.

Budget Update: Superintendent Dr. Wade Smith and Director of Fiscal Services Janette Jeffris provided an update on budget planning for the 2025-2026 school year.

VIII. ADJOURNMENT

President Sarley adjourned the meeting at 6:53 p.m.

Minutes to be presented for board approval on June 17, 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.

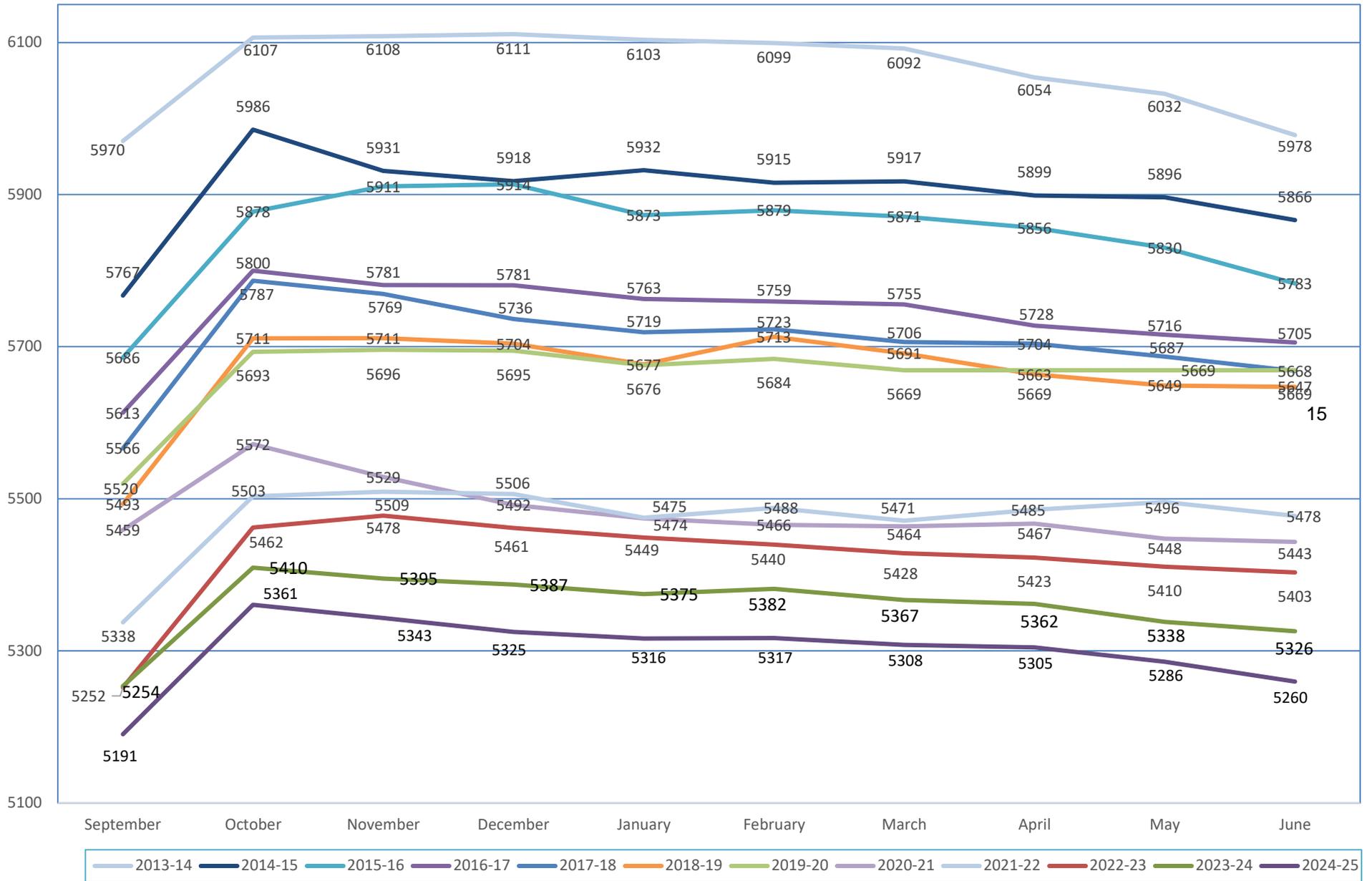
We also ask that you adhere to the following guidelines:

- 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 Hubbard, K	22 21	Diaz Madrigal, A Gonzales, C Morrison, S	19 19 18	Kearbey, K Parodi, D	23 23	Baker, T Pekar, Katie	25 25	Ambler, C Bona, A Hartelius, S	21 21 21	Clearman, D Holbrook, J James, I	21 24 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	67	325						
slots available	29	19	8	4	21	17	Ratio	21.67					
Edison	Espinosa, M Helm, E Matson, E Valencia, A	21 22 17 20	Maycumber, Y Berumen, B Moreno, J Phillips, L	22 24 23 23	Hobbs, S Parsons, S Saldivar, C Williams, N	18 17 17 18	Aceves, J Estrada, A Lopez, J	25 25 25	Ledesma, M Reed, J Schafer, J	25 24 24	Ochoa, F Solis Martinez, V Solis, C	25 24 24	
SECTIONS	21	80	92	70	75	73	463						
slots available*	4	(8)	14	6	11	11	Ratio	22.05					
Green Park	Goble, E Nuno, J Lamanna, S Katsel, E	21 20 18 19	Bahena-Flores, R Garcia, A Collins, A James, L	25 24 22 22	Chavez, R Salazar, I Shuler, A Real, D	21 24 20 17	Contreras, A Mora, G Boeckman, R Gregoire, L	21 20 22 21	Esquivel, T Johnson, M Tobin, J	26 25 26	Maya, J Lopez, M Ambler, D Lux, J	19 20 28 28	
Lifeskills Program	Angotti, E Scarborough, M	5 2	Angotti, E Scarborough, M	2 1	Angotti, E Scarborough, M	2 82	Angotti, E Scarborough, M	1 5	Angotti, E Scarborough, M	1 77	Angotti, E Scarborough, M	2 95	509
SECTIONS	23	78	93	82	84	77	509						
slots available	18	7	26	45	7	17	Ratio	22.13					
Prospect Point	Ferraro, A Heinzman, A Kaup Rose, S	21 20 21	Hanson, K Humphreys, S Pederson, R	22 21 21	Babbit, H Baldwin, W McFetridge, M Paul, M	18 20 18 17 73	Jausoro, D Kuhlmann, K Reese, N	22 21 21	Prull, V Taylor, L Watson, K	28 27 27	Mahan, L Parodi, D Pegel, G	26 26 25	422
SECTIONS	19	62	64	73	64	82	422						
slots available*	34	11	35	17	2	7	Ratio	22.21					
Sharpstein	Gillin, L Wilson, H	19 18	Locati, R Russell, J Ruvalcaba, G	17 16 16	Berg, L Griffith, R York, L	19 20 19	Hutchinson, D Villanueva, S	25 26	Keyes, K VanDonge, B	28 27	Mendoza, L Shirley, C Woiblet, B	22 23 23	
Developmental Prog Autism Program	Stimmel, M Amundson Vaughan	5 - 3	Stimmel, M Amundson Vaughan	3 - 2	Stimmel, M Amundson Vaughan	1 3 1	Stimmel, M Amundson Vaughan	- 2 2	Stimmel, M Amundson Vaughan	6 - -	Amundson Vaughan	1 1	318
SECTIONS	15	37	49	58	51	55	318						
slots available	30	23	23	3	1	16	Ratio	21.20					
WW Online/Homelink		6	6	6	5	12	11						
slots available		6	6	6	5	12	11	46					
TOT SLOTS AVAIL	115	52	106	75	42	68							
GRADE LVL TOTAL		300	354	329	324	350	380	2037					
GRADE LVL SECTNS	15	17	17	14	14	16							
AVERAGE LOADS		20.00	20.82	19.35	23.14	25.00	23.75						
TOTAL SC SPED		12	7	8	9	9	4	49					
TOTAL ENROLLED		318	367	343	338	371	395	2132					

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		\$ 673,279	5.01%
APR ACTUAL	\$ 5,862,122	\$ 81,983	\$ 7,168,210	\$ 7,065	\$ 979,974	\$ 11,229			\$ 14,110,582	\$ 2,055,800	YTD
MAY PROJECTED	\$ 1,450,000	\$ 67,034	\$ 4,120,760	\$ 8,911	\$ 1,027,335	\$ 8,375	\$ -	\$ 6,682,415			
MAY ACTUAL									\$ -	\$ 2,055,800	YTD
JUN PROJECTED	\$ 40,000	\$ 53,023	\$ 4,487,341	\$ 8,911	\$ 903,835	\$ 8,375	\$ -	\$ 5,501,485			
JUN ACTUAL									\$ -	\$ 2,055,800	YTD
JUL PROJECTED	\$ 40,591	\$ 53,023	\$ 9,515,799	\$ 8,911	\$ 791,585	\$ 8,375	\$ -	\$ 10,418,284			17
JUL ACTUAL									\$ -	\$ 2,055,800	YTD
AUG PROJECTED	\$ 105,768	\$ 53,023	\$ 7,415,429	\$ 8,911	\$ 1,281,287	\$ 8,375	\$ -	\$ 8,872,793			
AUG ACTUAL									\$ -	\$ 2,055,800	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	\$ 12,207,378	\$ 968,538	\$ 50,322,454	\$ 83,615	\$ 5,960,215	\$ 67,739	\$ -	\$ 69,609,938	FORECAST ACTUAL	\$	101,084,915
% collected to PRO	92.00%	131.76%	67.02%	55.42%	61.58%	64.21%	#DIV/0!	70.29%			

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	\$ 272,848 3.55%
APRIL ACTUAL		\$ 6,657,542		\$ 1,309,359	\$ 7,966,901 YTD	\$ (302,462) -0.46%
MAY PROJECTED	\$ 6,978,644		\$ 1,363,500		\$ 8,342,144 MONTHLY	
MAY ACTUAL					\$ - YTD	\$ (302,462) -0.41%
JUNE PROJECTED	\$ 6,924,664		\$ 1,293,596		\$ 8,218,260 MONTHLY	
JUNE ACTUAL					\$ - YTD	\$ (302,462) -0.37%
JULY PROJECTED	\$ 7,015,606		\$ 1,098,742		\$ 8,114,348 MONTHLY	
JULY ACTUAL					\$ - YTD	\$ (302,462) -0.33%
AUGUST PROJECTED	\$ 6,749,236		\$ 3,362,959		\$ 10,112,194 MONTHLY	
AUGUST ACTUAL					\$ - YTD	\$ (302,462) -0.30%
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		\$ 54,054,628		\$ 11,531,263	\$ 65,585,891	FORECAST ACT \$ 100,372,837
% spent to projected		66.11%		60.98%	65.15%	
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%	9.08%
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%	9.74%
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%	9.83%
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%	10.48%
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%	10.39%
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%	11.70%
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%	10.96%
April	PROJECTED	\$ 13,437,303	\$ 7,694,054	\$ 12,165,786			
	ACTUAL	\$ 14,110,582	\$ 7,966,901	\$ 15,517,702	\$ 3,351,917	27.55%	11.36%
May	PROJECTED	\$ 6,682,415	\$ 8,342,144	\$ 10,506,057			
	ACTUAL	\$ -	\$ -	\$ 15,517,702			
June	PROJECTED	\$ 5,501,485	\$ 8,218,260	\$ 7,789,282			
	ACTUAL	\$ -	\$ -	\$ 15,517,702			
July	PROJECTED	\$ 10,418,284	\$ 8,114,348	\$ 10,093,218			
	ACTUAL	\$ -	\$ -	\$ 15,517,702			
August	PROJECTED	\$ 8,872,793	\$ 10,112,194	\$ 8,853,817			
	ACTUAL	\$ -	\$ -	\$ 15,517,702			
PRELIMINARY PROJECTED EFB		\$ 99,029,115	\$ 100,675,298	\$ 8,853,817			8.73%
ACTUALS TO DATE		\$ 69,609,938	\$ 65,585,891				
FORECASTED ACTUALS*		\$101,084,915	\$100,372,837	\$11,405,734	YEAR END PROJECTION		11.36%
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



WALLA WALLA PUBLIC SCHOOLS
VISION
2030

Developing Washington's Most
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



VISION 2030

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GOAL #1: STRATEGY #2

A GUARANTEED AND VIABLE CURRICULUM (PROMISE STANDARDS)

CHRISTY KRUTULIS



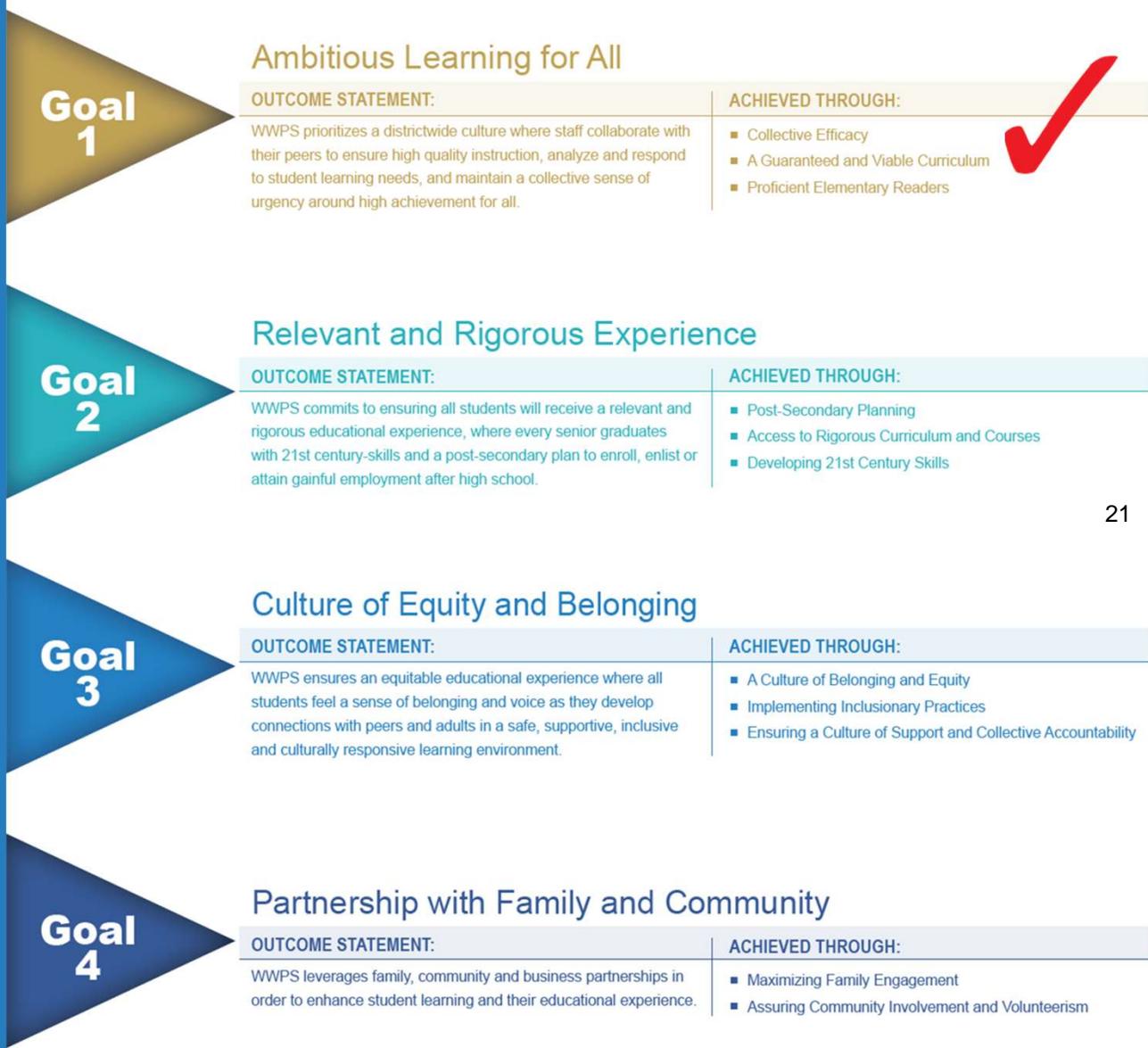
Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Goals & Strategies

MISSION

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





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



Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- A Guaranteed and Viable Curriculum
 - “Ensure district-wide Promise Standards are taught, assessed and met for every student” (Vision 2030)

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - Our ultimate goal is that all students demonstrate proficiency on grade/subject promise standards. Full implementation will ensure all students, staff and families are aware of the significance of promise standards and serve as partners in the work to ensure mastery. This success will be facilitated by timely ongoing communication between teachers and students, and teachers and families, student by student and standard by standard.

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Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Ambitious Learning for All	Achieved Through: A Guaranteed and Viable Curriculum	Committee Lead: Christy
Strategy Statement: Ensure district-wide Promise Standards are taught, assessed and met for every student		
Committee Membership: Angela Bona, Casey Monahan, Clayton Hudiburg, Chris Schumacher, Donnetta Elsasser, Helen Cantero, Iris Salazar, Jazmin Lopez, John Schumacher, Michelle Carpenter, Seth Ahrens, Shannon Jones, Scott Kasenga, Stacey Klingenberg, Tracy Walmsley, Matt Manley		
Brief Description of Committee Work and Process: Over the course of four meetings, the committee worked in small cross level groups to develop guidance for the following: <ul style="list-style-type: none"> How do we ensure district-wide promise standards are developed? How do we ensure district-wide promise standards are reviewed/ revised? How do we ensure district-wide promise standards are taught? How do we ensure district-wide promise standards are assessed? How do we ensure district-wide promise standards are met? How do we ensure communication of student growth related to the promise standards with our colleagues, students and families? 		
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Our ultimate goal is that all students demonstrate proficiency on grade/subject promise standards. Full implementation will ensure all students, staff and families are aware of the significance of promise standards and serve as partners in the work to ensure mastery. This success will be facilitated by timely ongoing communication between teachers and students, and teachers and families, student by student and standard by standard.		
	2023-24 School Year	2024-29 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ul style="list-style-type: none"> Skyward Promise Standard reporting feature developed and staff trained by late fall (Math) Parents/students communicated with and trained on accessing Promise Standards through Skyward by late fall Building administration and Guiding Coalitions trained in 5Lab Promise Standard tracking and analysis Common assessments across schools with rubrics developed, shared and used Identification of K-12 science promise standards (follows year of adoption and instruction) Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions occur in a timely manner Timely ongoing communication with families about student progress on promise standards via Skyward Ensure new teachers have onboarding about promise standards from induction program and their teammates Promise standards posted for students, in student friendly language, in each classroom in content areas where they are already identified Beginning of year review of promise standards by teams End of year review of promise standards - using data to determine possible revisions 	<ul style="list-style-type: none"> Skyward Promise Standard reporting feature developed and staff trained by late fall (Math) Common assessments across schools with rubrics consistently shared and revised Annual beginning and end of year review of identified promise standards, proficiency maps and unit plans Ensure new teachers have onboarding about promise standards from induction program and their teammates Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions happen in a timely manner Students track their progress toward mastery of promise standards Timely ongoing communication with families about student progress on promise standards via Skyward Promise standards posted for students in each classroom Identification of promise standards for new core curriculum following year 1 of implementation
Who are the key personnel, people who will help lead this work?	<ul style="list-style-type: none"> Guiding Coalitions with support from principals, Teaching and Learning staff, Teacher leaders for content areas, content TOSAs when staffing/funding is available 	
What specific resources or supports are needed to accomplish the above-described actions?	<ul style="list-style-type: none"> Curriculum Coordinator and team/content leads to lead identification and/or review of promise standards Continue strong curriculum vetting process to ensure board-adopted core materials and then work with TL to find necessary supplemental materials to help fill any holes Built in annual BOY time for job/course alike teams to come together to annually calibrate around promise standards Built in annual EOY time for team leads to come together to revisit proficiency maps and unit plans and calibrate vertically 	
How will growth/success be measured, tracked and reported?	Measured/Reported: <ul style="list-style-type: none"> Board review of PK-10 promise standard attainment in math by standard (Winter and Spring). Annual EES Survey (family): Monitor for Progress: "This school communicates with me about my student's progress" 	
Estimated funding necessary	\$50K annually from Title/LAP funding.	

2024-29 Focus

2024-29 School Year

- Skyward Promise Standard reporting feature developed and staff trained by late fall (Math)
- Common assessments across schools with rubrics consistently shared and revised
- Annual beginning and end of year review of identified promise standards, proficiency maps and unit plans
- Ensure new teachers have onboarding about promise standards from induction program and their teammates
- Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions happen in a timely manner
- Students track their progress toward mastery of promise standards
- Timely ongoing communication with families about student progress on promise standards via Skyward
- Promise standards posted for students in each classroom
- Identification of promise standards for new core curriculum following year 1 of implementation

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Goal 1

Ambitious Learning for All

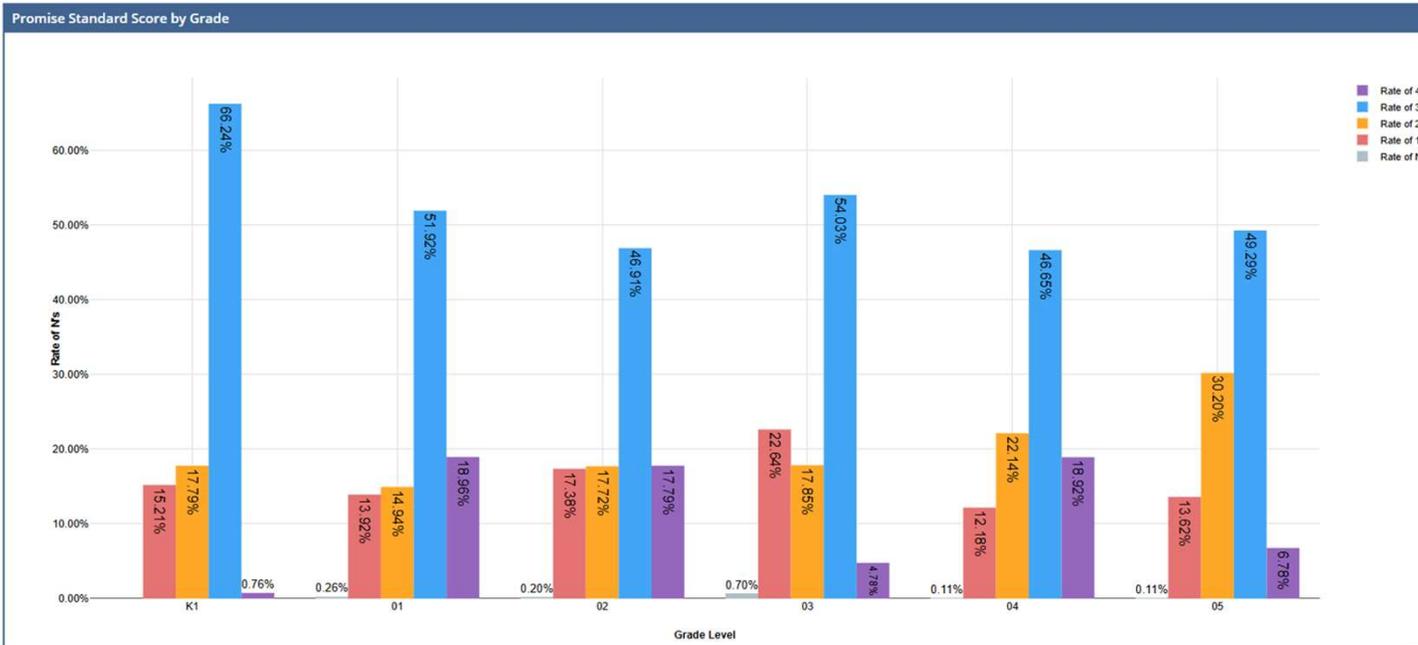
OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

Spring 2025 Math Promise Standards



At/Above Standard (CY)
63.84%

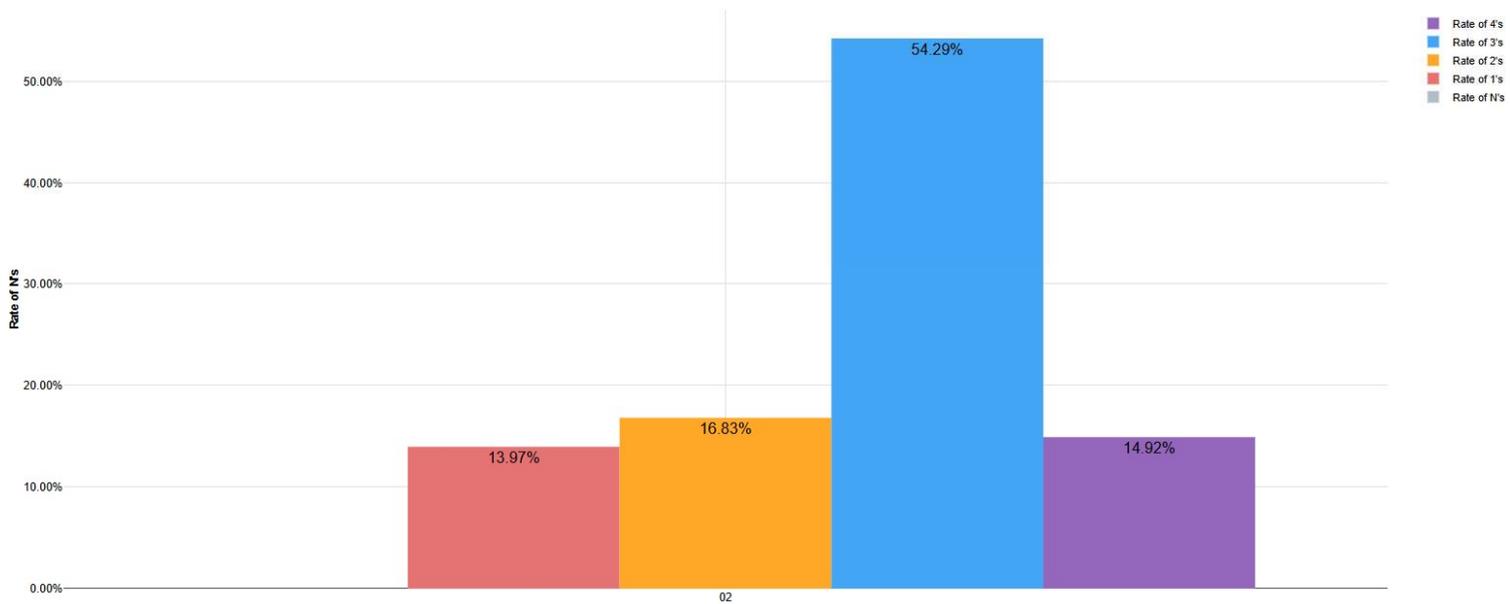
Below Standard (CY):
27
36.16%

Standards Based Grading

- 4=exceeds grade level standard
- 3=proficient/meets grade level standard
- 2=approaching proficiency with partial understanding
- 1=below grade level standard with limited understanding
- N=no score for the student yet

Grade 2 (MD.D.10): Draw a picture graph with a bar graph to represent data set with up to four categories. Solve simple put-together, take apart, and compare problems using information presented in a bar graph.

Promise Standard Score by Grade



Promise Standard Score History

School Year	Student Count	At/Above Standard	Rate of 4's	Rate of 3's	Rate of 2's	Rate of 1's	Rate of N's
2025	315	69.21%	14.92%	54.29%	16.83%	13.97%	0%
2024	320	63.34%	12.5%	49.06%	19.38%	16.25%	2.81%

Standards Based Grading
4=exceeds grade level standard
3=proficient/meets grade level standard
2=approaching proficiency with partial understanding
1=below grade level standard with limited understanding
N=no score for the student yet

Spring 2025 Math Promise Standards

Grade Level	At/Above Standard	Below Standard	# of Standards Assessed	# of Students
Kindergarten	67%	33.11%	8	293
1 st Grade	70.88%	28.86%	7	352
2 nd Grade	64.7%	35.10%	9	324
3 rd Grade	58.81%	40.49%	6	323
4 th Grade	65.57%	34.32%	9	322
5 th Grade	56.07%	43.82%	7	338

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Goal 1

Ambitious Learning for All

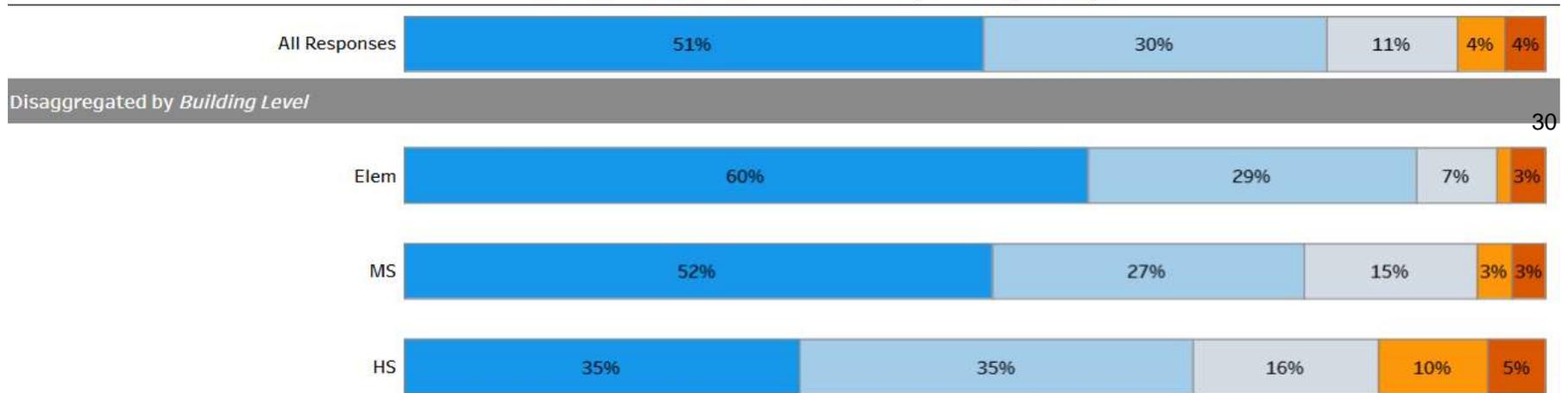
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ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

This school communicates effectively with my family



Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

This school communicates with me about my student's progress



Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

■ Promise Standards

■ What's working well?

- Annual review of K-8 math promise standards, proficiency maps, and unit plans
- Work of collaborative teams and colleagues learning from colleagues
- Early literacy growth for K-2 students

■ What's coming up?

- Implementation of new ELA/SLA proficiency maps as a result of June work with teachers after year 1 of implementation of new materials
- Integration of posting of standards and students tracking their progress with inclusionary practices
- Collaboration time in August for middle school math teachers
- Development of Spanish Language Arts standards alignment K-8

■ Challenges and/or roadblocks?

- (K-5) Holding on reporting more than K-5 math until Q/Skyward upgrade (Summer 2026) so double entry continues
- Time for secondary math teachers to collaborate across buildings on an ongoing basis, and grade level teams across buildings
- Calibration of grading practices
- Timely reporting of data to families

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

■ Questions?



Walla Walla Public Schools

BOARD POLICY

Policy No. 1820

Page 1 of 1

BOARD SELF-ASSESSMENT

At the conclusion of each year, the board will assess its own performance in terms of generally accepted principles of successful board operations and in relation to its annual goals and objectives and Washington School Board Standards. The board self-assessment will address performance in the key functions of school boards:

- A. Board functions of responsible school district governance;
- B. Communication of and commitment to high expectations for student learning;
- C. Creating conditions district-wide for student and staff success;
- D. Holding the district accountable for student learning; and
- E. Engagement of the community in education.

The results of the self-assessment will be used in setting goals for the subsequent year.

Cross References:

Board Policy 1005 - Key Functions of the Board

Board Policy 1810 - Annual Governance Goals and Objectives

Board Policy 1822 - Training and Professional Development for Board Members

First Reading/New Policy: June 17, 2025

Walla Walla Public Schools

BOARD POLICY

Policy No. 1822

Page 1 of 2

TRAINING AND PROFESSIONAL DEVELOPMENT FOR BOARD MEMBERS

In keeping with the need for continuing professional development to enhance effective governance, the board encourages the participation of its members at appropriate board conferences, workshops, and conventions. Additionally, board members will obtain the trainings required by Washington state. Funds for board leadership training and professional development will be budgeted for on an annual basis.

Required Training for School Board Directors

There are two areas of training required by Washington state:

- [Open Government training](#), and
- [Cultural Competency, Equity, Diversity, and Inclusion training](#)

Board directors will document their completion of required trainings. The Superintendent or designee will file and maintain the documentation in the district.

Open Government Training

The school board values public participation and transparency. All board directors must complete training on the Open Public Meetings Act, Public Records Act, and Public Records Retention within 90 days of taking the oath of office. Refresher training is required at least every four years while in office. These trainings may be completed before taking office and are available through the Washington Attorney General's Office and the Washington State School Directors' Association annual conference.

~~School board directors must receive Open Government training no later than 90 days after they take their oath of office or assume their duties. They can take the training before they are sworn in or assume their duties of office. School board directors must also receive "refresher" training at intervals of no more than four years, so long as they remain on the school board. Open Government training is available from the Washington Attorney General's Office <https://www.atg.wa.gov/opengovernmenttraining.aspx> and at the annual conference of the Washington state school directors' association.~~

Cultural Competency, Equity, Diversity and Inclusion Training

Beginning with the 2022 calendar year, each member of a board of directors shall complete a governance training program once per term of elected office. If the director is appointed or elected to a first term of office, the director must complete governance training requirements within two years of appointment or certification of the election in which they were elected.

The governance training completed by directors must be aligned with the cultural competency, diversity, equity, and inclusion standards for school director governance developed and provided by the Washington State School Directors' Association. Per Washington state law, the required training elements for both first and subsequent school director terms are defined by the Washington ~~s~~State ~~s~~School ~~d~~Directors' ~~a~~Association.

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In addition to the required areas of training above, Walla Walla Public Schools is committed to ongoing professional development both for individual school board directors and the board as whole. Each school board director is a member of the Washington State School Directors' Association, which provides professional development and resources at its annual conference and through year-round leadership development services for individual school board directors and boards.

Cross References:

1005 - Key Functions of the Board

1731 - Board Member Expenses

~~1805 - Open Government Trainings~~

1810 - Annual Governance Goals and Objectives

1820 - Board Self-Assessment

Legal References:

[ESSB 5964, Open Government Trainings Act](#)

[RCW 28A.343.360, Oath of Office](#)

[RCW 28A.345.120 School director governance—Cultural competency, diversity, equity, and inclusion—Training programs](#)

[RCW 40, Public Documents, Records, and Publications](#)

[RCW 40.14, Preservation and Destruction of Public Records](#)

[RCW 42.30, Open Public Meetings Act](#)

[RCW 42.56, Public Records Act](#)

[RCW 42.56.580, Public Records Officers](#)

First Reading/New Policy: June 17, 2025

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COURSE DESIGN, SELECTION, AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the ~~improvement and growth of the educational program of the schools. To this end, the course design shall be evaluated, adapted~~ improving and growing the schools' educational programs. ~~The this end, course designs will be evaluated, adapted, and~~ developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college, career, and civic readiness.

I. Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

- A. Course Design is the process that includes identifying and sequencing essential content to supporting students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems ~~for teachers~~ as they implement the course.
- B. Instructional Materials are ~~all~~ materials designed for ~~use by~~ students and their teachers as learning resources to help students ~~to~~ acquire facts and, skills, ~~and/or to~~ develop cognitive processes, and meet state learning standards. ~~These instructional materials, used to help students meet state learning standards,~~ may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

Alternative Core Materials are the primary instructional materials for a given course ~~that are~~ used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students ~~who are~~ at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not

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limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period ~~of time~~ and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for ~~time periods of~~ over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

C. Instructional Materials Committee is the body that ~~recommends~~~~makes~~ core instructional materials ~~adoption recommendations~~ to the ~~School B~~board based on superintendent-established procedures.

II. Course Design

The superintendent or designee will establish procedures for course design that :

- ~~• Provide~~ for the regular review of selected content areas and implementation of any suggested changes ~~and~~.
- ~~• Provide~~ for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with :

- ~~1. Applicable state and federal laws;~~
- ~~2. Goals and/or learning standards of the district and state;~~ and
- ~~3. Procedures monitored by the instructional materials committee which address the criteria detailed in the corresponding p~~Procedure 2020P.

The board is responsible for adopting ~~the adoption of~~ all core instructional materials used in the district.

The superintendent, or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure that ~~a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in person the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or~~online.

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~~The intent of the board is that the superintendent~~ The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the ~~professional staff of the district~~ district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in ~~the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students~~ selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Cross References:

Policy 2027 - District Ownership of Staff-Created Work

Legal References:

RCW 28A.150.230 District school directors' responsibilities

RCW 28A.320.230 Instructional materials - Instructional materials committee—Complaint system

RCW 28A.320.170 Curricula—Tribal history and culture ~~[as amended by SSB 5433]~~

RCW 28A.320.233 Student materials—Denial based on protected class prohibited—Complaint procedure

RCW 28A.320.235 Supplemental instructional materials—Policies and procedures—Definitions

RCW 28A.345.130 Model policy and procedure for instructional materials—Diverse and inclusive curricula

RCW 28A.405.060 Course of study and regulations - Enforcement - Withholding salary warrant for failure

RCW 28A.640 Sexual Equality

Chapter 28A.642 RCW Discrimination Prohibition

~~WAC 180-44-010 Responsibilities related to instruction~~

WAC 392-190-055 Textbooks and instructional materials - ~~Scope~~ Instructional materials policy - Elimination of bias

Adopted by the Board: October 7, 2003

Revised: 04.20.05; October 18, 2016

First Reading/Revision: June 17, 2025

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LIBRARY INFORMATION AND TECHNOLOGY PROGRAMS

The ~~purpose of the Walla Walla School District~~districts's library information and technology programs provide a broad, flexible array of services, resources, and instruction that ~~is to~~ support student mastery ~~of the essential academic learning requirements and~~ state standards in all subject areas. The programs include resources that promoted a positive impact on student learning, like a variety of resources for reading advocacy, student communication skills, and electronic and print information. ~~will provide a broad, flexible array of services, resources and instruction.~~

~~The~~Teacher-Librarians, ~~through the library information and technology programs,~~ will collaborate as ~~an~~ instructional partners and information specialists with classroom teachers to develop students' information and technology skills, ~~to~~ help all students meet the content goals in all subject areas and ~~to~~ assist high school students in completing their hHigh sSchool and bBeyond pPlans.

Additionally, the ~~t~~Teacher-Librarian's' duties may include, but are not limited to, integrating information and technology into curriculum and instruction; providing instruction to students and staff regarding the use of emerging learning technology; providing instruction to students about the ~~to~~ appropriate use of computers, mobile devices and navigating systems at school; helping teachers and staff access and use information ethically; instructing students in digital citizenship and information literacy; promoting a culture of reading within the school community; and providing individual support and guidance for students.

The superintendent will establish procedures for selecting library ~~the selection of~~ materials with the understanding that media literacy resources will consist of a balance of sources and perspectives. ~~Parents~~Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in Procedure 2021P, ~~with the~~ understanding that the criteria and rationale for ~~reconsideration of~~reconsidering library resources differs from those ~~the criteria and rationale~~ for reconsidering ation of classroom/curricular instructional materials.

Cross References:

Board Policy 2020	Course Design, Selection and Adoption of Instructional Materials
Procedure 2020P	Course Design, Selection and Adoption of Instructional Materials

Legal References:

RCW 28A.320.230	Instructional Materials — Instructional materials committee
RCW 28A.320.240	School Library Media Programs — Stocking of libraries — Teacher - Librarians
WAC 392-204-	005, 009, 020, 025, 055 Library Media Centers:
WAC 392-204-005	Purpose and authority
WAC 392-204-009	Definitions
WAC 392-204-020	School library media program

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WAC 392-204-025 Services
WAC 392-204-055 Other sources

Adopted: July 16, 2002

Revised: November 21, 2017

Revised: February 27, 2018

First Reading/Revision: June 17, 2025

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TRANSITION TO KINDERGARTEN PROGRAM

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

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

~~The district will consider the best practices pertaining to a transition to kindergarten program as developed in collaboration between the Office of Superintendent of Public Instruction and the Department of Children, Youth, and Families.~~

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

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

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

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

~~Eligibility, Recruitment, and Enrollment~~

~~The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student. The screening process and tools should be widely used norm-reference screening instruments or tools that demonstrate reliability and validity. The process and tools will be culturally and linguistically relevant.~~

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

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

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

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

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

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

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

Cross References:

Board Policy 3110 – Qualification of Attendance and Placement

Legal References:

Chapter 28A.300 RCW

WAC 392-425-010

Adopted: December 12, 2023

First Reading/Revision: June 17, 2025

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~~EFFECTIVE~~ MEETING COMMUNICATION NEEDS

In compliance with federal and state disabilities laws, all District-sponsored programs, activities, meetings, and services will be accessible to individuals ~~with disabilities~~, including persons with hearing, vision, and/or speech disabilities. When communicating in this context with students, families, applicants, participants, or members of the public, ~~and their companions~~ with disabilities, the District will take appropriate steps to ensure that any communications are as effective as communications with persons who have no disabilities. Such steps will include furnishing in a timely manner appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, programs, activities, meetings, or services conducted or sponsored by the District. The information contained within the District's website is a service that will be accessible to all individuals with disabilities.

When an IDEA-eligible or a Section 504-eligible student's disability impacts his/her hearing, vision or speech, the school will apply both a FAPE (free and appropriate public education) analysis and the effective communication requirements of the Americans with Disabilities Act of 1990 (Title II) in determining how to meet the student's communication needs and how to formulate the student's individual education program (IEP).

For students, families, applicants, participants, or members of the public, ~~and their companions~~, the District's website will provide information on how to request auxiliary aids and services, ask related questions, or raise concerns. When necessary and upon request, such information will also be provided in an accessible format for the requestor at no cost. A form for requesting auxiliary aids and services will be available on the District website, at the District office and attached as an appendix to the implementing procedure for this policy. When determining an appropriate auxiliary aid or service, the District or school will give primary consideration to the auxiliary aid or service specifically requested by the person with a disability.

For purposes of this policy, "auxiliary aids and services" include a wide range of services, devices, technologies, and methods for providing effective communication, and may include:

1. Effective methods of making aurally-delivered information available to individuals who are deaf or hard of hearing, such as:
 - qualified interpreters (on-site or through video remote interpreting services)
 - note-takers
 - real-time computer-aided transcription services ("CART")
 - written materials
 - the exchange of written notes
 - telephone handset amplifiers
 - assistive listening devices

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- assistive listening systems
 - telephones compatible with hearing aids
 - closed caption decoders
 - open and closed captioning, including real-time captioning
 - voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices
 - videotext displays
 - accessible electronic and information technology
2. Effective methods of making visually-delivered information available to individuals with visual impairments, such as:
- qualified readers
 - taped texts
 - audio recordings
 - Brailled materials and displays
 - screen reader software
 - magnification software
 - optical readers
 - secondary auditory programs (SAP)
 - large print materials
 - accessible electronic and information technology
3. Effective methods of enabling a person with a speech disability to communicate with the school or District personnel, such as:
- a word or letter board
 - writing materials
 - spelling to communicate
 - a qualified sign-language interpreter
 - taped texts
 - a computer
 - a portable device that writes and/or produces speech
 - telecommunication devices
4. Acquisition or modification of equipment or devices; and
5. Other similar services and actions.

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Auxiliary aids and services will be provided for any school-initiated program, activity, meeting, or service, which may include:

- Parent/teacher conferences
- ESE/IEP/504 meetings
- Conferences or hearings involving student corrective action
- Planning meetings
- Interviews for District employment
- Staff Meetings
- Interactive meetings regarding accommodations
- Graduation ceremonies
- Field Trips
- School Performances or Sporting Events
- Board Meetings
- Website information, including on-line information regarding curriculum, policies, and Board materials and agendas.
- Reports of student grades and academic progress
- Parental alerts regarding school closures or events

The Superintendent is granted the authority to develop procedures in order to implement this policy.

Cross References:

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 3210 - Nondiscrimination

Policy 4218 - Language Access

Legal References:

Chapter 28A.642 RCW Discrimination prohibition

Chapter 49.60 RCW Discrimination Human rights commission

42 U.S.C. 12131-12134 Americans with Disabilities Act of 1990 (ADA) (Title II)

28 C.F.R. part 35 - Nondiscrimination on the basis of disability in state and local government services

29 U.S.C. 794 Section 504, Rehabilitation Act of 1973

34 C.F.R. part 104 Section 504 of the Rehabilitation Act of 1973

20 U.S.C. 1400-1419 Individuals with Disabilities Education Act (IDEA), Part B

34 C.F.R part 300 - Assistance to states for the education of children with disabilities

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CIVILITY IN THE WORKPLACE

The Walla Walla Public Schools Board of Directors believes that a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct, similar to other forms of disruptive behavior, may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The board of directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise, and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors, or visitors is prohibited.

Expectations of Stakeholders (Board of Directors, Employees, Parents, Volunteers, Contractors, and Visitors)

In support of this policy, the board of directors expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors that might provoke fear, anger, frustration, or alienation;
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed; and
- Seek to understand others' points of view and cultural perceptions.

Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering, or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs,
- Gesturing or behaving in a manner that puts another in fear for their personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

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“Uncivil conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Nor does “uncivil conduct” include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

Addressing Uncivil Conduct

Stakeholders are expected to:

- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation;
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern;
- Resolve personal complaints or grievances with a supervisor’s decision or action by requesting a problem-solving conference with the supervisor or with the administrator’s supervisor.
- Persons who observe or experience uncivil behavior have an obligation to intervene, share their reflection with the offender about the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.

Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

Cross References:

Board Policy 1620 - The Board-Superintendent Relationship
Board Policy 2023 - Digital Citizenship and Media Literacy
Board Policy 4200 - Parent Access and Safe and Orderly Learning Environment
Board Policy 4220 - Complaints Concerning Staff or Programs
Board Policy 5010 - Nondiscrimination and Affirmative Action
Board Policy 5011 - Sexual Harassment of District Staff Prohibited

Legal References:

RCW 38A.330.100 Additional powers of board

First Reading/New Policy: June 17, 2025