

**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.wgps.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*

**VI. ADJOURNMENT:** (7:00 p.m.) *Alayna Brinton*



# Walla Walla Public Schools



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

---

2

WALLA WALLA PUBLIC SCHOOLS

**VISION**  
**2030**

Developing Washington's Most  
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# 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)

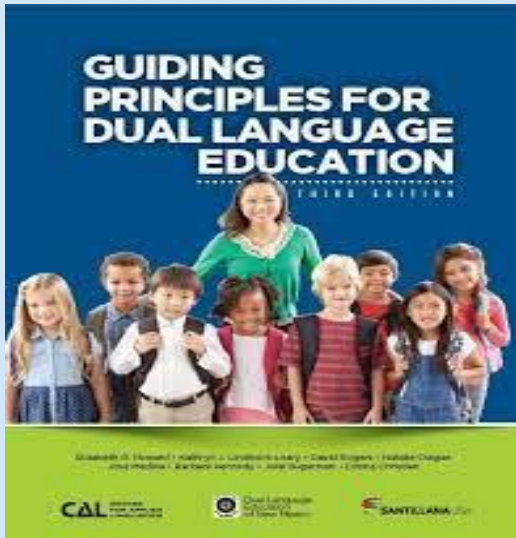
Professional Development and Learning

Voices from the Field

Celebrations and Challenges

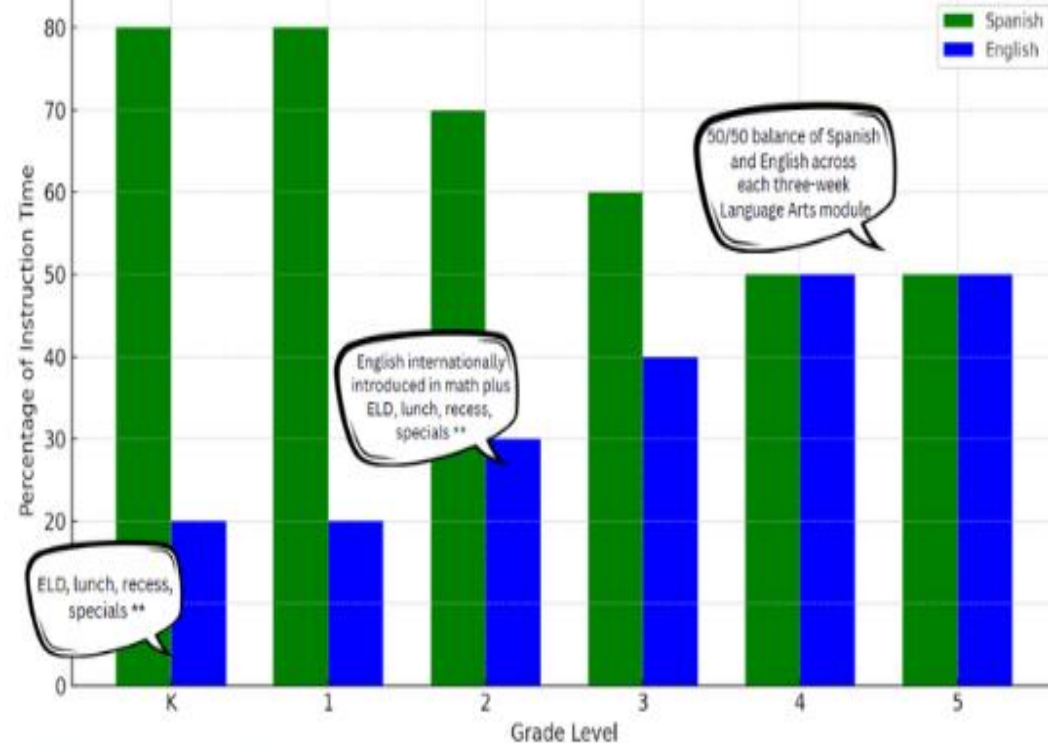
Questions

# 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>

Side-by-Side Distribution of Instruction Time in English vs. Spanish (K-5 Dual Language 80/20 Model)



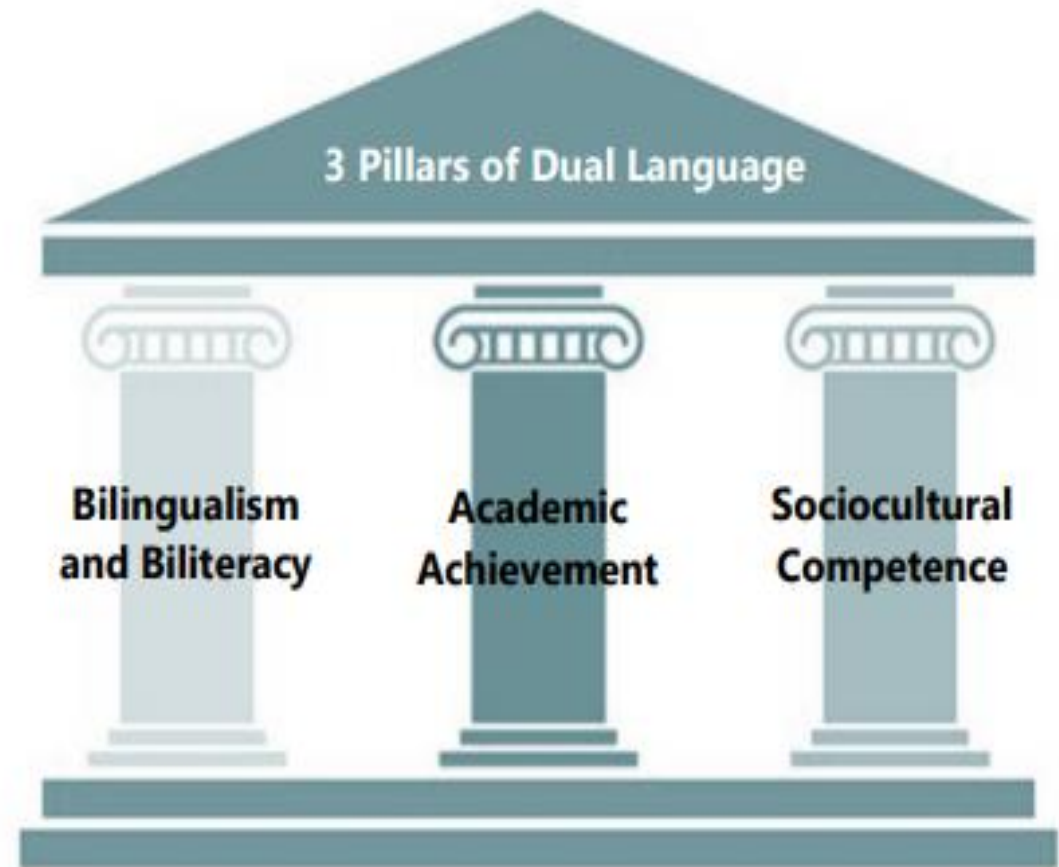
\*\* Library, Music, P.E.

## 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 4<sup>th</sup> 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
<b>Total</b>	<b>626</b>	<b>642</b>	<b>682</b>	<b>703</b>	<b>705</b>

464 Edison  
241 Green Park<sup>6</sup>

# 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
<b>Total</b>	<b>464</b>	<b>227</b>	<b>237</b>

## 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
<b>Total</b>	<b>241</b>	<b>130</b>	<b>111</b>

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

---

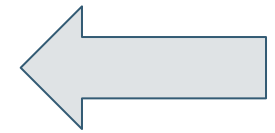
Two course offerings: Spanish Language Arts and Spanish Social Studies  
Students participate ideally in (2) courses, but might also opt for one course to take another elective.

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

10

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)



**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

- 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)

## 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.



**District   Schools   Departments   Programs   News & Events   Staff Directory   Contact**

- [Dual Immersion Program Application and Acknowledgement](#)
- [Learning Activities / Actividades de Aprendizaje](#)
- [2017 Bilingual Education Recommendation Committee](#)

---

- [Seal of Bilingualism](#)

---

- [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.



Claudia's 2nd grade class  
Edison Elementary

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.



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/engaging-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@wups.org).

Thank you for your continued commitment to serving multilingual learners.

### Walla Walla Public Schools Migrant Program

Providing resources and services to migratory children and their families to ensure that all migrant children reach challenging academic standards and graduate high school.



What do you do about it?  
• Make sure your children have a meal at school every day.  
• Make sure your children have a meal at school every day.  
• Make sure your children have a meal at school every day.

For more information about the Migrant Program, please contact our Migrant Specialist at (509) 865-4444.

# 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)

15

## 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.”

17



Culture of Equity and Belonging	
OUTCOME STATEMENT:	ACHIEVED THROUGH:
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.	<ul style="list-style-type: none"><li>■ A Culture of Belonging and Equity</li><li>■ Implementing Inclusionary Practices</li><li>■ Ensuring a Culture of Support and Collective Accountability</li></ul>

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

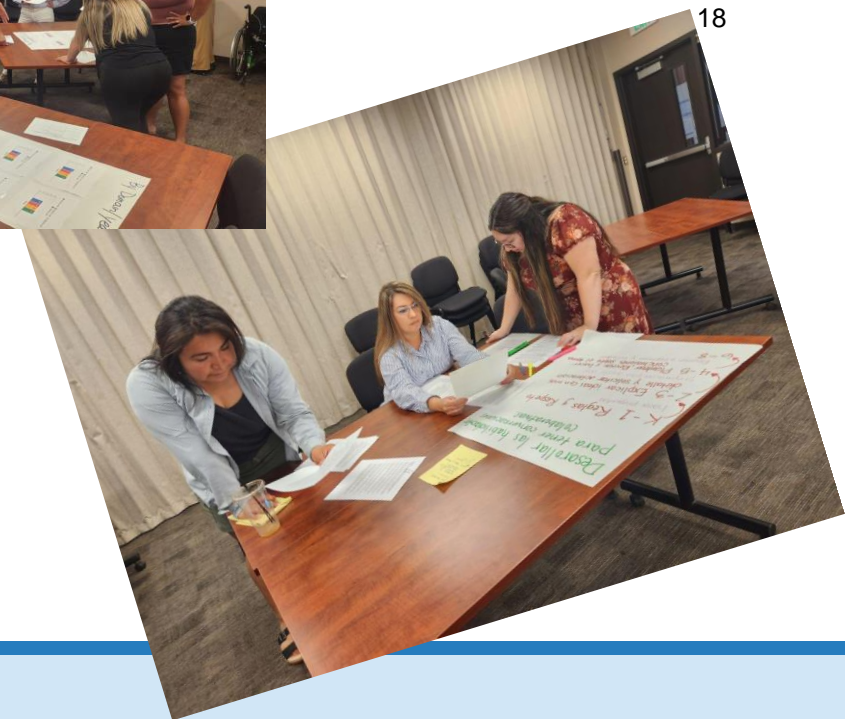
## Our Journey So Far:

- 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)

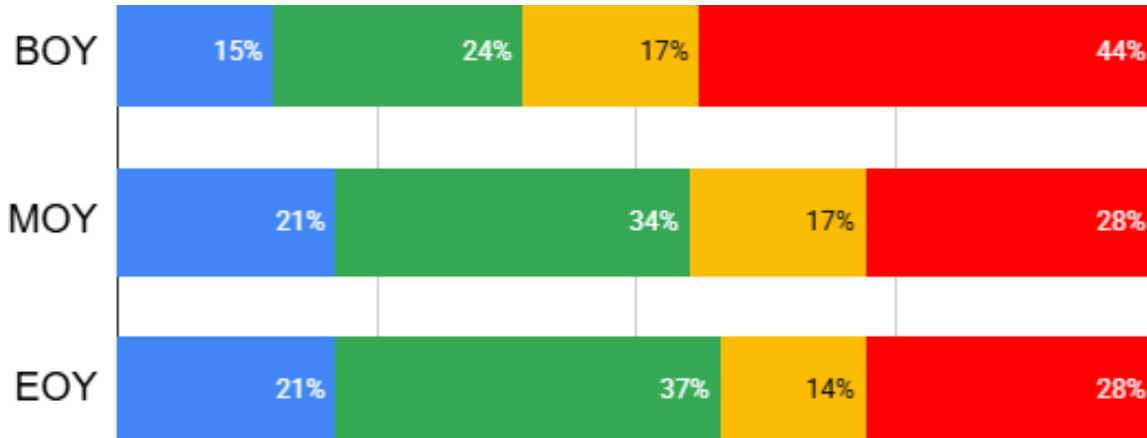
Seal of Biliteracy (high)



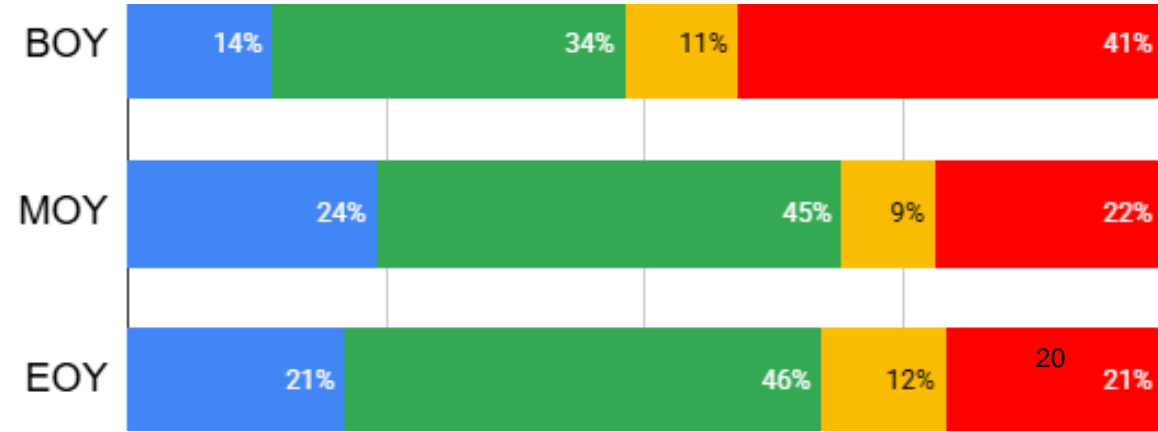
# Edison K-2 Lectura Data

■ Above
 ■ At
 ■ Below
 ■ Well Below

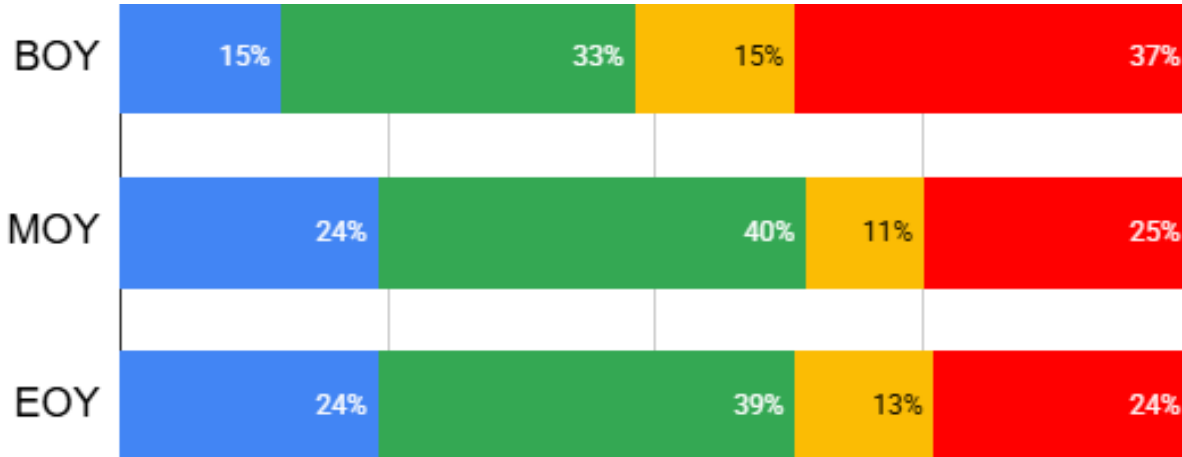
2022-23



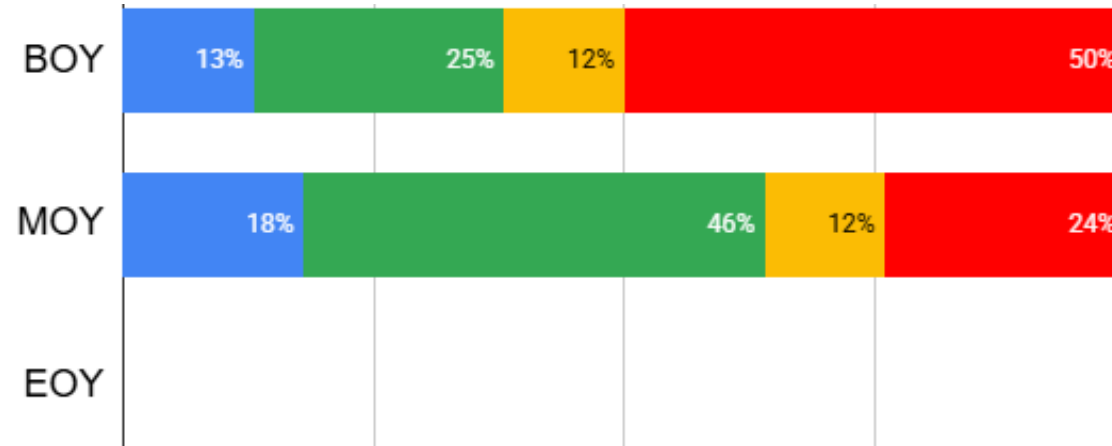
2024-2025



2023-2024

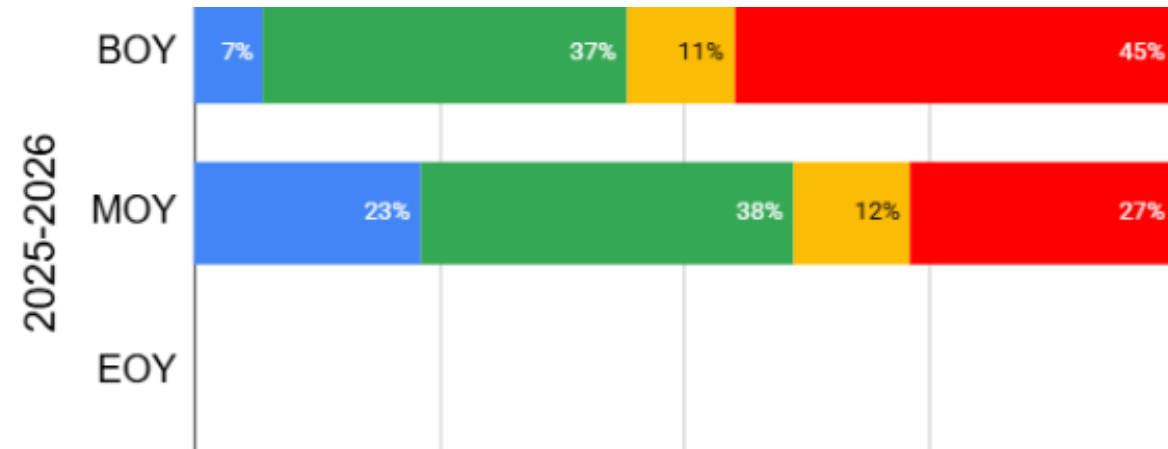
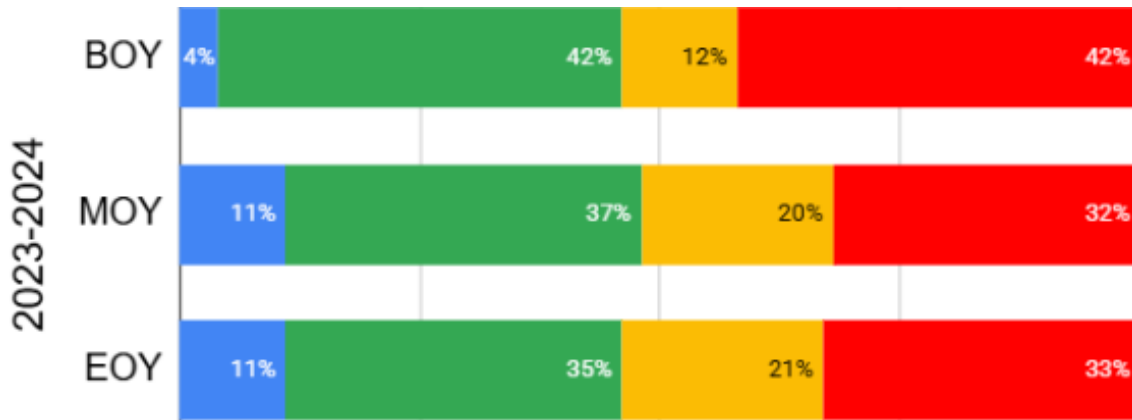
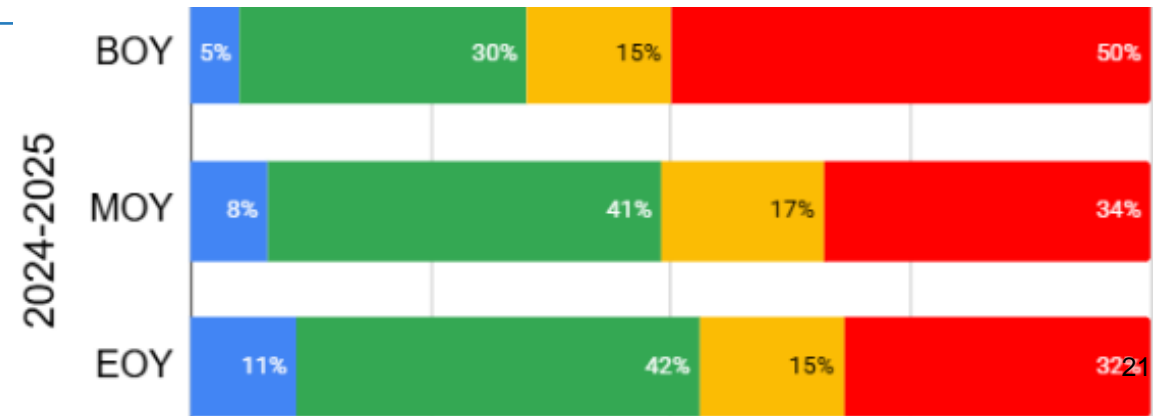
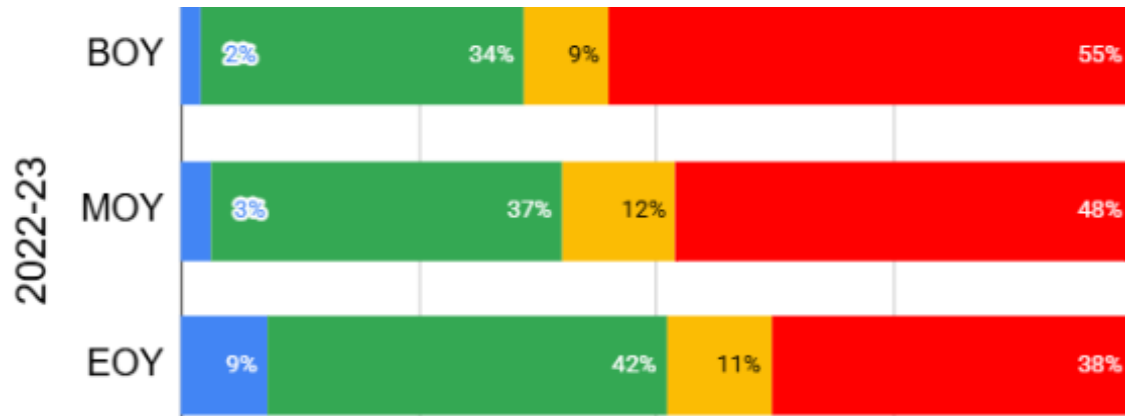


2025-2026



# Green Park K-2 Lectura Data

■ Above   
 ■ At   
 ■ Below   
 ■ Well Below



# Pioneer Middle School

SPANISH

## 6th Grade: Spanish (Rostered)

DATE FILTER:

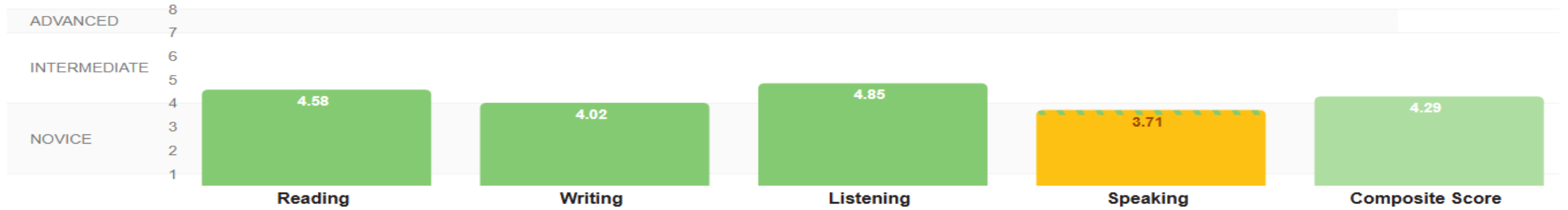
06/08/2025 to 12/08/2025

Key

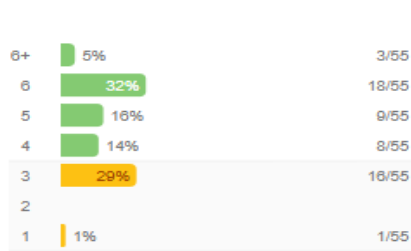


### Summary

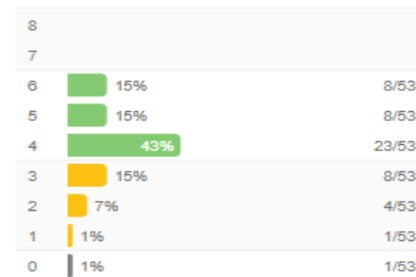
#### Testing Group Averages for 06/08/2025 - 12/08/2025



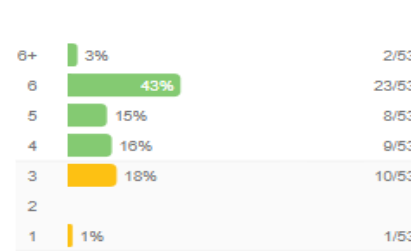
#### Distribution of Test Takers Across Levels for 06/08/2025 - 12/08/2025



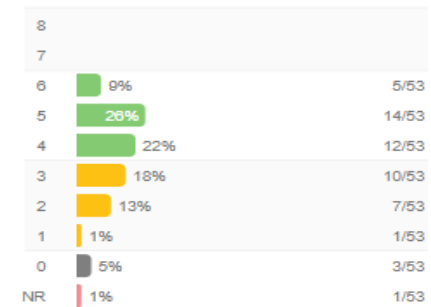
Reading  
55 Test Takers



Writing  
53 Test Takers



Listening  
53 Test Takers



Speaking  
53 Test Takers

# Garrison Middle School

SPANISH

## 6th Grade: Spanish (Rostered)

DATE FILTER:

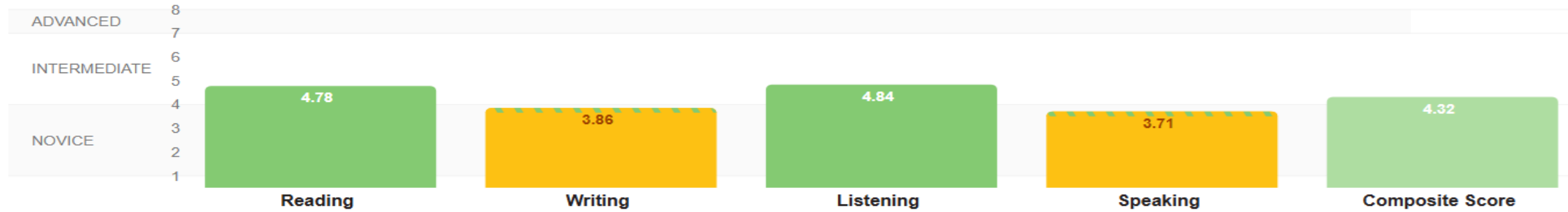
06/08/2025 to 12/08/2025

Key

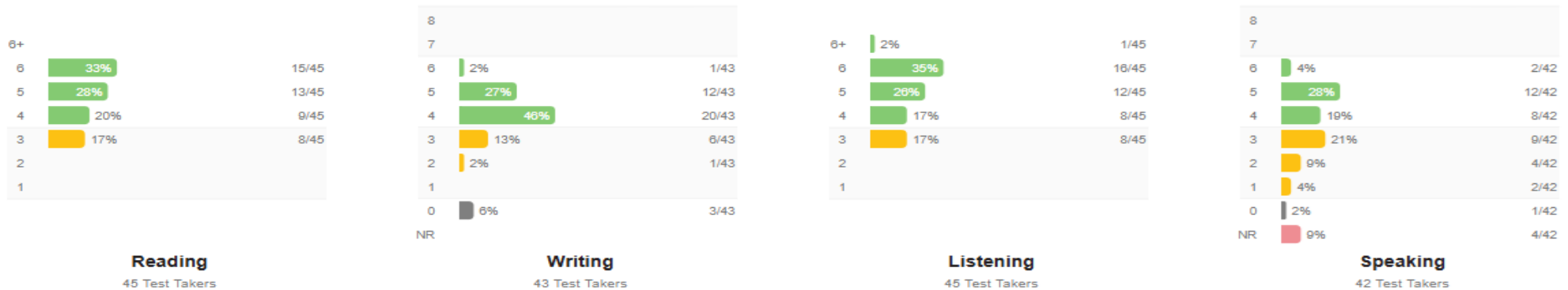


### Summary

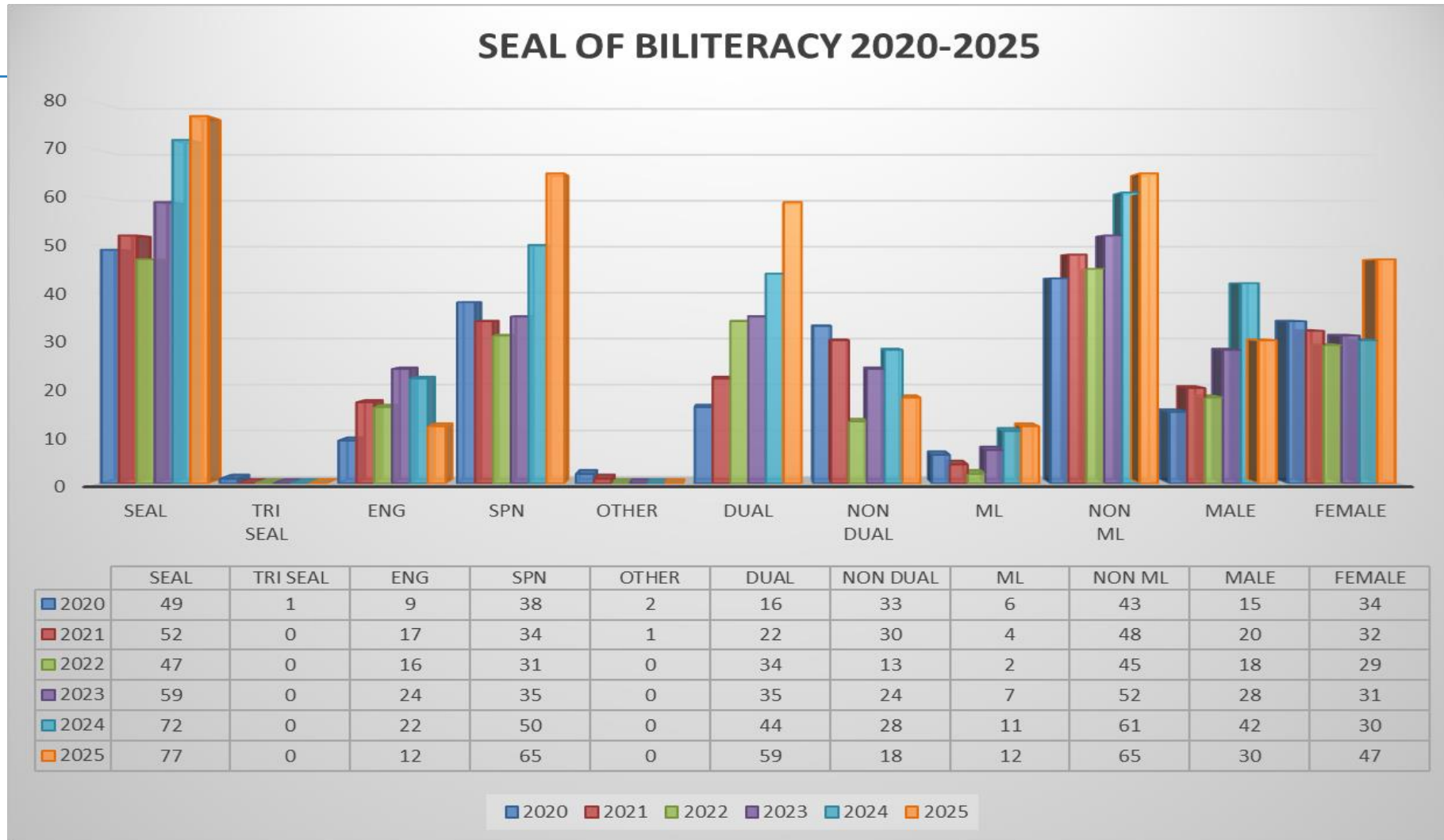
#### Testing Group Averages for 06/08/2025 - 12/08/2025



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



# Seal of Biliteracy Data Report



# Voices from the Field: Leading and Learning

---

Claudia Saldivar

Cecilia Solis

Principal Ross

25

## 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

Side by Side Bridge	Metalinguistic Focus Chart																										
<table border="1"> <tr> <td>Español</td> <td>English</td> </tr> <tr> <td>Condensación</td> <td>Condensation</td> </tr> <tr> <td>Precipitación</td> <td>Precipitation</td> </tr> <tr> <td>Evaporación</td> <td>Evaporation</td> </tr> <tr> <td>El Sol</td> <td>The sun</td> </tr> <tr> <td>El agua</td> <td>The water</td> </tr> <tr> <td>Las nubes</td> <td>The clouds</td> </tr> <tr> <td>El viento</td> <td>The wind</td> </tr> </table>	Español	English	Condensación	Condensation	Precipitación	Precipitation	Evaporación	Evaporation	El Sol	The sun	El agua	The water	Las nubes	The clouds	El viento	The wind	<table border="1"> <tr> <td>Artículos</td> <td>Articles</td> </tr> <tr> <td>El ciclo</td> <td>The cycle</td> </tr> <tr> <td>La Nube</td> <td>The cloud</td> </tr> <tr> <td>Los rayos</td> <td>The rays</td> </tr> <tr> <td>Las corrientes</td> <td>The currents</td> </tr> </table>	Artículos	Articles	El ciclo	The cycle	La Nube	The cloud	Los rayos	The rays	Las corrientes	The currents
Español	English																										
Condensación	Condensation																										
Precipitación	Precipitation																										
Evaporación	Evaporation																										
El Sol	The sun																										
El agua	The water																										
Las nubes	The clouds																										
El viento	The wind																										
Artículos	Articles																										
El ciclo	The cycle																										
La Nube	The cloud																										
Los rayos	The rays																										
Las corrientes	The currents																										

### Bridging

26

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



Claudia Saldivar's 2nd grade class



# BUMP SUBE SUBE UP!

Nivel 4

Level 4



One Saturday morning, I woke up feeling very nervous because I had a soccer game that day. I had my first soccer game ever, and I really wanted to prove that I belonged there. My friends and my coach had been telling me that I was going to be a star, but I was nervous. I had never played soccer before, and I was afraid that I would be the only one who didn't know the rules. I had never seen a soccer game before, and I was afraid that I would be the only one who didn't know the rules.

Nivel 3

Level 3



The first Saturday  
One day, we were playing from a young team. My first game was against the boys from the other school. I was nervous, but I was excited. I had never played soccer before, and I was afraid that I would be the only one who didn't know the rules. I had never seen a soccer game before, and I was afraid that I would be the only one who didn't know the rules.

Nivel 2

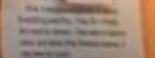
Level 2



One day, we were playing from a young team. My first game was against the boys from the other school. I was nervous, but I was excited. I had never played soccer before, and I was afraid that I would be the only one who didn't know the rules. I had never seen a soccer game before, and I was afraid that I would be the only one who didn't know the rules.

Nivel 1

Level 1



One day, we were playing from a young team. My first game was against the boys from the other school. I was nervous, but I was excited. I had never played soccer before, and I was afraid that I would be the only one who didn't know the rules. I had never seen a soccer game before, and I was afraid that I would be the only one who didn't know the rules.

**Cecilia Solis**  
5th Grade Teacher | Walla Walla, WA

2:27 / 2:47

0:03 / 2:47

Volume icon, CC icon, 1x icon, Settings icon, Full screen icon



# 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)

30

# ¿Preguntas?

---