Walla Walla Public Schools
364 S. Park Street • Walla Walla, WA 99362 • (509) 527-3000 • www.wwps.org

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
March 3, 2026
364 S Park St
Walla Walla, WA 99362

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent's office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.
Spanish Agenda / Agenda en Español: https://www.wwps.org/district/information/school-board/board-meeting-schedule

I. **CALL TO ORDER:** *(5:30 p.m.) Alayna Brinton*
II. **FLAG SALUTE:** *Derek Sarley*
III. **ROLL CALL:**
- Alayna Brinton, President
- Kathy Mulkerin, Vice President
- Elizabeth Alonso-Barrientos
- Ruth Ladderud
- Derek Sarley
- Ari Kim-Leavitt, Student Representative
- Abril Salazar, Student Representative

IV. **APPROVAL OF AGENDA:** *Alayna Brinton*
V. **STUDY ITEMS:** *(5:35 p.m.) Alayna Brinton*
1. Dual Language Updates: *Dr. Julie Perron* 2
VI. **ADJOURNMENT:** *(7:00 p.m.) Alayna Brinton*

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.



Walla Walla Public Schools

Dual Language Updates, Including Language Domain Data and the Seal of Biliteracy

Overview

Dual Immersion Guiding Principles and Goals

Dual Immersion Structure

Historical Context

Current Numbers of Participants

Application Process

Assessment Data (Lectura, STAMP, Seal of Biliteracy)

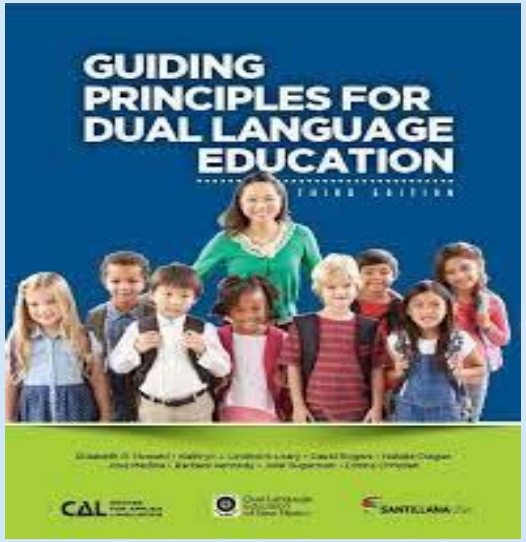
Professional Development and Learning

Voices from the Field

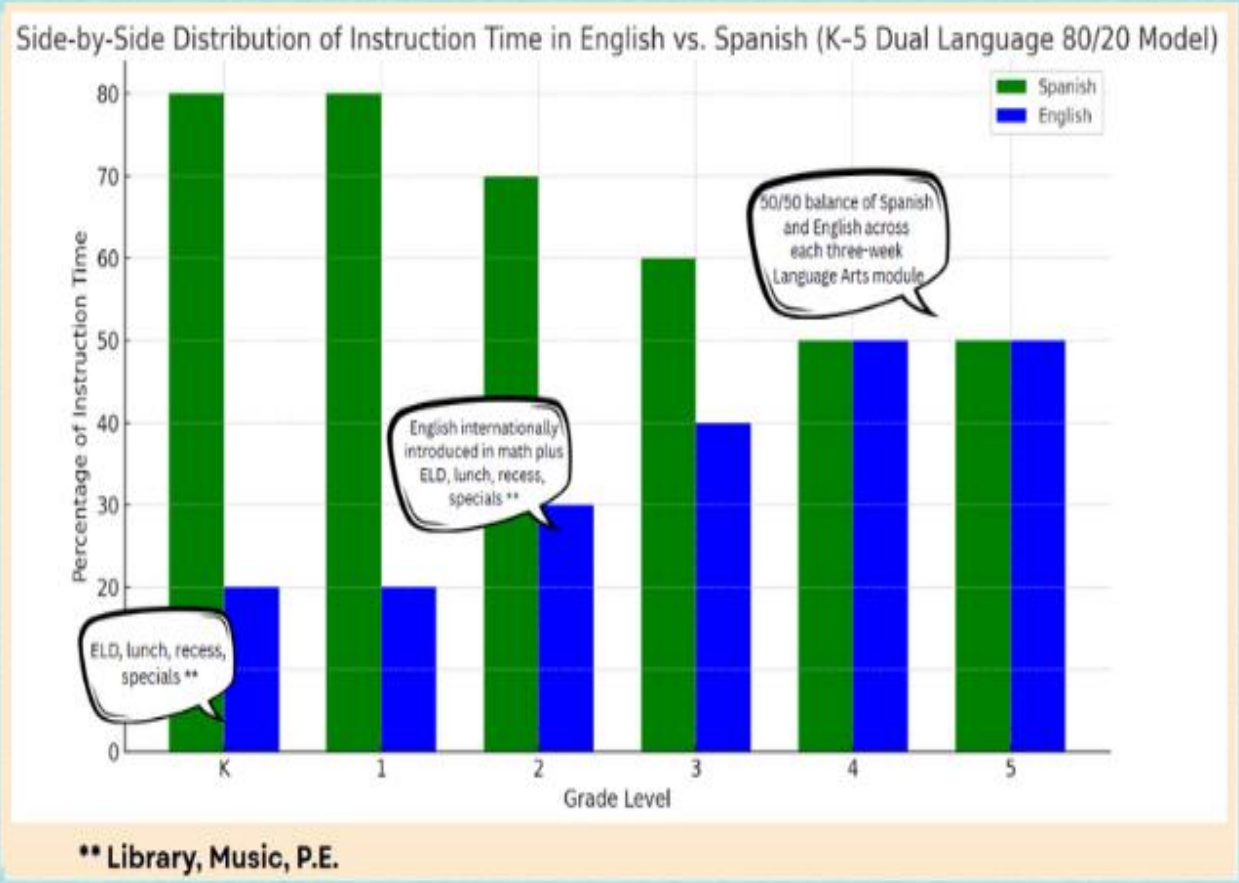
Celebrations and Challenges

Questions

What are our Dual Goals and Our Guiding Principles?



https://ospi.k12.wa.us/sites/default/files/2025-08/dual-language-program-guide-2025.pdf

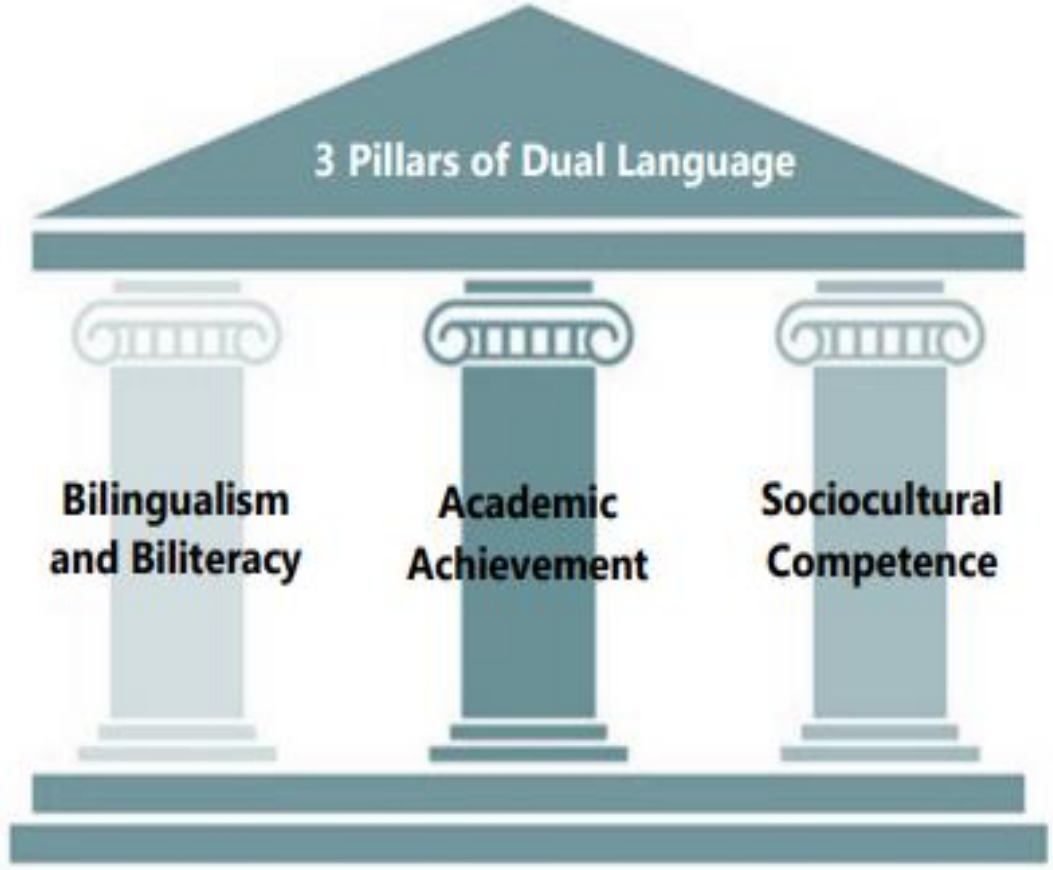


80/20 Program Model

- Sequential Literacy Program
- Literacy is developed in the target language first
- Academic content is taught in both languages
- English and Spanish instruction reaches 50:50 in 4th grade.

Program Goals:

Ultimately, the Seal of Biliteracy is how our students demonstrate their bilingual and biliterate proficiency.



How is participation in our K-5 dual program?

	2021-22	2022-23	2023-24	2024-25	2025-26
K	125	119	133	123	135
1st	103	123	118	139	119
2nd	118	93	123	113	129
3rd	100	115	97	117	111
4th	94	99	113	98	113
5th	86	93	98	113	98
Total	**626**	**642**	**682**	**703**	**705**

464 Edison
241 Green Park[6]

What is the break down of *language dominance? (upon program entry)

Edison 25-26

	Dual	*DE	*DS
K	87	56	31
1st	79	27	52
2nd	83	42	41
3rd	70	38	32
4th	74	39	35
5th	71	25	46
Total	**464**	**227**	**237**

Green Park 25-26

	Dual	*DE	*DS
K	48	37	11
1st	40	29	11
2nd	46	22	24
3rd	41	21	20
4th	39	16	23
5th	27	5	22
Total	**241**	**130**	**111**

DE: English as home language
DS: Spanish as home language

How is participation in our 6-8th grade courses offered at Garrison and Pioneer? currently: 283 students

Two course offerings: Spanish Language Arts and Spanish Social Studies
Students participate ideally in (2) courses, but might also opt for one course to take another elective.

2025-2026	6th	7th	8th	Total
Garrison	47	46	43	136
Pioneer	58	46	43	147

What are the participation numbers of Multilingual Learners in Dual Immersion Programming in 2025- 2026?

School	Total Students	Multilingual Learners
Edison	464	181
Green Park	241	79
Garrison	136	54
Pioneer	147	51

Students receiving multilingual services

Notable Changes in 2016-Present

2016-Board approves BERC recommendation:

2017-Edison becomes wall to wall school, with slow roll out-up from other schools, programmatic decision

to move from 50-50 to 80-20 instruction model

2019-Blue Ridge consolidation (WWCCF) leads to dual expansion to Green Park

2021-Transition to self-contained classrooms at both Edison and Green Park

2021-Addition of Dual Spanish Social Studies at Middle School (which provides two course offerings, Spanish Language Arts and Spanish Social Studies)

2024-New K-5 Adopted Language Arts Curriculum

2025-Assessment of 6th graders with STAMP (listening, speaking, reading and writing)

2025-Development of Spanish Language Objectives, K-8

The Bilingual Education Committee (BERC)

- Yazmin Bahena (Teacher)
- Lisa Braddock (Teacher)
- Margarita Carbajal (Parent)
- Dr. Jennifer Cowgill (Principal)
- Karina Cummins (Parent)
- Diana Evenson (Director)
- Mira Gobel (Principal)
- Sergio Hernandez (Coordinator)
- Julie Hill (Teacher)
- Christopher Jenkins (Parent)
- Kim Kelsay (Teacher)
- Carey Knifong (Teacher)
- Christy Krutulis (Exe. Director)
- Gina McDonnell (Teacher)
- Susan Nakonieczny (Teacher)
- Angie Pedroza (Coordinator)
- Eva Quintero de Horn (Parent)
- Ben Remington (Parent)
- Virginia Romfh (Parent)
- Wade Smith (Superintendent)
- Alasdair Stewart (Parent)
- Jean Tobin (Teacher)
- Andrea Valencia Garcia (Teacher)
- Catherine Veninga (Parent)
- Gina Yonts (Principal)
- Chris Gardea (Asst. Superintendent)
- Ruth Ladderud (Board Member)
- Cindy Meyer (Board Member)

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

Christy Krutulis, Executive Director
Teaching & Learning Department
364 S. Park Street
Walla Walla, WA 99362
(509) 526-6733
ckrutulis@wwps.org

Dual Language Program

2016-2017 School Year

Bilingual Education Recommendation Committee

School board approves plan to move the Dual Language program to Edison Elementary

WALLA WALLA – The Walla Walla Public Schools Board of Directors voted 4-1 to approve a recommendation from the Bilingual Education Recommendation Committee (BERC) to improve the district's Bilingual Education program to better meet the needs of students. Executive Director of Teaching and Learning Christy Krutulis presented the recommendation to the school board Tuesday evening following a year and a half of committee work, a dozen parent meetings in English and Spanish, hundreds of survey responses from staff, parents and community members, and multiple classroom visits. School board members Cindy Meyer and Ruth Ladderud served on the committee.

"After a very extensive process and deep commitment from committee members, the School Board was presented with a recommendation that puts Walla Walla Public Schools on track to provide the best possible bilingual programming for its students," said Krutulis. "This also includes the addition of Spanish language classes at both middle schools."

The final approved recommendation to the School Board included the following:

Model Recommendation

- The One School Model was selected to be part of the recommendation.
- The One School Model includes the opportunity to focus on success at one wall-to-wall dual program while maintaining current programming at Blue Ridge Elementary.
- One of the caveats of the committee's recommendation is that future expansion be considered at Blue Ridge for a two school model if student enrollment and learning outcomes warrant such enhancement.

School Recommendation

- Edison was selected as the site for wall-to-wall dual programming. Edison has a higher Latino population, additional physical space and technology for supporting the success of acquiring a second language, and should Blue Ridge be added will provide a two way dual program on each end of our district.

How does a family apply for the Dual Immersion Program?

On our webpage, information about our program is available.

Applications are accepted starting in late January.

In addition to applying for dual programming, families must also enroll (register) through our online system.

Our department keeps track of applications, communicates with families regarding acceptance, and works with the schools.

In addition to the application, families read and sign an "agreement" form that explains the program details.

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

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- Dual Immersion Program Application and Acknowledgement
- Learning Activities / Actividades de Aprendizaje
- 2017 Bilingual Education Recommendation Committee

Seal of Biliteracy

Services

Multilingual Learner Plan

Family Resources

Building Belonging Recognition

Department Newsletter

Dual application acceptance opens Monday, January 26, 2026. We are currently accepting applications with an early consideration window closing Friday, February 27, 2026 but will be accepting applications on a continuous basis. You can submit your application online or at any of the buildings listed below.



English Flyer (pdf)



Spanish Flyer (pdf)

Newsletter-Professional Development Series



December 2025

Professional Learning Series

Dual, Migrant, and Multilingual Programs Issue #01

"Speak a new language so that the world will be a new world." – Rumi

Claudia's Corner

In our dual programs, linking one language to another is key to developing metalinguistic awareness.
Click here to learn more about this important strategy, as Maestra Saldivar walks us through how to "bridge" for our dual students.

Voices from the Field...

In our dual and multilingual learner programs we know that elevating voice and cultural identity are important components of engaging students.
Click here to learn about how Maestro Antonio has made this happen with his dual students at Pioneer.

Claudia's 2nd grade class
Edison Elementary

Multilingual Matters

Supporting multilingual learners means creating classrooms where language, culture, and identity are honored every day. These key practices help educators build inclusive spaces where students feel seen, supported, and empowered to thrive. Click on the link below.
-Marlen
Tips to think about!



Webinars, Resources, and Self Paced Professional Learning

We are excited to share several meaningful professional learning opportunities designed to support your work with multilingual learners.
These include WIDA self-paced courses, helpful resources, and a free monthly webinar series open to all educators.

Tips and Dips Webinar Series
This free, monthly webinar series is designed around your needs as educators.

It offers a supportive community grounded in collaboration, problem-solving, and shared expertise. All sessions run from 5:00–6:00pm US Central Time.

December 2, 2025
"Planning with Purpose: Strategies for Assessment with Multilingual Learners"
A practical session exploring how assessment can be inclusive, multilingual, and reflective of the whole child.

January 6, 2026
"Promoting Student Autonomy with Formative Assessment Practices"
Learn strategies that build autonomy, strengthen formative assessment, and foster equitable growth for all learners—especially multilingual students.
Link here

WIDA Self-Paced Courses

You are welcome to explore any of the following courses at your own pace. These are excellent resources for deepening your understanding of language development across content areas.

- Desarrollando el español: Las expectativas del lenguaje – Marco DALE
https://portal.wida.us/course/detail/desarrollando-el-espanol-las-expectativas-del-lenguaje
- Developing Language for Learning in Mathematics
https://portal.wida.us/course/detail/Developing-Learning-Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
https://portal.wida.us/course/detail/msm-phenomena
- Engaging Secondary Newcomers in Content Area Literacy
https://portal.wida.us/course/detail/engagine-secondary-newcomers-in-content-area-literacy

Account Access Reminder
All staff have access to WIDA self-paced courses.
- You must log in using your WIDA credentials.

If you don't remember your password, select "Forgot Password" to reset it.
- If you are unable to log in, please don't hesitate to reach out to Marlen Pérez (maperez@wwps.org).

Thank you for your continued commitment to serving multilingual learners.

Walla Walla Public Schools
Migrant Program

Professional Development and Learning

2024-2025

- Contracted with HMH to hire bilingual curriculum specialists for dual teacher training (August 2024)
- Monthly after school professional development sessions facilitated by HMH curriculum specialists with Edison and Green Park together (alignment)
- Dedicated HMH digital coach assigned to each grade level team for ongoing support
- Spanish Language Development Objectives Work Session (Summer 2025)
- Implementation of Inclusionary Practices (UDL)

2025-2026

- Monthly K-5 teacher team collaboration continues (Edison and Green Park combined)
- Bilingual HMH specialist hired for K-2 dual teachers (Edison and Green Park) with a focus on foundational reading instruction
- Release time available for teams working together (Edison and Green Park) to refine and plan reading instruction
- Spanish Language Development Objectives K-8 alignment work, including dual and multilingual teams
- Analysis of Lectura 2nd grade
- Analysis of STAMP data to inform instruction at 6-8 grade dual
- Implementation of Inclusionary Practices (UDL)
- The Writing Revolution (introduction)

Professional Development and Learning (cont')

2026-2027

- Monthly K-5 teacher team collaboration continues (Edison and Green Park combined)
- Release time for teams working together (Edison and Green Park) to continue planning and work on Spanish Language Development Objectives
- Analysis of Lectura 2nd grade with added focus on Lectura 5th grade
- Analysis of STAMP data to inform instruction at 6-8 grade dual
- Implementation of Inclusionary Practices (UDL)
- The Writing Revolution

Professional Development and Learning: Strategies, Structures and Routines

Our state Multilingual Strategic Plan includes:

"Implement inclusionary practices for all multilingual learners by… a) Increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers. b) Building the capacity of educators to use strategies such as Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), and Universal Design for Learning (UDL) c) Developing the understanding of administrators to support meaningful inclusion."



Professional Development and Learning: Our Work with Spanish Language Objectives, K-8

Our Journey So Far:

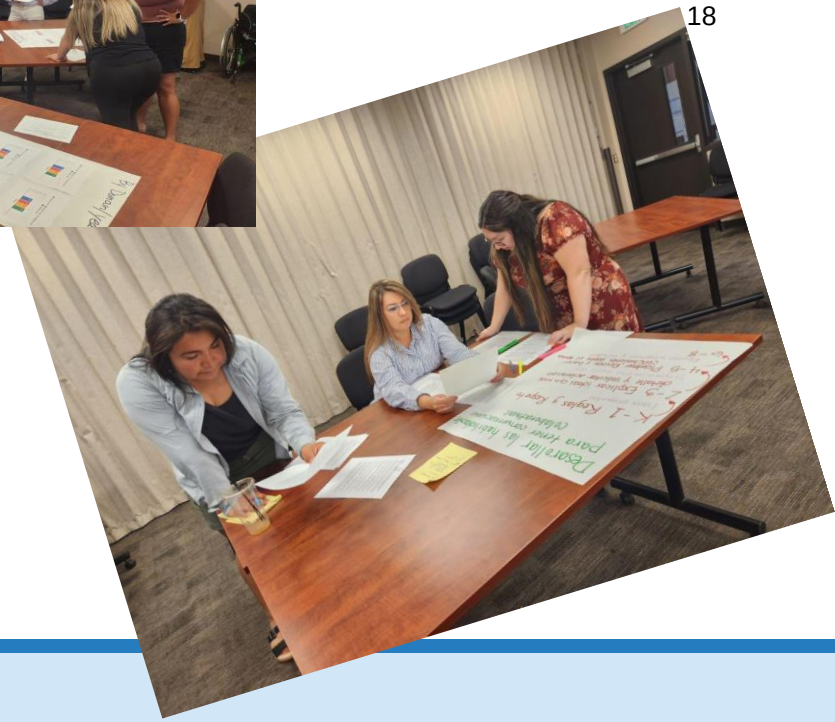
- We began this work together in June and August PD and continue refining our practice.
- Intentionally embedding language objectives within content targets.

Our Focus Areas:

- Vertical alignment within standard 1 for language acquisition (SLD & ELD).
- Designing objectives that intentionally target academic vocabulary and key language structures.
- Embedding structured partner talk, sentence frames, and academic discourse routines to strengthen oral language development.
- Analyzing STAMP data in four domains (listening, speaking, reading and writing)

Next Steps: Reviewing STAMP data this spring to inform which domains need refinement in terms of instruction.





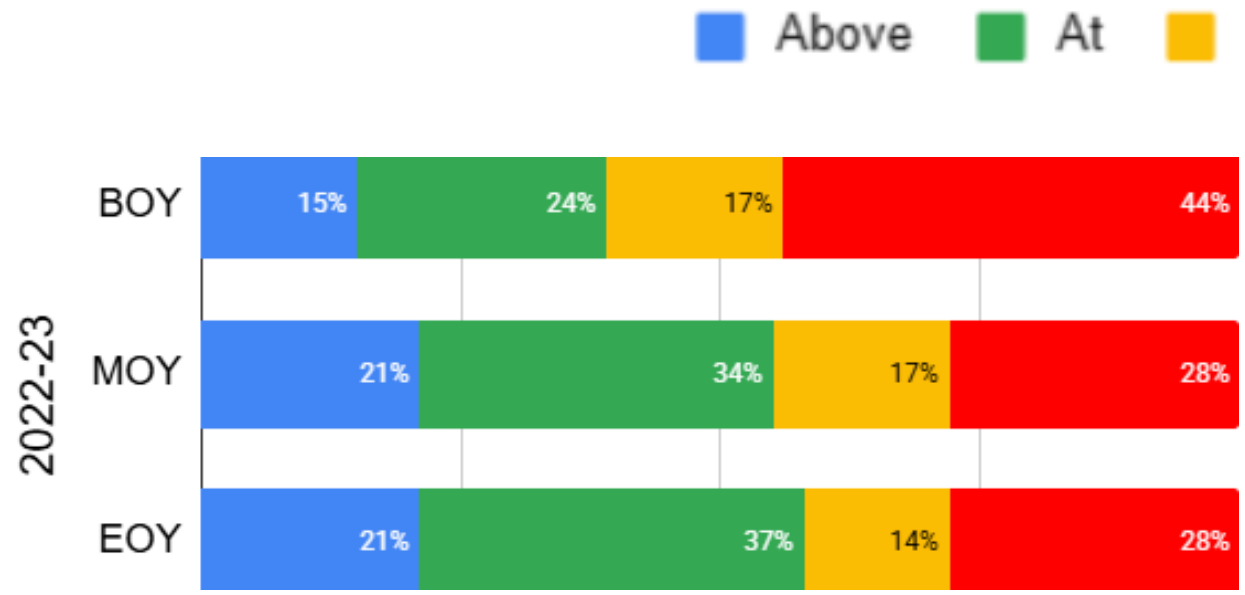
Data

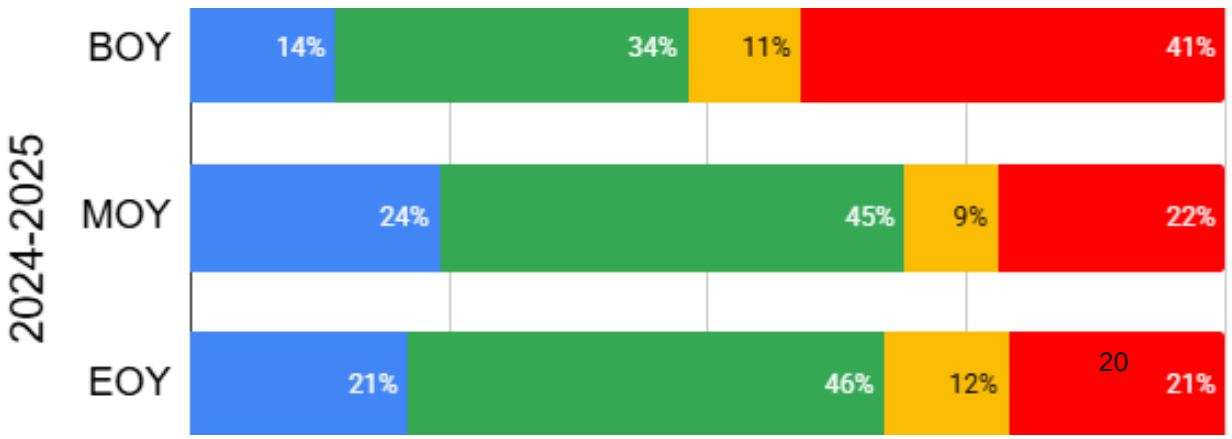
Lectura (elementary)

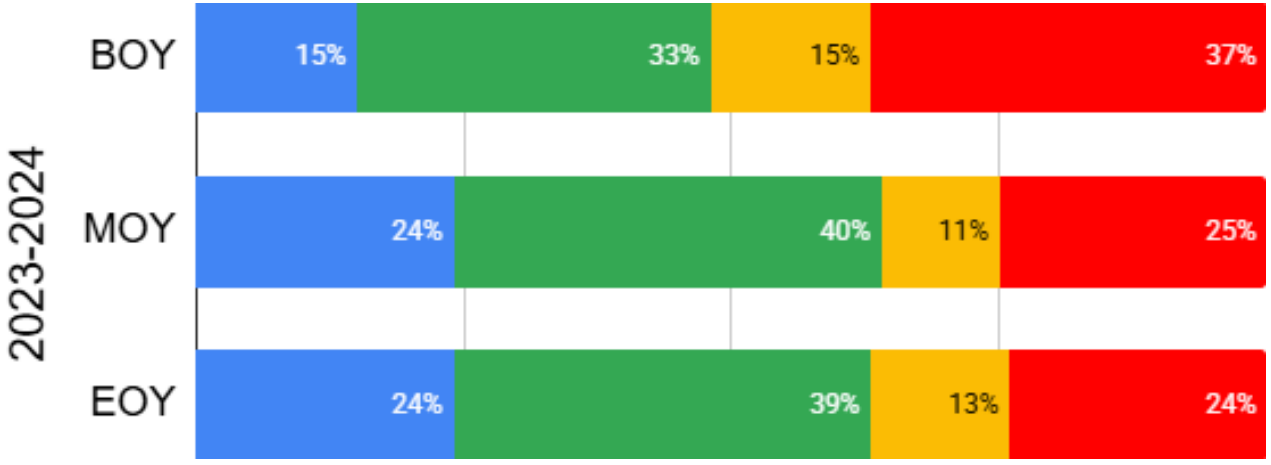
STAMP (middle)

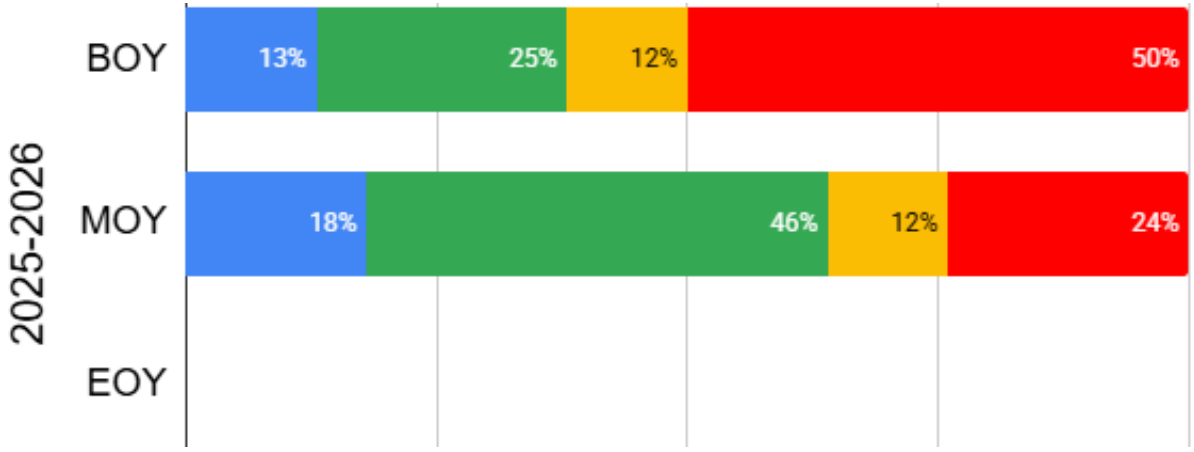
Seal of Biliteracy (high)

Edison K-2 Lectura Data

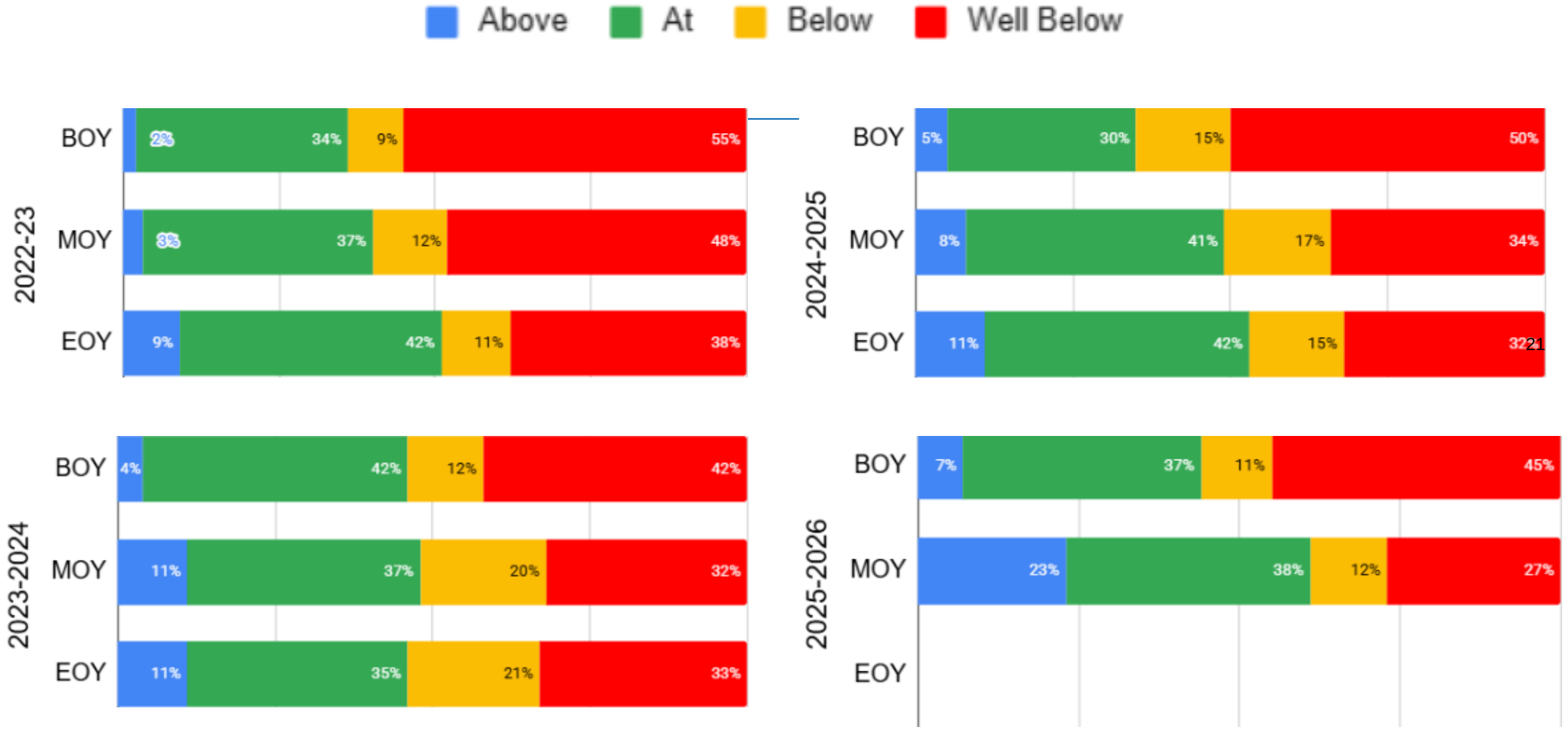








Green Park K-2 Lectura Data



Pioneer Middle School

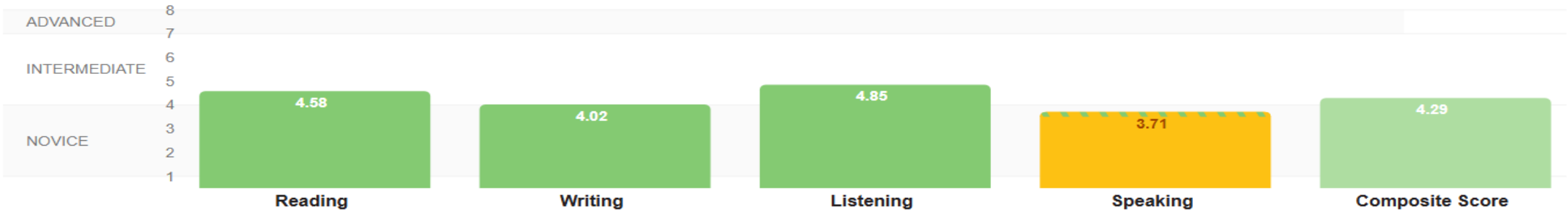
SPANISH

6th Grade: Spanish (Rostered)

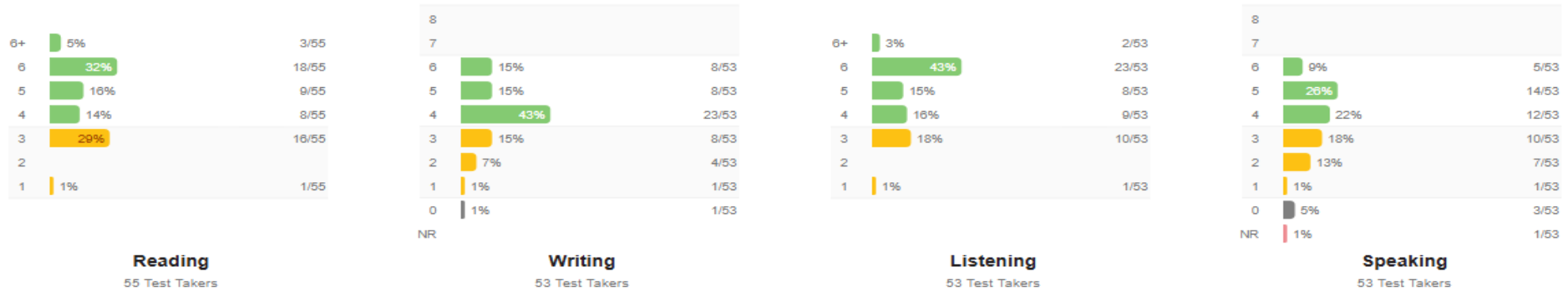
DATE FILTER: 06/08/2025 to 12/08/2025 | Key

Summary

Testing Group Averages for 06/08/2025 - 12/08/2025



Distribution of Test Takers Across Levels for 06/08/2025 - 12/08/2025



Garrison Middle School

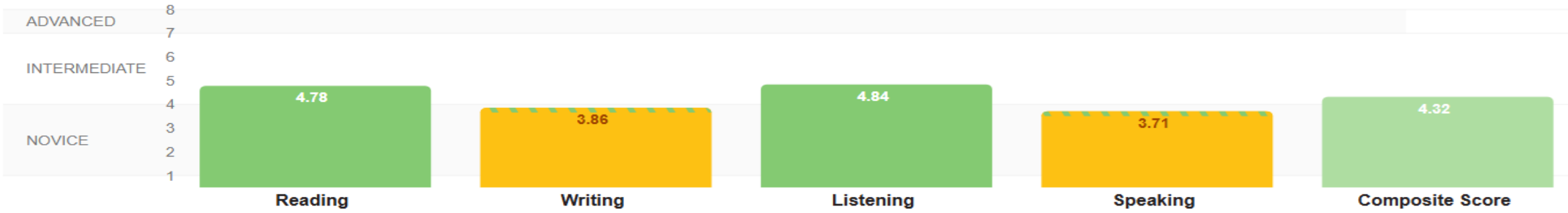
SPANISH

6th Grade: Spanish (Rostered)

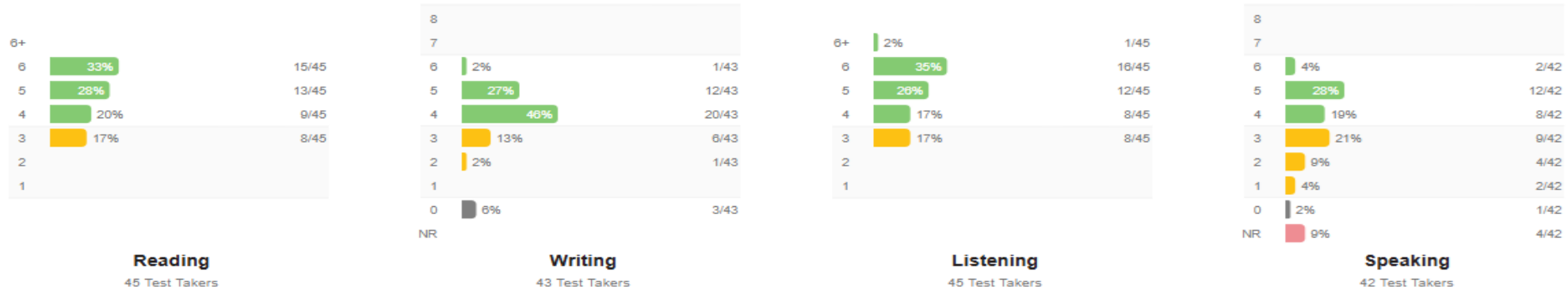
DATE FILTER: 06/08/2025 to 12/08/2025 | Key

Summary

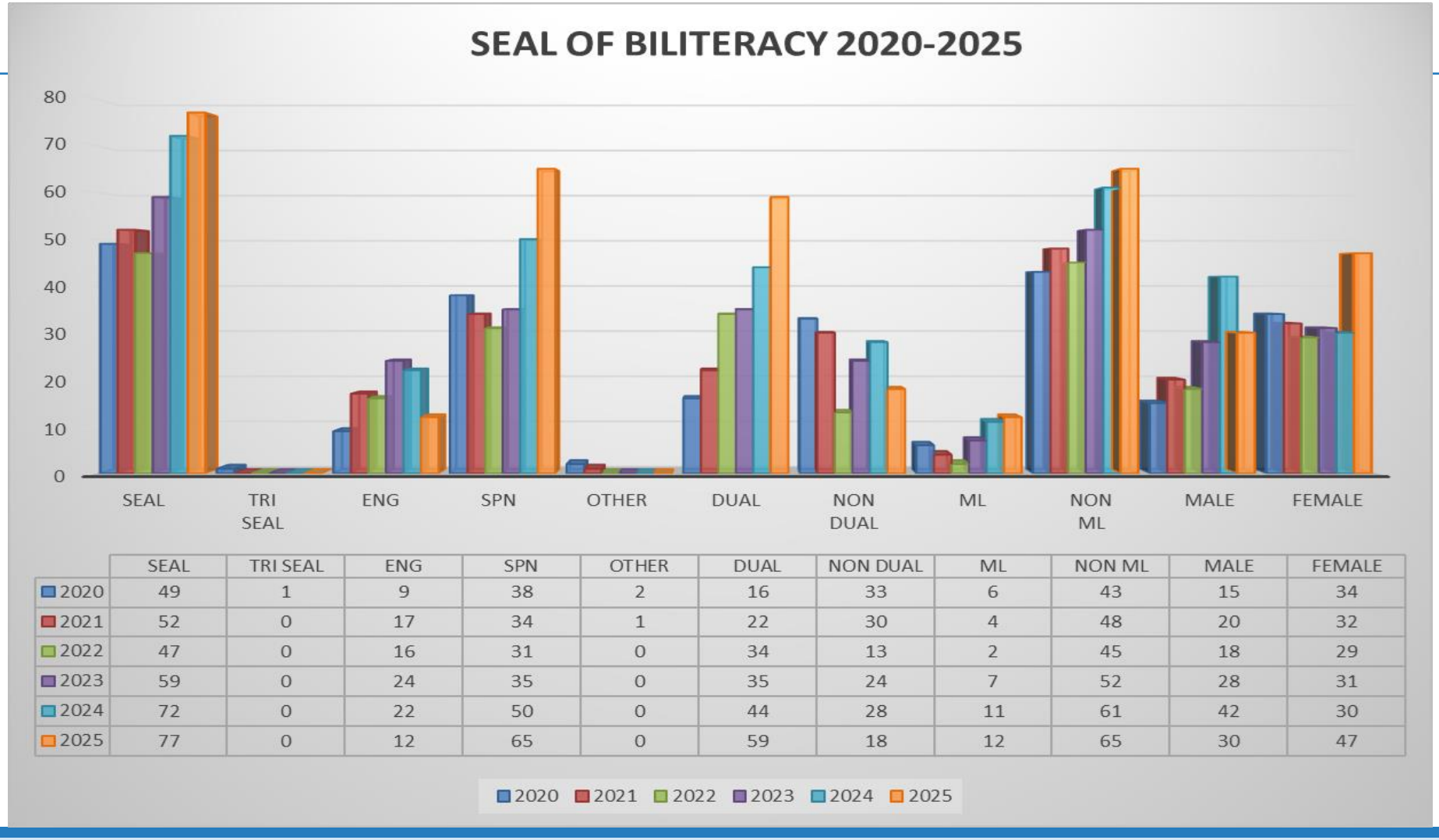
Testing Group Averages for 06/08/2025 - 12/08/2025



Distribution of Test Takers Across Levels for 06/08/2025 - 12/08/2025



Seal of Biliteracy Data Report



	SEAL	TRI SEAL	ENG	SPN	OTHER	DUAL	NON DUAL	ML	NON ML	MALE	FEMALE
2020	49	1	9	38	2	16	33	6	43	15	34
2021	52	0	17	34	1	22	30	4	48	20	32
2022	47	0	16	31	0	34	13	2	45	18	29
2023	59	0	24	35	0	35	24	7	52	28	31
2024	72	0	22	50	0	44	28	11	61	42	30
2025	77	0	12	65	0	59	18	12	65	30	47

Voices from the Field: Leading and Learning

Claudia Saldivar

Cecilia Solis

Principal Ross



The Bridge vs Bridging (Linking one language to another)

According to the Center for Teaching Biliteracy,
"The Bridge is the part of a biliteracy unit of instruction that has been planned and organized by the teacher to help students develop metalinguistic awareness. Bridging, however, is more flexible and spontaneous, and is student driven. Bridging occurs during the Bridge and whenever students make metalinguistic connections between two languages."

The Bridge

- Pre-planned lesson initiated by the teacher
- Occurs at the end of the unit
- It's theme related





Bridging

- It happens instantly and it's initiated by the students
- Occurs at any time during the unit
- Not theme related






BUMP IT UP!
Nivel 4
Level 4
Nivel 3
Level 3
Nivel 2
Level 2
Nivel 1
Level 1
TODO ES POSIBLE
Cecilia Solis
5th Grade Teacher | Walla Walla, WA
0:03 / 2:47
/ 2:47
1x

Bilingual and Biliterate Superpowers….





Dual Language Super Star Award

Bilingual Super Power Medal

In partnership with our Dual Language Department, each class chose one student who shows:

- **Effort**
- **Courage**
- **Positive Attitude**

These students are growing to be bilingual and biliterate.

Medalla de Súper Poder Bilingüe

En colaboración con nuestro Departamento de Lenguaje Dual, cada clase eligió a un estudiante que demuestra:

- **Esfuerzo**
- **Valor**
- **Actitud Positiva**

Estos estudiantes están creciendo para ser bilingües y biliterados.

Celebrations and Challenges

Seal of Biliteracy Numbers

Program is “full” at K-5

Adopted Curriculum

Cross-Building Collaboration

Teacher Leaders

Lectura and STAMP data

Getting Inventive with Incentives

Motivation (especially around speaking)

Course offerings

80-20 Model-continuing to educate (it takes time)

Domain discrepancies (but also normal)

¿Preguntas?