

**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**October 21, 2025**  
**364 S Park St**  
**Walla Walla, WA 99362**

- Watch live: <https://wwps-org.zoom.us/j/92387456268>

- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 923 8745 6268

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:** *Derek Sarley*

**III. ROLL CALL:**

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

**IV. APPROVAL OF AGENDA:** *Derek Sarley*

**V. CONSENT AGENDA:** *Derek Sarley*

- |  |    |
|--|----|
| 1. Personnel Report  | 3  |
| 2. Extracurricular Athletic Contracts                              | 4  |
| 3. Approval of Teachers Who Hold a Limited Teaching Certificate    | 6  |
| 4. Teachers Assigned Out of Endorsement Area                       |    |
| 5. October 7 & 21 Accounts Payable and September Payroll           | 7  |
| 6. Regular Business Meeting Minutes of September 16, 2025          | 8  |
| 7. Special Meeting/School Board Retreat Minutes of October 6, 2025 | 10 |
| 8. Regular Study Meeting Minutes of October 7, 2025                | 11 |

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

- |   |    |
|---|----|
| 1. Building Belonging Recognition: <i>Dr. Julie Perron</i>                        |    |
| • <i>Into the Blue Student Leaders</i>  |    |
| 2. Lincoln High School "Grimm's Dark Realm": <i>April Sorensen &amp; Students</i> | 12 |

**VII. CITIZENS' COMMENTS:** (5:45 p.m.) *Derek Sarley* **27**

**VIII. REPORTS:** (5:55 p.m.) *Derek Sarley*

- |   |  |
|---|--|
| 1. Board of Directors Report: <i>Derek Sarley</i> |  |
|---|--|

2. Superintendent's Report: <i>Dr. Ben Gauyan</i>	
a. Monthly Enrollment Report	28
3. Attendance Report: <i>Chris Gardea</i>	30
4. School Report - Prospect Point School: <i>Justin Vernon</i>	48
IX. Discussion of School Board Goals: <i>Derek Sarley</i>	64
X. <b>ACTION:</b> (6:55 p.m.) <i>Derek Sarley</i>	
XI. <b>ADJOURNMENT:</b> (7:00 p.m.) <i>Derek Sarley</i>	



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**PERSONNEL REPORT**

October 21, 2025 – Board Meeting

Date: October 16, 2025

**EMPLOYMENT**

Classified: Diana Antonio, Para-Educator, Green Park Elementary School  
Alyse Darrow, Para-Educator, Green Park Elementary School  
Maria Lakkham, Kitchen Assistant, Walla Walla High School  
Sergio Maldonado, Para-Educator, Berney Elementary School  
Brenda McCormick, Para-Educator, Walla Walla High School  
Zachary Roberts, Para-Educator, Green Park Elementary School  
Colton Rogers, Para-Educator, Sharpstein Elementary School  
Aylin Sebastian Morales, Bilingual Head Start Assistant Teacher, WWCCF  
Maria Tavares, Bilingual Head Start Assistant Teacher, WWCCF

**RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT**

Classified: Nichole Alvarado, Para-Educator, Lincoln High School, 2 months  
Clark Covey, Bus Driver, SE Washington Transportation Co-Op, 2 years  
Tara Sawyer, Para-Educator, Pioneer Middle School, 1 year

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2025-2026**

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Andraya Anderson	Green Park Elementary	Boys Basketball
Luciano Antonio Jr.	Pioneer Middle School	Assistant Boys Basketball 7/8th
Kevin Arizmendi	Pioneer Middle School	Boys Basketball 6th Grade
Makenzie Bishop	Walla Walla High School	Assistant Cheer
David Blocklinger	Walla Walla High School	Assistant Boys Basketball
Mike Braddock	Garrison Middle School	Boys Basketball 6th Grade
Jacob Butehoff	Walla Walla High School	Head Girls Wrestling
Jacob Butenhoff	Walla Walla High School	Head Boys Wrestling
Reginald Byrd	Garrison Middle School	Assistant Boys Basketball
Nathaniel Carrara	Garrison Middle School	Head Boys Basketball 8th Grade
Mike Clark	Walla Walla High School	Head Girls Basketball
Bryan Clothier	Walla Walla High School	Assistant Boys Basketball
Jamie Coburn	Walla Walla High School	Head Boys Dive
Mark Coram	Walla Walla High School	Assistant Girls Basketball
Steffan Crosby	Walla Walla High School	Unified Basketball
Amber Davin	Garrison Middle School	Assistant Boys Basketball
Kyle Eggers	Pioneer Middle School	Head Boys Basketball 7th Grade
Hebrew Engram	Walla Walla High School	Assistant Girls Basketball
Nathan Ferraro	Garrison Middle School	Head Boys Basketball 7th Grade
Ruben Garanzuay	Garrison Middle School	Boys Basketball 6th Grade
Pablo Grimaldi	Middle Schools	Head Girls Wrestling (6-8th)
Spencer Hessler	Walla Walla High School	Head Boys Basketball
Robert Hoppen	Walla Walla High School	Head Bowling Coach
Patrick Kofler	Lincoln High School	Head Boys Basketball
Amy Korslund	Walla Walla High School	Unified Basketball
Mariano Ledesma	Edison Elementary	Boys Basketball
Ruben Lozano	Walla Walla High School	Assistant Boys Wrestling
James Lux	Pioneer Middle School	Head Boys Basketball 8th Grade
Heather McLean	Walla Walla High School	Assistant Bowling Coach
Daniel Mears	Pioneer Middle School	Assistant Boys Basketball 8th
Ethan Naftzger	Pioneer Middle School	Boys Basketball 6th Grade
Jordan Neher	Walla Walla High School	Assistant Boys Wrestling
Maggie Nicholson	Walla Walla High School	Assistant Girls Basketball
Chris O'Dell	Walla Walla High School	Assistant Girls Wrestling
David Parodi	Prospect Point Elementary	Boys Basketball

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2025-2026

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Kristin Richard	Green Park Elementary	Boys Basketball
Alerionna Roberg	Walla Walla High School	Head Dance Coach Winter
Katylyn Romero (Dahlin)	Walla Walla High School	Head Cheer
Daniel Rose	Walla Walla High School	Assistant Boys Swimming & Dive
Nancy Rose	Walla Walla High School	Head Boys Swimming & Dive
Jason Schafer	Edison Elementary	Boys Basketball
Morgan Shines	Middle Schools	Assistant Girls Wrestling (6-8th)
Cole Skramstad	Walla Walla High School	Assistant Girls Wrestling
Tyler Smith	Walla Walla High School	Assistant Boys Basketball



Date: October 16, 2025

To: The Board of Education

From: Chris Gardea

RE: 2025-2026 Request for Approval of Teachers:  
• Who hold a limited teaching certificate

We are requesting your annual approval of the following staff who hold a limited teaching certificate (WAC 181-79A-231).

- Berumen, Brenda – Dual Elementary Education Teacher
- Esquivel, Tanya – Dual Elementary Education Teacher
- Solis, Cecilia – Dual Elementary Education Teacher

Thank you for your consideration.

CG/jh

## WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 21st, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		<b>General Fund</b>		
10/7/2025	250320	Through	250528	\$ 1,320,604.86
10/21/2025	250529	Through	250673	\$ 562,871.62
10/7/2025	252600035	Wire Transfer	252600056	\$ 2,327.86
10/21/2025	252600058	Wire Transfer	252600078	\$ 5,172.54

		<b>Capital Projects</b>		
		Through		
10/21/2025	250011	Through	250012	\$ 39,204.35
		Wire Transfer		
		Wire Transfer		

		<b>ASB</b>		
10/7/2025	250014	Through	250020	\$ 7,621.32
10/21/2025	250021	Through	250034	\$ 23,700.09
10/7/2025	252600057	Wire Transfer	252600057	\$ 50.00
		Wire Transfer		

		<b>Transportation Vehicle</b>		
		Through		
		Through		
		Wire Transfer		
		Wire Transfer		

		<b>Payroll</b>		
9/30/2025	250266	Through	250319	\$ 2,285,141.06
9/30/2025	1400001	Wire Transfer	1400979	\$ 3,488,533.76
9/30/2025	NA	Payroll Taxes	NA	\$ 1,183,928.61

<b>TOTAL:</b>	<b>\$ 8,919,156.07</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY OF THE BOARD:**

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

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

**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**September, 16, 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  
Ari Kim-Leavitt, Student Representative  
Abril Salazar, Student Representative

**ADMINISTRATORS**

Dr. Ben Gauyan, Superintendent  
Chris Gardea, Assistant Superintendent  
Janette Jeffris, Director of Fiscal Services

**AUDIENCE**

Approximately 20 individuals, including board members, administrators and guests, were in attendance.

**I. CALL TO ORDER**

The meeting was called to order at 6:30 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 except Director Mulkerin who participated virtually and Director Ruth Ladderud who was not able to attend.

**IV. APPROVAL OF AGENDA**

The board moved to approve the agenda as presented with no objections; the motion carried unanimously.

**V. CONSENT AGENDA**

The board move to approve the consent agenda with no objections consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) September 2 & 16 accounts payable and August payroll; 5) Policy 150; 6) Excused absence of Directors Ruth Ladderud and Alayna Brinton; 7) regular study/special meeting minutes of September 2, 2025. The motion carried unanimously.

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

**National FFA Conference Update:** Jessica Johnson and student Baylee Appleford provided an update on their participation in the National FFA Next Gen Conference, held in June.

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

ASB President Bruno Richardson reported on student activities at Walla Walla High School.

**VIII. CITIZENS' COMMENTS**

Public comment was received by one individual.

**IX. REPORTS**

**Board of Directors Report:** The Board members shared of events and activities in which they participated or attended since the last Board meeting.

**Superintendent's Report:** Superintendent Dr. Ben Gauyan commended the induction program of Into the Blue. He noted the ninth grade jump in enrollment, while kindergarten enrollment is aligning closely with budget projections.

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

**School Report – Garrison Middle School:** Principal Kim Doepker presented a school update to the Board of Directors. This is a new feature of school board meetings which will include detailed reports from each school. Principal Doepker highlighted the school's strong focus on ensuring all students learn, grow, and thrive both socially and academically. She reported that the school year is off to a great start, with staff dedicated to supporting student success.

**Washington State School Directors Association Legislative Issues Discussion:** School board members had a discussion on Washington State School Directors Association Legislative issues. Director Trick will represent Walla Walla Public Schools at the weekend's WSSDA conference.

**X. ACTION**

**XI. ADJOURNMENT**

President Sarley adjourned the meeting at 6:27 p.m.

Minutes to be presented for board approval on October 21, 2025.

**APPROVED:**

\_\_\_\_\_  
Dr. Ben Gauyan, Superintendent  
and Secretary of the Board  
*- Veronica Esparza, Recorder*

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

**BOARD OF DIRECTORS**  
**Special Meeting/School Board Retreat – 2:30 p.m.**  
**October 6, 2025**  
**WWPS Administration Building / 364 S. Park Street**

The Board of Directors conducted a special meeting on October 6 at 2:31 p.m. for the purpose of a school board retreat. Discussion included superintendent annual assessment performance review and board prioritizing Washington State School Directors Association positions. All elected board members were present.

The special meeting concluded at 4:47 p.m. and was open to the public.

Minutes to be presented for board approval on October 21, 2025.

**APPROVED:**

\_\_\_\_\_  
Dr. Ben Gauyan, Superintendent  
and Secretary of the Board  
*- Veronica Esparza, Recorder*

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

**BOARD OF DIRECTORS**  
**Regular Study Special Meeting – 5:30 p.m.**  
**October 7, 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

Ari Kim-Leavitt, Student Representative

Abril Salazar, Student Representative

**ADMINISTRATORS**

Dr. Ben Gauyan, Superintendent

Chris Gardea, Assistant Superintendent

**AUDIENCE**

Approximately 15 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 Abril Salazar.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

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

**V. STUDY ITEMS**

**1. Annual Assessment Performance Review:** *Dr. Gauyan*

**2. Prioritizing Washington State School Directors Association Positions:** *Board of Director*

**VI. ADJOURNMENT**

President Sarley adjourned the meeting at 6:26 p.m.

Minutes to be presented for board approval on October 21, 2025.

**APPROVED:**

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Dr. Ben Gauyan, Superintendent  
and Secretary of the Board  
- *Veronica Esparza, Recorder*

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Derek Sarley  
School Board President

LINCOLN HIGH  
SCHOOL

A

Collaborative  
Journey



# Tales Throughout Time

Can we create a user-friendly self-guided tour of downtown Walla Walla using Google Maps and other technology? How can we share it with our community?

### WHO can participate?

ANYONE! This is a family friendly self-guided tour that is fun for all ages.

### WHAT do I need to participate?

A smart phone and this flyer.

### HOW to start?

1st clue is on the back of this flyer.

### HOW LONG will the tour take?

Approximately 2 hours

### WHERE are the clues located?

All the signs are in store windows facing the street so they can be seen even if the store is closed.

### WHAT to expect

There are 16 locations on this walking tour. The last location will have a Google form for you and your group to fill out where you can give us feedback on the tour! form for you and your group to fill out where you can give us feedback on the tour!

On each sign, at every locations, there are QR codes to scan. They link to stories from people who live in Walla Walla. These stories from the community will help you see Walla Walla from different perspectives and hear special things about the town.

Also, inside this flyer are 24 things to "spy" in downtown Walla Walla. How many can you find?

### HELP!

Here is a QR code linked to Google maps. The businesses are listed in order of the clues.

Scan when stumped by a clue or need help locating a business.

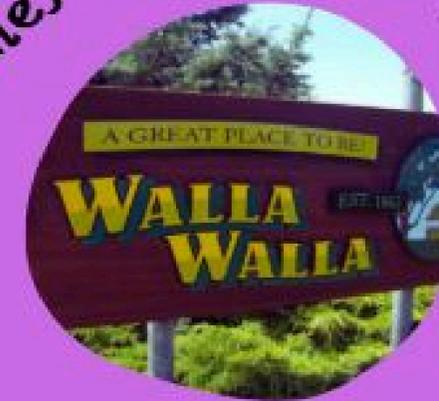
Also, the CLUES are on the map as well, along with the link to the videos. All info is found on each location under "More info."

Some clues may require some research! Please use your phone to Google answers to the puzzles!

Google Map  
Scan and choose "view map legend" to see the businesses listed in order. Links to videos and clues are also found on Google Maps by location under "More info"



## Tales Throughout Time



## Downtown Walla Walla Scavenger Hunt & Walking Tour

Decipher the clues to travel around Walla Walla's historic downtown and hear stories about our town from the people who know it best!

## Your first Clue

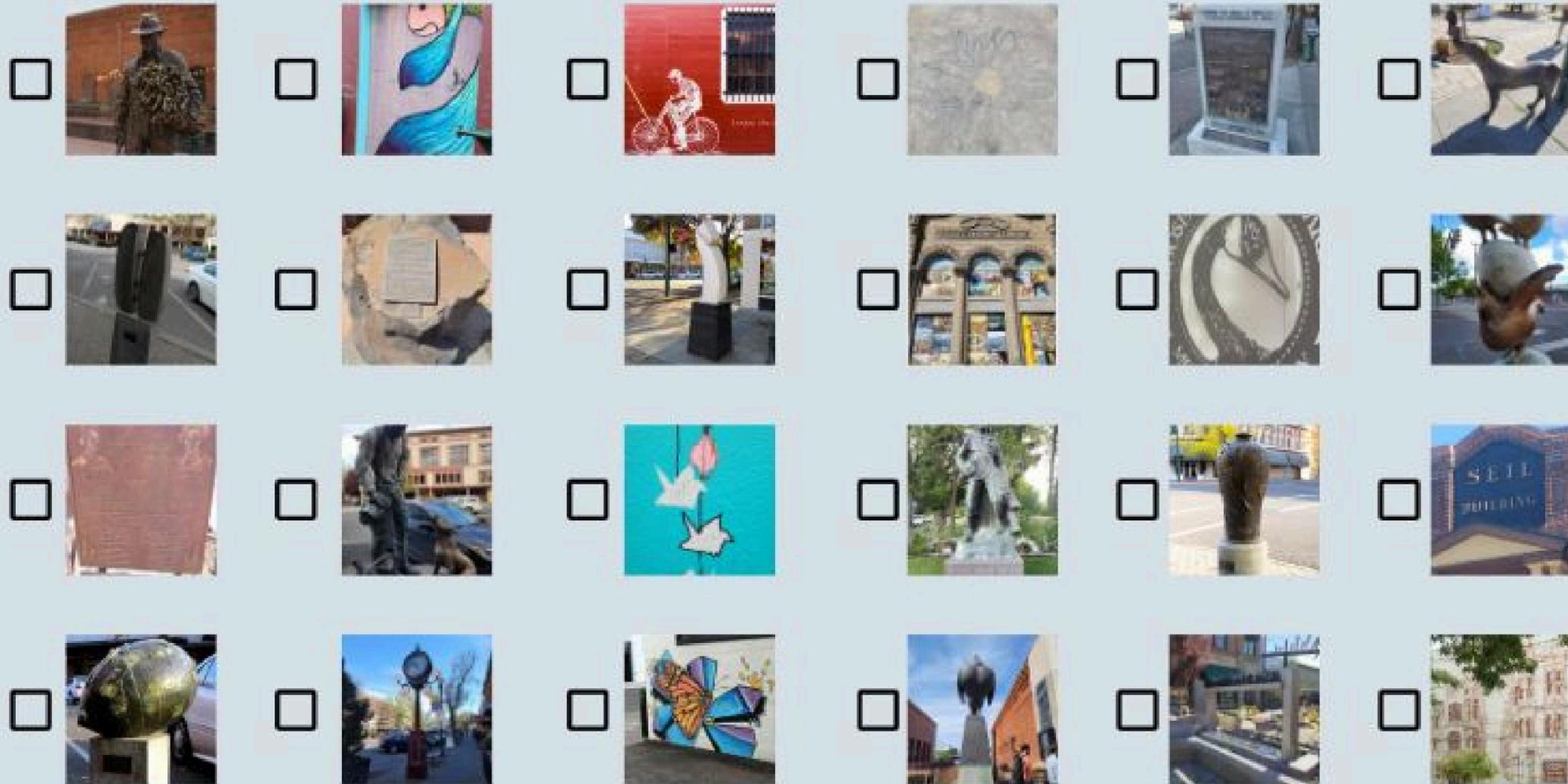
*IN THE DEPTHS WHERE WAVES TAKE SPEED,  
LIES A DARK SHIP, WITH AN OYSTER'S SEED.  
GUIDED BY CAPTAIN JACK, MYSTERIOUS AND WRY,  
THE SHIP'S LEGEND SAILS 'NEATH THE ENDLESS SKY.*

**When you figure out this clue,  
it will take you to your first location**



Created by  
Lincoln High School  
Students  
Spring 2024

# Walla Walla I Spy



**How many of these things can you spot while you are on your walking tour?**

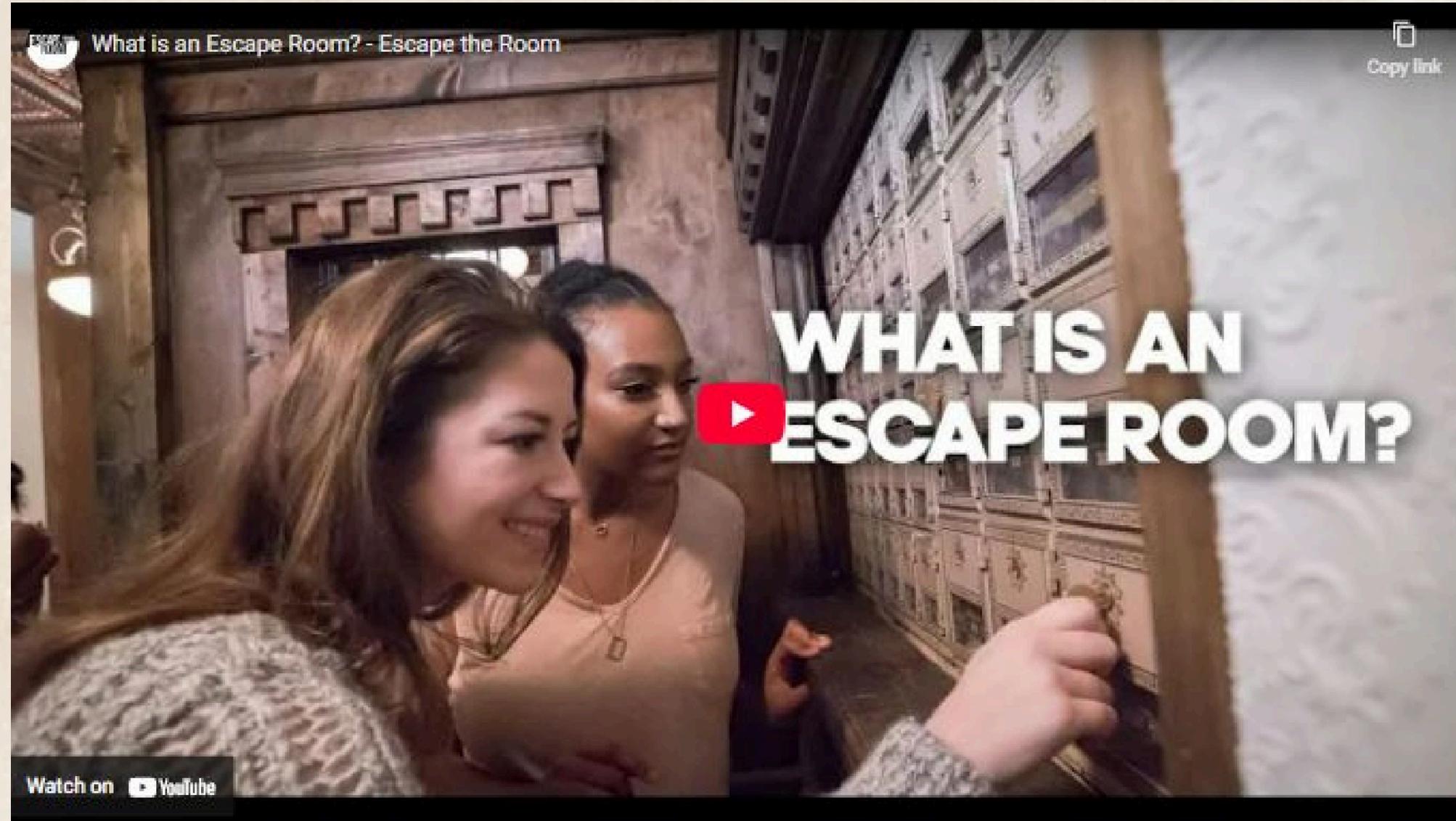
**How many did you find? \_\_\_**

essays and

ROOM

SEPT/OCT 2024

# WHAT IS AN ESCAPE ROOM



THIS IS

THE LINCOLN ASYLUM:  
AN ESCAPE ROOM MYSTERY

The Disappearance of  
SYBIL



# Grimm's Dark Realm

An immersive Puzzle-Room experience

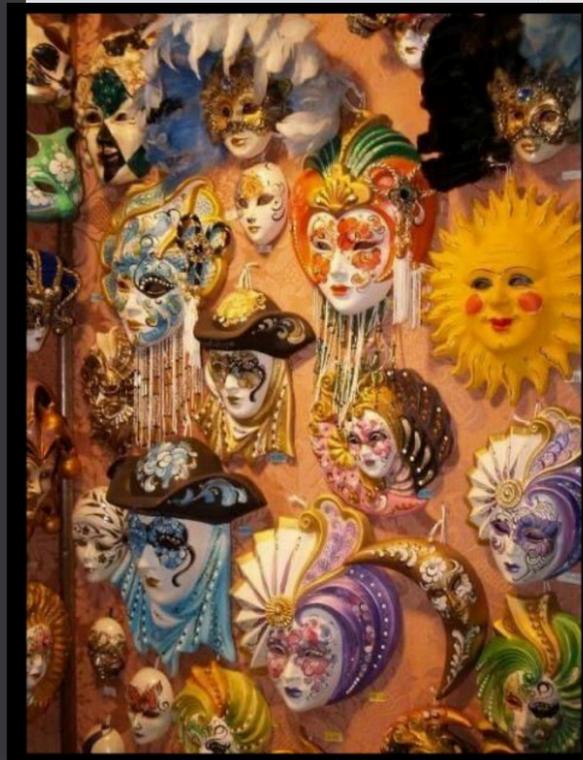
Do you know your

# Fairy Tales?

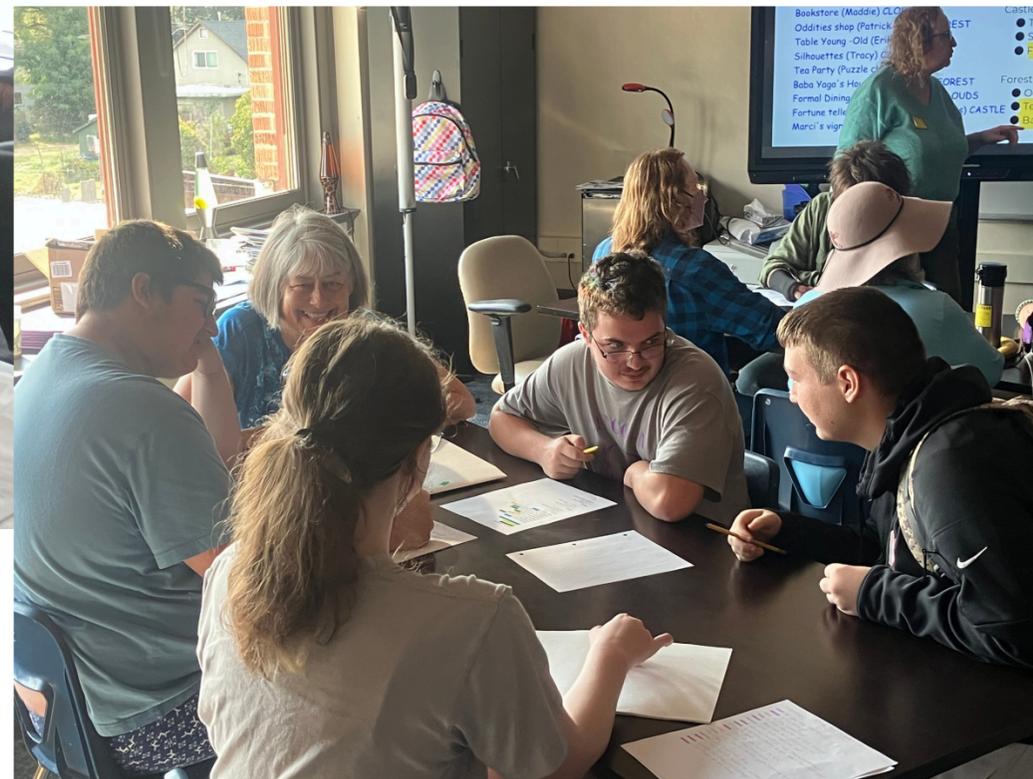




# Fairy Tale Vignettes







# Collaborating with Whitman and Community Volunteers

**GRIMM'S DARK REALM IS A LARGE-SCALE, IMMERSIVE HALLOWEEN PUZZLE ROOM EXPERIENCE CREATED AND LED BY LINCOLN HIGH SCHOOL & WHITMAN COLLEGE STUDENTS.**

**MORE INFORMATION**

ADMISSION IS FREE! OPTIONAL DONATIONS ARE ACCEPTED AT THE DOOR AND APPRECIATED TO SUPPORT THE EVENT

NO SIGN-UP REQUIRED PLEASE NOTE THERE MAY BE A SHORT WAIT TO ENTER

THIS EXPERIENCE TAKES BETWEEN 45 MINUTES AND 2 HOURS

# GRIMM'S DARK REALM

A FAMILY-FRIENDLY INTERACTIVE PUZZLE ROOM

EXPLORE UP TO 9 FAIRY TALE CHALLENGES - YOUR TEAM CHOOSES HOW MANY TO COMPLETE



**WHEN**

SATURDAY, OCTOBER 25  
3:00-9:00

SUNDAY, OCTOBER 26  
2:00-6:00

**WHERE**

LINCOLN HIGH SCHOOL

614 S 3RD AVE,  
WALLA WALLA, WA

**WHO**

FORM YOUR TEAM - GROUPS OF 2 TO 6 ADVENTURERS RECOMMENDED!

# Grimm's Dark Realm

## A Fairy Tale Puzzle Room



This experience takes between 45 minutes and 2 hours

Explore up to 9 fairy tale challenges - Your team chooses how many to complete

No sign-up required please note there may be a short wait to enter

Admission is free! Optional donations are accepted at the door and appreciated to support the event



Grimm's Dark Realm is a large-scale, immersive Halloween puzzle room experience created and led by Lincoln High School & Whitman College students.

Sat 25 3:00-9:00  
Sun 26 2:00-6:00  
OCTOBER

GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
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GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00  
GRIMM'S DARK REALM LINCOLN HS SAT 10/25 3:00-9:00, 10/26 2:00-6:00

# Grimm's Dark Realm

**SATURDAY OCTOBER 25**

**3:00-9:00**

**SUNDAY OCTOBER 26**

**2:00-6:00**

Come join us in Grimm's Dark Realm to explore 9 fairy tales who have lost their endings!





# Lincoln High School Fairy Tale Puzzle Room Oct 25 & 26 2025



Copy link



Watch on  YouTube

## ~ 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.

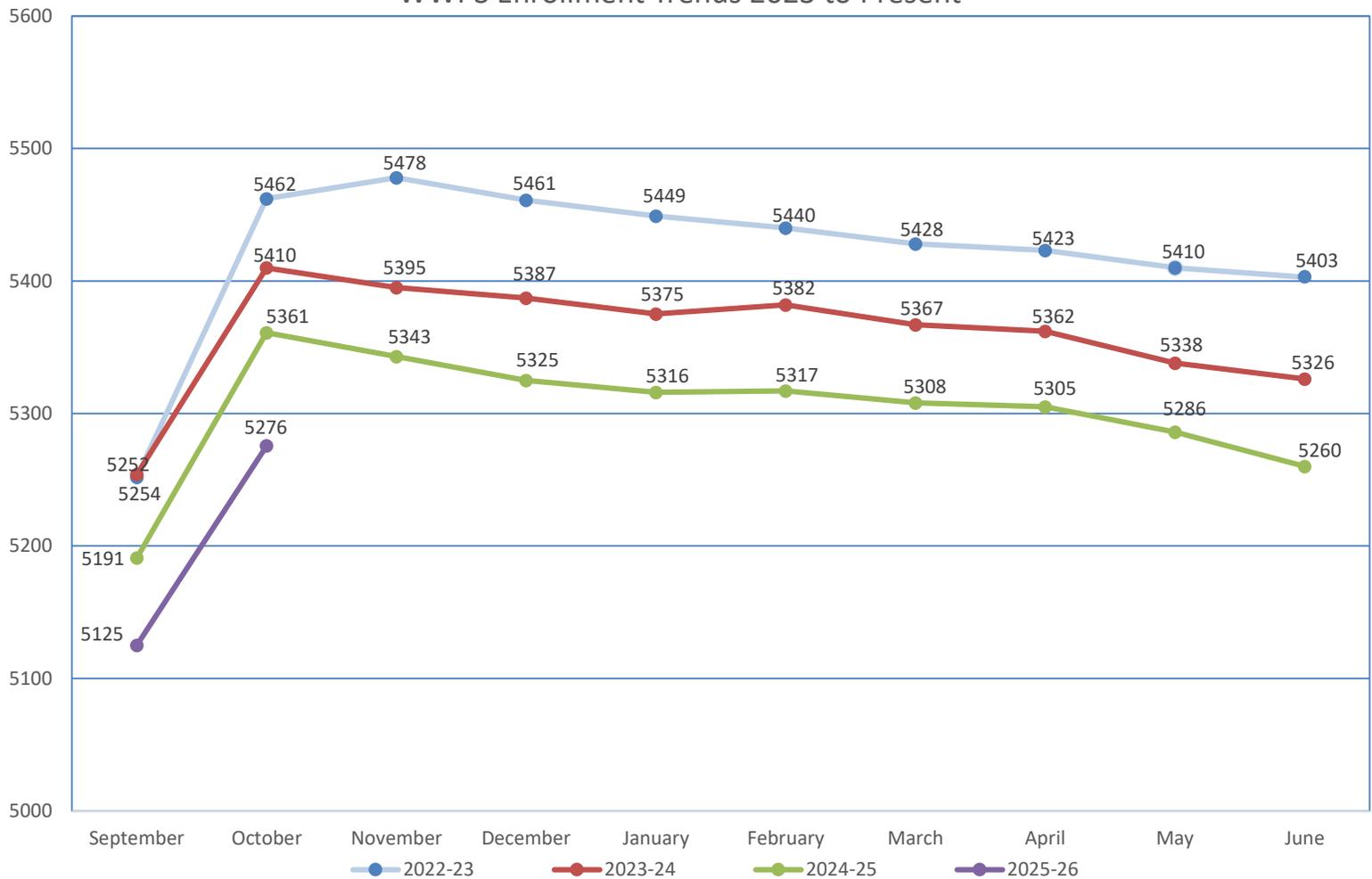
We also ask that you adhere to the following guidelines:

- 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 2023 to Present



Target Avg Class Size

2025-2026	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
<b>Berney</b>	Vicari, S	21	Diaz Madrigal, A	19	Hartelius, S	20	Baker, T	23	Ambler, C	24	Cummings, T	21	
	Hubbard, K	21	Gonzales, C	22	Kearbey, K	20	Pekar, K	21	Bona, A	25	Holbrook, J	20	
					Parodi, D	20					James, I	20	
Behavior Prg K-5	Merrill, L	-	Merrill, L	-	Merrill, L	2	Merrill, L	4	Merrill, L	1	Merrill, L	2	
<b>SECTIONS</b>	<b>14</b>	<b>42</b>	<b>41</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>44</b>	<b>49</b>	<b>61</b>	<b>297</b>			
slots available	6	9	21	10	7	23	Ratio	21.21					
<b>Edison</b>	Espinosa, M	22	Maycumber, Y	20	Hobbs, S	22	Aceves, J	23	Ledesma, M	26	Ochoa, F	25	
	Helm, E	22	Berumen, B	20	Parsons, S	21	Estrada, A	24	Reed, J	24	Solis Martinez, V	25	
	Matson, E	22	Moreno, J	20	Saldivar, C	21	Lopez, J	23	Schafer, J	26	Solis, C	23	
	Valencia, A	22	Williams, N	19	Sanchez Sarabia, C	23							
<b>SECTIONS</b>	<b>21</b>	<b>88</b>	<b>79</b>	<b>87</b>	<b>70</b>	<b>76</b>	<b>73</b>	<b>473</b>					
slots available*	(4)	5	(3)	11	8	11	Ratio	22.52					
<b>Green Park</b>	Goble, E	24	Bahena-Flores, R	20	Chavez, R	24	Contreras, A	19	Esquivel, T	20	Maya, J	26	
	Nuno, J	24	Garcia, A	20	Salazar, I	23	Lopez, M	22	Mora, G	20	Ambler, D	27	
	Hartzheim, M	16	Collins, A	20	Shuler, A	24	Boeckman, R	20	Johnson, M	21	Lux, J	28	
	Katsel, E	16	James, L	20	Stimmel, M	21	Partlow, B	18	Tobin, J	21			
Lifeskills Program	Angotti, E	2	Angotti, E	5	Angotti, E	2	Angotti, E	-	Angotti, E	1	Angotti, E	1	
	Hinsley, D	-	Hinsley, D	3	Hinsley, D	1	Hinsley, D	-	Hinsley, D	5	Hinsley, D	1	
<b>SECTIONS</b>	<b>23</b>	<b>80</b>	<b>80</b>	<b>92</b>	<b>79</b>	<b>82</b>	<b>81</b>	<b>494</b>					
slots available	16	20	16	47	51	3	Ratio	21.48					
<b>Prospect Point</b>	Ferraro, A	17	Hanson, K	21	Baldwin, W	19	Jausoro, D	25	Prull, V	23	Babbit, H	27	
	Heinzman, A	17	Humphreys, S	21	McFetridge, M	21	Kuhlmann, K	26	Taylor, L	24	Parodi, D	27	
	Kaup Rose, S	18	Pederson, R	23	Paul, M	20	Reese, N	25	Watson, K	22	Pegel, G	26	
<b>SECTIONS</b>	<b>18</b>	<b>52</b>	<b>65</b>	<b>60</b>	<b>76</b>	<b>69</b>	<b>80</b>	<b>29</b>	<b>402</b>				
slots available*	20	10	21	5	15	4	Ratio	22.33					
<b>Sharpstein</b>	Gillin, L	22	Locati, R	21	Griffith, R	22	Berg, L	21	Mendoza, L	24	Keyes, K	26	
	Wilson, H	21	Ruvalcaba, G	17	Russell, J	24	Hutchinson, D	20	Woiblet, B	25	VanDonge, B	27	
							York, L	21					
Developmental Prog	Breland, K	-	Breland, K	4	Breland, K	1	Breland, K	-			Breland, K	6	
Autism Program	Amundson	-	Amundson	-	Amundson	1	Amundson	3	Amundson	1	Amundson	-	
	Vaughan	-	Vaughan	3	Vaughan	2	Vaughan	1	Vaughan	2	Vaughan	-	
<b>SECTIONS</b>	<b>12</b>	<b>43</b>	<b>38</b>	<b>46</b>	<b>62</b>	<b>49</b>	<b>53</b>	<b>291</b>					
slots available	5	12	8	19	7	3	Ratio	24.25					
<b>WW Online/Homelink</b>	Homelink	6	Homelink	9	Homelink	6	Homelink	6	Homelink	4	Homelink	10	
	WW Online	-	WW Online	-	WW Online	2	WW Online	-	WW Online	-	WW Online	2	
		6		9		8		6		4		12	45
slots available													
<b>TOT SLOTS AVAIL</b>	<b>43</b>	<b>56</b>	<b>63</b>	<b>92</b>	<b>88</b>	<b>44</b>							
<b>GRADE LVL TOTAL</b>		<b>305</b>	<b>303</b>	<b>345</b>	<b>331</b>	<b>325</b>	<b>348</b>	<b>1957</b>					
<b>GRADE LVL SECTNS</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>14</b>							
<b>AVERAGE LOADS</b>		<b>20.33</b>	<b>20.20</b>	<b>21.56</b>	<b>22.07</b>	<b>23.21</b>	<b>24.86</b>						
<b>TOTAL SC SPED</b>		<b>2</b>	<b>15</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>54</b>					
<b>TOTAL ENROLLED</b>		<b>313</b>	<b>327</b>	<b>362</b>	<b>345</b>	<b>339</b>	<b>370</b>	<b>2056</b>					

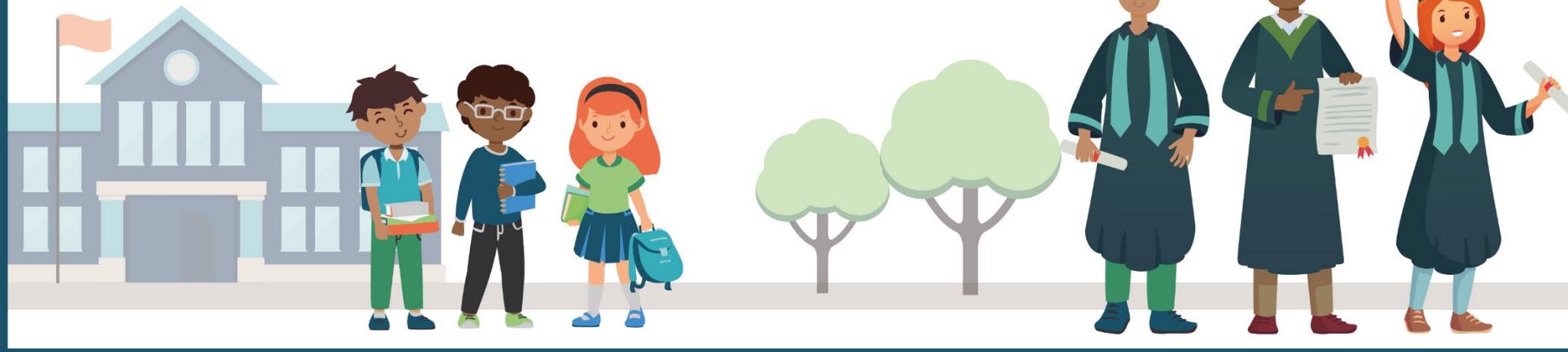
Dual classes



# Here Today, Ready For Tomorrow!



## 2025 Attendance Awareness Campaign



**BOARD MEETING**

**OCTOBER 21, 2025**



# Objectives:

- Analyze current attendance trends.
- Examine the systems of support designed to improve student attendance.
- Learn about promising practices that school teams have implemented.





# Key Terms

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**Regular Attendance** – fewer than two full day absences per month, on average. The inverse of chronic absenteeism, which is defined as missing 10% or more of the school year (18 days)

**Full Day Absences** – missing 50% or more of the school day.

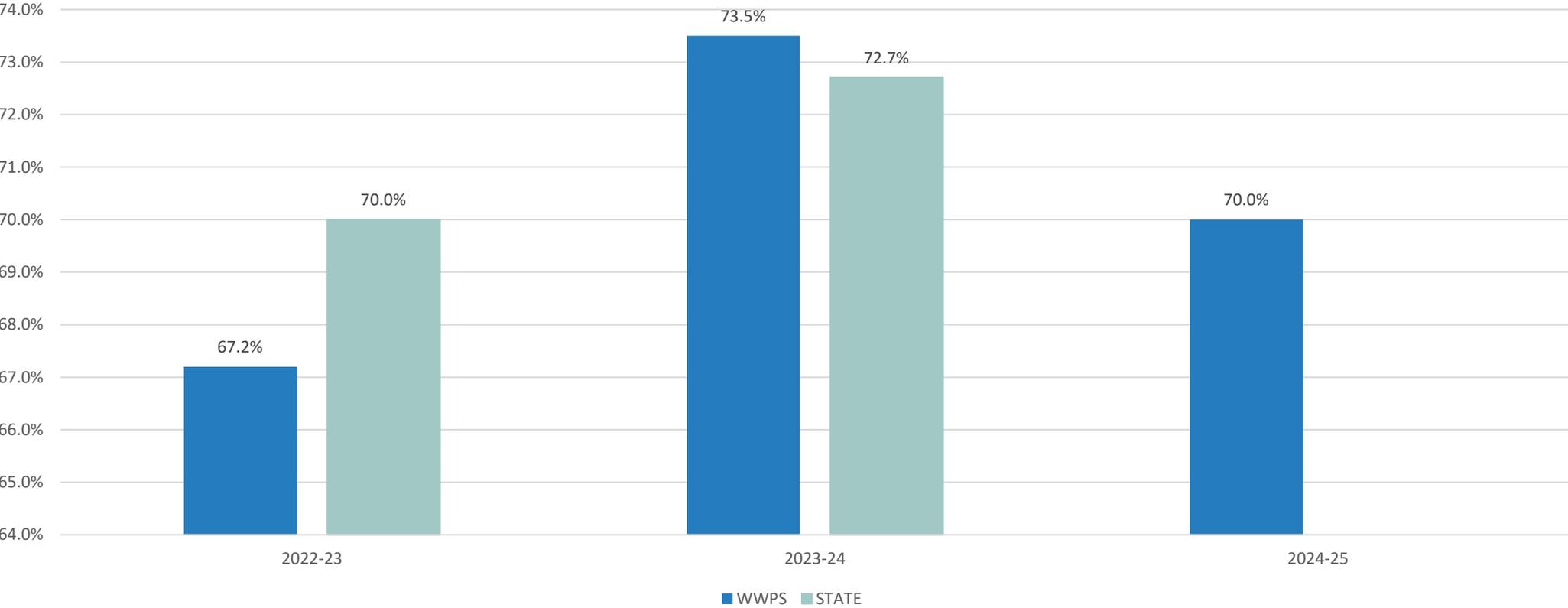
**Excused Absence** –The specific reason for an excused absence can vary, but they must be approved by the school and fall under state guidelines.

**Unexcused Absences** – absences from school that do not have a legally recognized excuse.

32



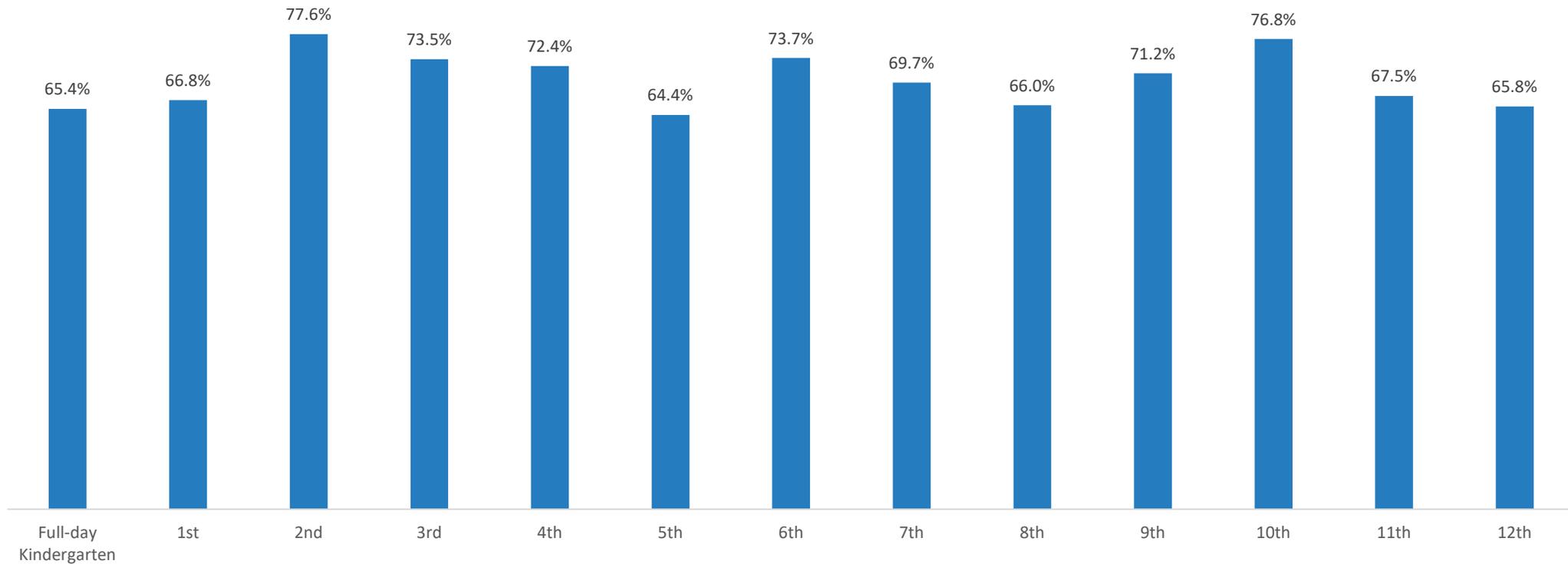
# Regular Attendance Trend Data





# 2024-25 Regular Attendance by Grade

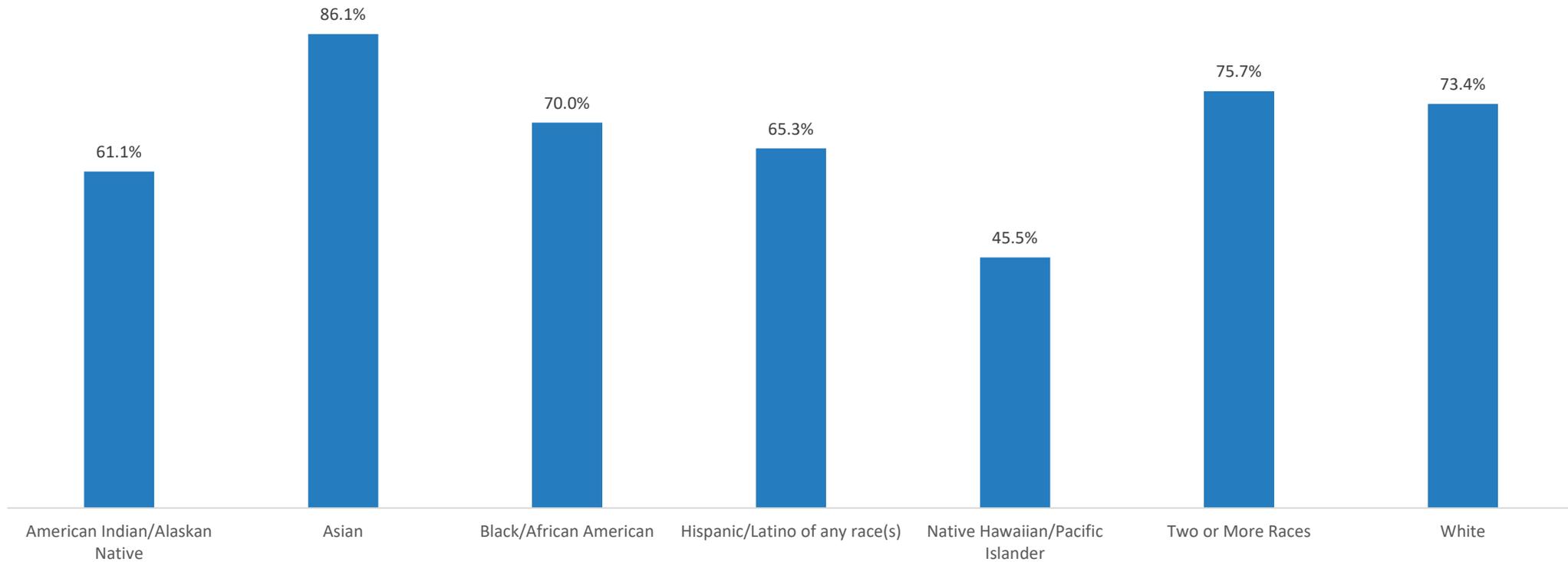
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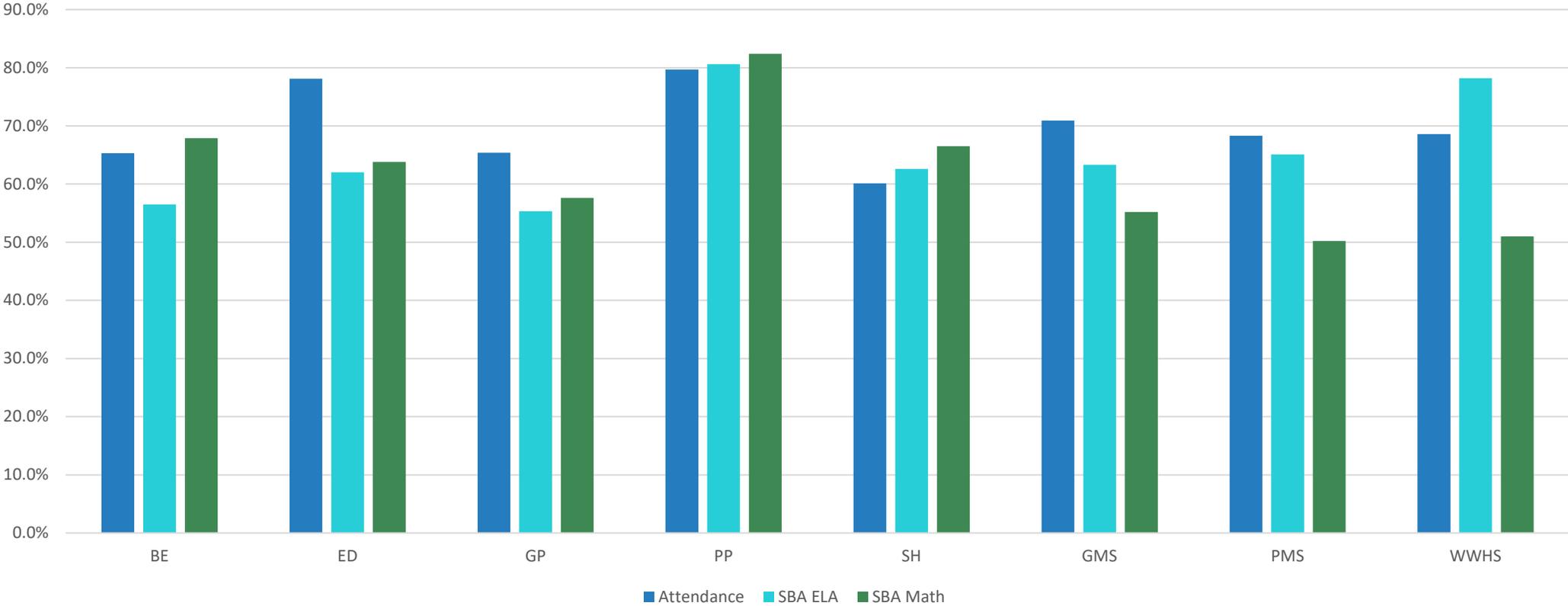


# 2024-25 Regular Attendance by Race/Ethnicity

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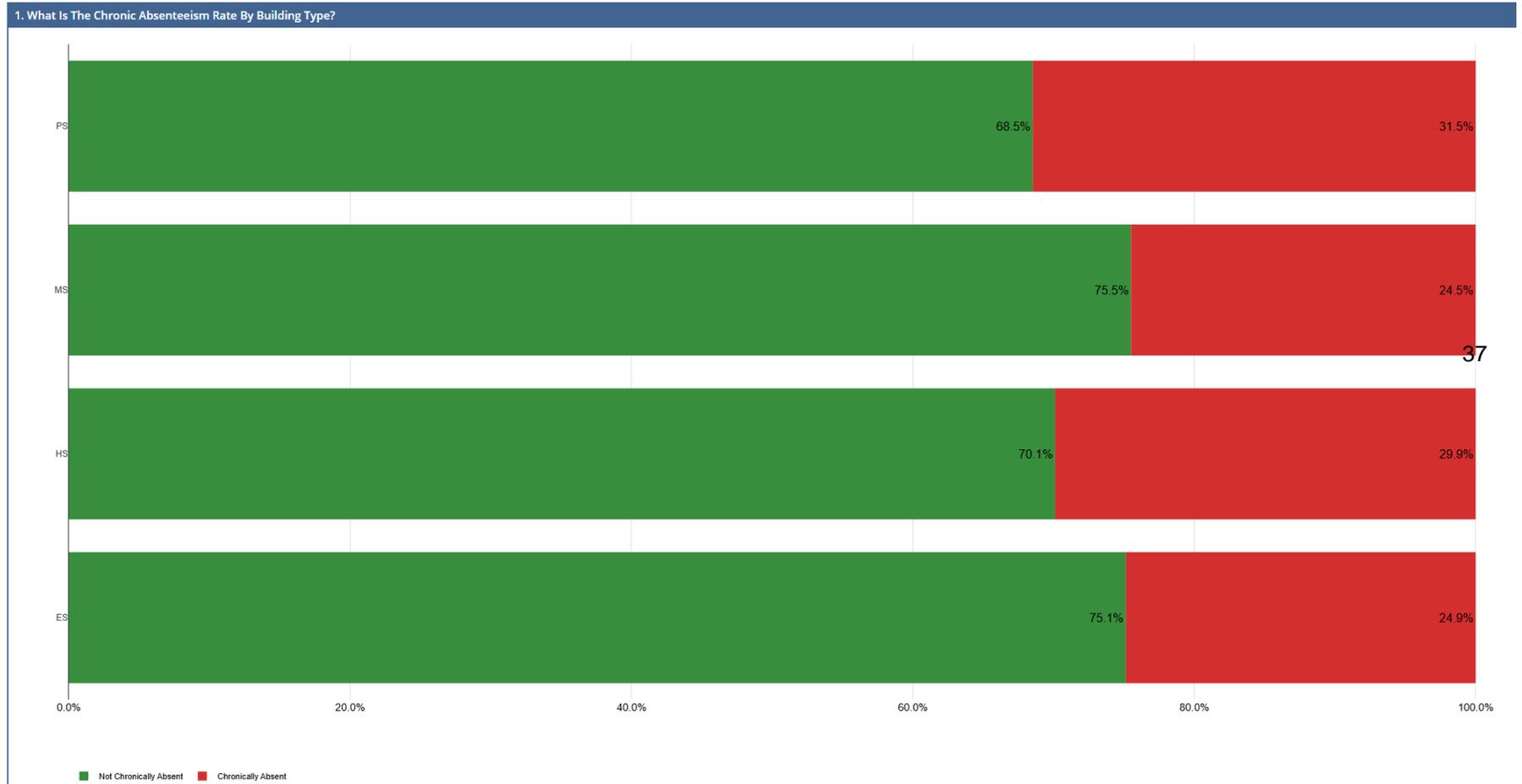
# REGULAR ATTENDANCE AND SBA PERFORMANCE –2025



# How has regular attendance looked so far at the start of the school year?

What percent of Students are in Regular Attendance?

**73.5%**





# Attendance Systems

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## District Team

- Attendance Campaign
- Quarterly meetings with building attendance teams

## Building Team

- Weekly attendance meetings
- Universal and Target Supports

## Community In Schools

- Targeted supports
- Bridge between Schools and Truancy Court

38



# Excessive Excused

## Excessive Excused Absences

### Parent/Guardian Notices

- Send attendance letters at
  - 10 days
  - 15 days
  - 20 day (sent from District)

### Monitor & Identify

- Track daily attendance
- Identify student who trigger thresholds
  - Elementary Attendance Conference held at 5 in a month or 10 in a year

### Success Plan & CEB

- Engage student, family, and CIS staff
- Develop an Attendance Success Plan through a CEB
- Document interventions attempted

### Unexcused Path

If conditions of the success plans are not followed then count absences a unexcused.



# Unexcused



# Universal Attendance Supports: Tier 1

- Connection to a caring adult in the school
- Clear, concise and consistent communication about schedules and expectations
- Routines, rituals and celebrations related to attendance and engagement
- Personalized communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Every child and their family encouraged to develop a success plan that includes attention to attendance

41



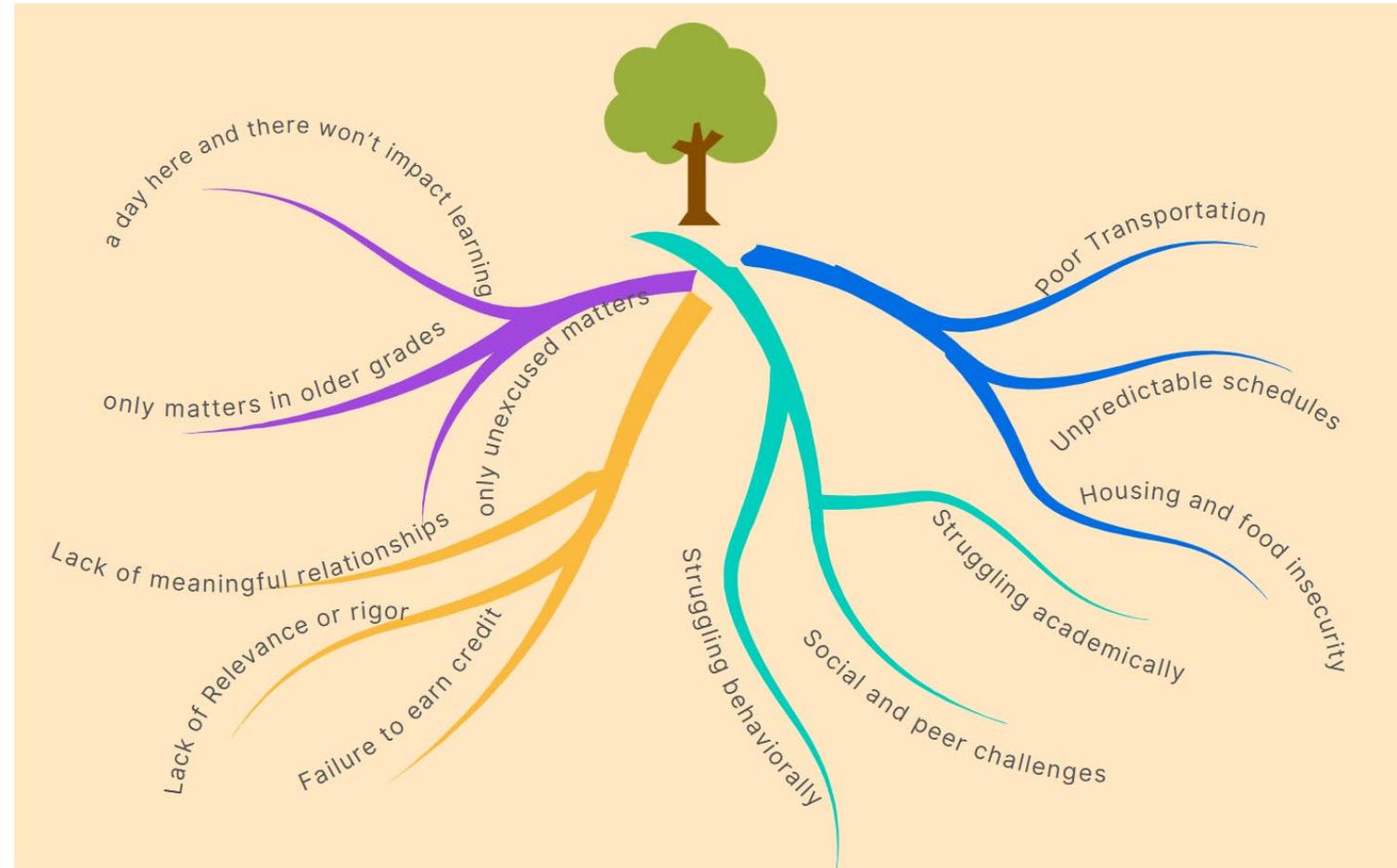


## Early Intervention to layer support and remove barriers to attend: Tier 2



- Common community and school barriers identified and addressed
- Individualized student success plan that includes attention to attendance
- Attendance strategies added to IEP
- Family Visit
- Mentors
- Intensive Tutoring
- Check In Check Out
- Expanded learning opportunities
- Small group interventions and supports for students
- Restorative alternatives to discipline and suspension

# Who were our chronically absent students last year, and what was the root cause.



# Examples of Targeted Supports



- Regular Attendance meetings - including CIS
- CIS is the link to JJC
- Post CEB or Truancy court CIS is the communicator back to the school and JJC
- Allows the district to be in two places at once

44



# Examples of Targeted Supports



**Pioneer Middle School**

*Home of the 49ers*

- Students Identified by admin
  - History of being chronically absent
  - Quarterly goal set by class
  - Individual goals
- Meet daily
  - SEL, attendance and community engagement focus<sub>45</sub>
- Outcomes:
- Total Absences (excused and unexcused)
  - 1<sup>st</sup> four weeks 2024 – 70% to 2025 – 84% (+14%)
  - 1<sup>st</sup> seven weeks 2024 – 68% to 2025 – 78% (+10%)

# Objectives:

- Analyze current attendance trends.
- Examine the systems of support designed to improve student attendance.
- Learn about promising practices that school teams have implemented.



# Questions/Discussions

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# Prospect Point Elementary

October 21, 2025



48



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates



## **Walla Walla Public Schools**

*Developing Washington's Most Sought-After Graduates*

### **Our 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.

### **Our Beliefs**

#### **WE BELIEVE:**

That diversity is our strength

In challenging and supporting all students

That quality instruction is critical to students

In elevating student voice and agency

In investing in staff to ensure excellence

In maximizing the impact of our resources

In collaborative and transparent operation

In the importance of family and community





## Highlights and Learning for this Presentation

- Gain a clear understanding of Prospect Point Mission and Vision
- Learn how our Mission and Vision guide the school's goals and strategic direction
- Review Prospect Point's progress and future plans within the framework of the District's four Strategic Plan goals

50





## Mission

### All students learning at high levels.

Our mission at Prospect Point is to foster an enduring love of learning for all students through engaging academics. High levels of collaboration and learning ensure all students are socially, emotionally, and academically skilled members of our community.

## Vision

Every student: Engaged, Involved, Empowered!



# Prospect Point Elementary

## Student Recognition

**Weekly Ticket Winners:** Each week teachers select a student from their class who has shown hard work, growth or other desired behavior. These students are called out on the morning announcements describing why they received the award and come to the office for a small reward.

**Character Trait Awards:** Using the PurposeFull People curriculum that focuses on a character trait/word each month, teachers choose 2 students to highlight who have shown this trait. Parents are invited and students get their picture with the other winners.

**Attendance Awards:** Each month a grade K-2 & 3-5 is recognized at our monthly character recognition assembly for best attendance. The winning class receives a reward of their choice (treat, extra recess, etc.). Along with this students with 100% attendance in a month have their names put up in the office and receive a small prize



# Prospect Point Elementary

## School Improvement Plan

- UDL-Inclusionary Practices
- Foundational reading with UFLI~for Tier I, II & III instruction
- The Writing Revolution
- SOLEs ~ Self-Organized Learning Environment
- Restorative Practices~New to our building this year (O 30th 1st PD)



# Prospect Point Elementary



## Professional Development

- This year at Prospect Point we will be focusing on three different areas.

- 1. The Writing Revolution (TWR):** Continuing from last year, teachers will integrate TWR into ELA and Science units, as well as other content areas, to strengthen writing across the curriculum. Our goal also includes training paraeducators to apply TWR strategies in small-group instruction. This work will continue throughout the year.
- 2. Universal Design for Learning (UDL):** Grade-level teams will implement UDL strategies at a pace that aligns with their current practices, guided by Jeff Horowitz, our UDL consultant. Rollout will occur throughout the year as teams develop and refine their strategies.
- 3. Restorative Practices:** Our SEL team will use three additional equity hours to participate in three one-hour sessions focused on Restorative Practices, enhancing our approach to building relationships and supporting student social-emotional growth.



# Prospect Point Elementary



## Examples of PD impacting the classroom

1. The intended impact of using TWR is to teach students how to write starting at the sentence level in any content area. The results of this PD will lead to stronger writing skills among students, increased effectiveness of the literacy foundational work, and provide a structure for students to use in any content or writing situation.
2. The PD on Universal Design for Learning (UDL) helps K–5 staff design lessons that meet the needs of all students. Teachers learn strategies to offer multiple ways for students to engage, access content, and demonstrate learning, which increases engagement and supports equity. As a result, classrooms become more inclusive, flexible, and empowering for every child.
2. Providing PD on restorative practices helps K–5 staff build consistent language and approaches for addressing conflict, while strengthening relationships with students. This training equips teachers with proactive strategies that reduce discipline referrals, promote accountability, and focus on repairing harm. As a result, the school climate becomes more positive, respectful, and supportive of every child's social-emotional growth.

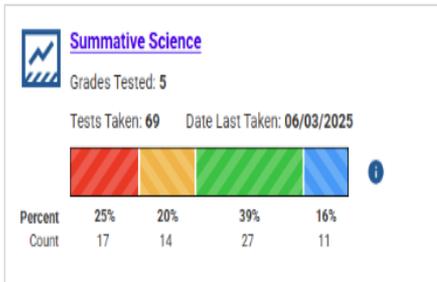
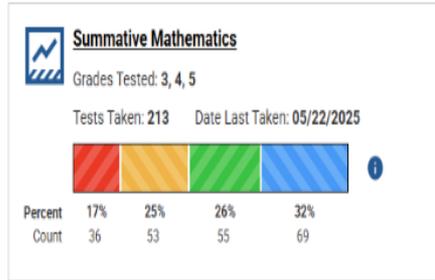
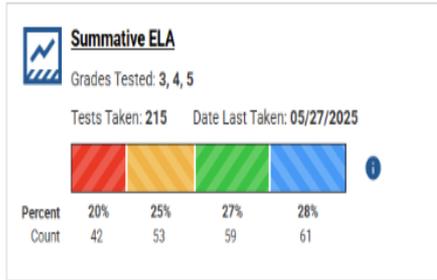


# 24-25 SBA Results

## Overview of SBA ELA & Math 3, 4, 5, combined

Performance Distribution, By Test Group: Prospect Point Elementary, 2024-2025

Filtered By: **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken



## PP Data Story

- Reviewed in Aug with all staff (certs & paras)
- Discussed success and what got us the success
- Reflected on areas of improvement
- Now what:
  - Cycles of data during the year
  - New learning we may need to incorporate into our teaching
  - Supports~materials, staff, time, etc.

Math~SBA 3rd Grade Broken down race, IEP & EL learner

Race/Ethnicity & # of students	Level 1	Level 2	Level 3	Level 4	% of Level 3 & 4
All (64)	14% (9)	19% (12)	28% (18)	39% (25)	67%
Asian (1)	NA	NA	NA	100% (1)	100%
Black/Af.AM (1)	NA	100% (1)	NA	NA	0
Multi-Race(4)	NA	25% (1)	25% (1)	50% (2)	75%
Hisp/Latino (15)	27% (4)	27% (4)	27% (4)	20% (3)	47%
White (43)	12% (5)	14% (6)	30% (13)	44% (19)	74%
<b>IEP Students</b>	Level 1	Level 2	Level 3	Level 4	
ALL (64)	14% (9)	19% (12)	28% (18)	39% (25)	67%
IEP (8)	13% (1)	13% (1)	38% (3)	38% (3)	75%
No IEP (56)	14% (8)	20% (11)	27% (15)	39% (22)	66%
<b>ML (EL)</b>	Level 1	Level 2	Level 3	Level 4	
ALL (64)	14% (9)	19% (12)	28% (18)	39% (25)	67%
ML (EL) (4)	25% (1)	50% (2)	25% (1)	NA	25%
Not ML (60)	13% (8)	17% (10)	28% (17)	42% (25)	70%



Ambitious  
Learning  
For All



Relevant and  
Rigorous  
Experience



Culture of  
Equity and  
Belonging



Partnership  
with Family and  
Community

58



# 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 ✓

**Where are we now?**

Second grade teachers have reported that students have a more solid understanding of Phonological Awareness (76%), Phonics, High Fluency Words, and Vocabulary than previous cohorts. BOY Composite scores for grade levels are K=22% (33%), 1= 44% (64%), 2= 61% (79%)

**What are we working on?**

Refining UFLI routines. Using the Writing Revolution to support content knowledge and UFLI work. Designing interventions for students that are struggling despite the explicit core reading instruction. Continuous reorganization of student grouping during WIN (every 2 weeks).

**How are we measuring progress?**

Larger team is progress monitoring on mClass measures once a month and classroom formative assessments.



# Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

<b>Where are we now?</b>	Writing Revolution connection to content to UFLI routines. SOLES...Content at the forefront to reading, writing, cross content. A focus on UDL strategies to remove barriers for students.
<b>What are we working on?</b>	Building units of study that involve multiple content areas (ELA with science and writing. Writing in a variety of content areas). Continuing to grow UDL strategies.
<b>How are we measuring progress?</b>	mClass, SBA, i-Ready, and Common Summative Assessments. Student 60 reflections & formative assessment/teacher observations.



# Goal 3

## Culture of Equity and Belonging

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

<p><b>Where are we now?</b></p>	<p>Beginning - SEL researching and supporting staff with restorative practices and students opinion on school and learning.</p>
<p><b>What are we working on?</b></p>	<p>Restorative practices, SEL survey to students (BOY, MOY, EOY). PD in October designed around restorative practices. GC leading work around UDL practices to support learners where they are now.</p>
<p><b>How are we measuring progress?</b></p>	<p>Student Survey Responses, MTSS/SST, EES survey responses. SEL team will analyze student response surveys to see what or any correlations could be made to academic data.</p>

# Goal 4

## Partnership with Family and Community

### OUTCOME STATEMENT:

WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

### ACHIEVED THROUGH:

- Maximizing Family Engagement ✓
- Assuring Community Involvement and Volunteerism

Where are we now?

Working with PTO on current events and planning on expanding other events throughout this year.  
Working with PTO to survey on what parents want/need to support the learning and overall well being of their student(s). How can the school support?

What are we working on?

Mapping events & types of family nights to draw family's in.  
Based on information gathered with PTO implement strategies to support families.

How are we measuring progress?

This will be measured through participation of events.  
Feedback received by parents and families.

62



Questions?  
Comments?



63



# WWPS School Board Performance Goals – DRAFT

## **Goal 1: Increased Student Learning and Performance**

- Ensuring high levels of learning for all students is the School Board’s core mission. To that end, the Board has established high expectations for increased student performance as identified by the Vision 2030 Improvement Targets.

### **Performance Indicators (from WSSDA Board Self-Assessment):**

- Standard 2 / Question 25: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by: Fostering a culture of collaboration around the shared purpose of improving student achievement.
- Standard 3 / Question 45: Create conditions district-wide for student and staff success by: Communicating an expectation that all classrooms will implement effective instructional practices.

## **Goal 2: High Functioning Board Team**

- The Board of Education, both individually and collectively, will consistently adhere to the agreed-upon best-practices and leadership behaviors as identified in the Board Operating Protocols document.

### **Performance Indicators (from WSSDA Board Self-Assessment):**

- Standard 1/ Question 12: Provide responsible school district governance by: Using written protocols for its interactions.
- Standard 1 / Question 9: Provide responsible school district governance by: Setting goals for its improvement.

### **Goal 3: Excellent Stakeholder and Community Involvement**

- Through the utilization of purposeful committee structures, open and transparent processes, and deliberate opportunities for community involvement, the Board of Education will ensure high levels of staff, parent and stakeholder involvement prior to policy-level decision making.

#### **Performance Indicator (from WSSDA Board Self-Assessment):**

- Standard 5 / Question 70: Engage the local community and represent the values and expectations they hold for their schools by: Communicating district performance to the public in clear and understandable ways.

### **Goal 4: Sound Fiscal Accountability and Transparency**

- Through transparent operations, shared accountability, and best-practice procedures, the Board of Education will maintain sound fiscal stewardship of financial resources consistent with board policies.

#### **Performance Indicators (from WSSDA Board Self-Assessment):**

- Standard 3 / Question 46: Create conditions district-wide for student and staff success by: Providing for evaluation of district operations to ensure there is an efficient and effective learning environment.
- Ensuring the district maintains an ending fund balance, consistent with [Policy 6022 – Minimum Fund Balance](#), of at least 8 percent of the current year’s projected expenditures.

###