

Edmonds SD AIR Review Update Final Meeting for 24-25

April 24, 2025



**Edmonds
School District**



Land Acknowledgement

We acknowledge the original inhabitants of this place, the Sdohobsh people and their successors the Tulalip Tribes, who since time immemorial have taken care of, hunted, fished and gathered on these lands.

We respect their sovereignty, their right to self-determination, and we honor their sacred spiritual connection with the land and water.

By acknowledging these homelands, we commit to working with tribal nations to further the education aims they have identified in our classrooms and schools.

Commitments

How do you want to show up for one another?

How do you want to engage in today's commitments?

- STAY Engaged
- Speak your Truth
- Experience Discomfort
- Expect & Accept Non-Closure
- Notice without Judgment
- Listen for Understanding
- Respect Confidentiality

Agenda

- **Year in Review**
- **Culture Shift**
- **Staffing & Process**
- **Moving Forward**



**Edmonds
School District**

**Year in Review
2024-2025**

AIR Program Review Recommendations

1. Cross-District Advisory Committee
2. Special Education-focused Director
3. Relationship-building Strategies and Communication
4. Admin Site and Classroom Visits, Communication Expectations
5. Job-Alike Meetings
6. **Staffing and Caseloads (Teaching and Itinerant)**
7. **Culture Shift**



**Edmonds
School District**

AIR Program Review Recommendations

5. Job-Alike Meetings

- a. August 27: Sped PD Day
- b. October 18: SGG, Readtopia, iReady
- c. January 8/9: Curriculum, Program Descriptions, Legal Updates
- d. March 14: SEL and Literacy w Danielson Rubric
- e. May 21: not in 2025



**Edmonds
School District**

AIR Subcommittee Recommendations

Four Subcommittees:

- a. Preschool
- b. Training Plan/Professional Development
- c. Communication
- d. Special Education Procedural Handbook



**Edmonds
School District**

Five Big Buckets

1. Drop off/Pick up @ AECC
2. Family Communication
3. Support for Special Education Families
4. Transition to Kindergarten
5. Family Engagement and Education

AIR Subcommittee Recommendations

Transition Meetings

- a. Preschool to Kindergarten
- b. Elementary to Middle School
- c. Middle School to High School
- d. High School to VOICE
- e. Sped to Gen Ed, new to Sped

Timing: PK to K-April 18, April 25 per Student Services schedule

El to MS, MS to HS, HS to VOICE have been happening case-by-case

Visits: to be scheduled by sending teacher in Mid May



**Edmonds
School District**

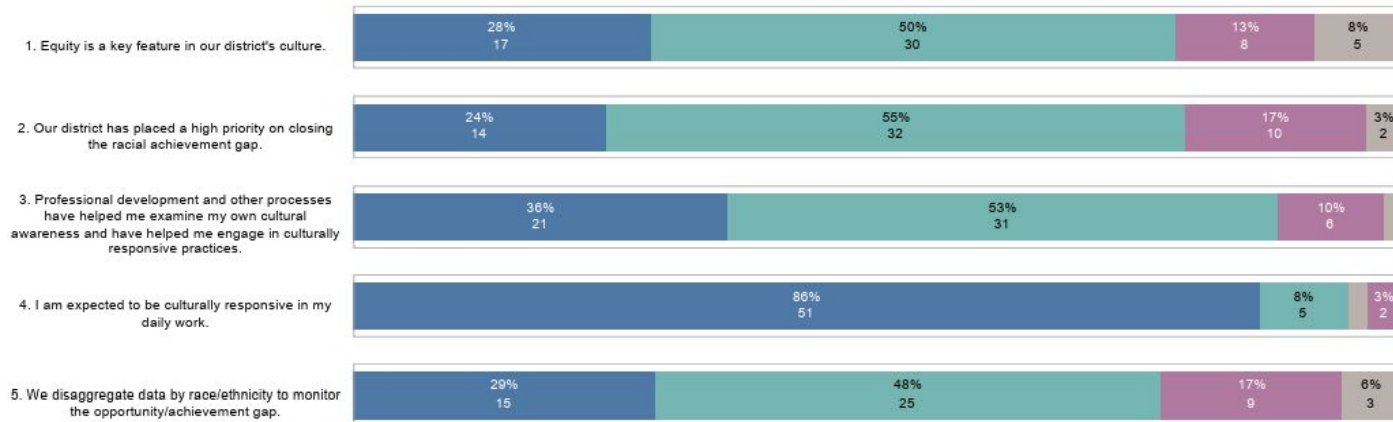
**Culture Shift
2024-2025**

Annual Staff Climate Survey 24-25

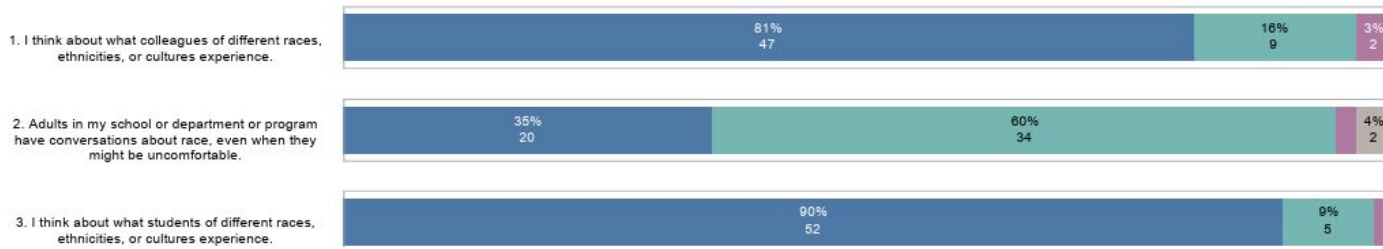
2024-25

Primary Work Location:
Multiple values Student Services

Equity



Cultural Responsiveness and Action



Agree

Somewhat Agree

Somewhat Disagree

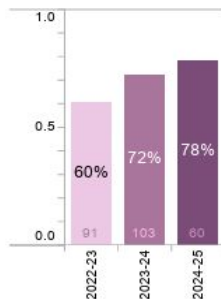
Disagree

Annual Staff Climate Survey 24-25

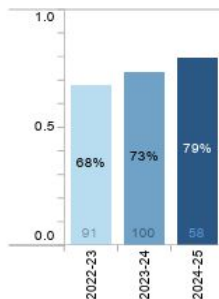
Equity Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

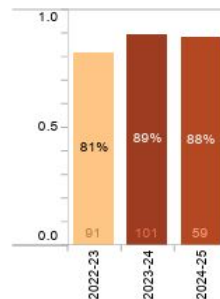
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



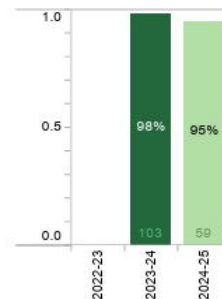
1. Equity is a key feature in our district's culture.



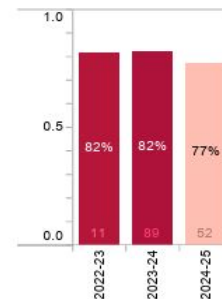
2. Our district has placed a high priority on closing the racial achievement gap.



3. Professional development and other processes have helped me examine my own cultural awareness and have helped me engage in culturally responsive practices.



4. I am expected to be culturally responsive in my daily work.

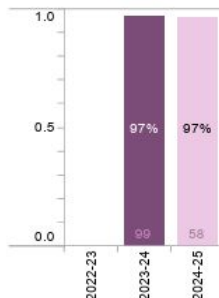


5. We disaggregate data by race/ethnicity to monitor the opportunity/achievement gap.

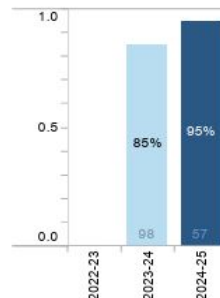
Cultural Responsiveness and Action Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

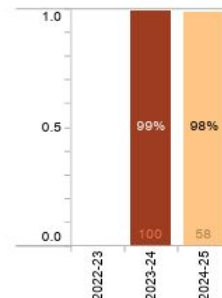
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



1. I think about what colleagues of different races, ethnicities, or cultures experience.



2. Adults in my school or department or program have conversations about race, even when they might be uncomfortable.

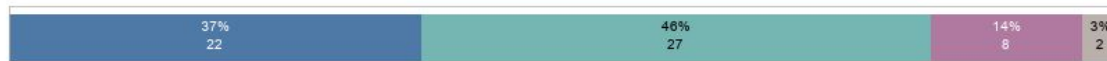


3. I think about what students of different races, ethnicities, or cultures experience.

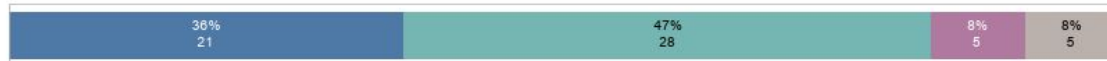
Annual Staff Climate Survey 24-25

Adult Interactions in your School or Department or Program

1. Staff members welcome and affirm others' voices (even when expressing an unpopular view about our work).



2. There is a sense of trust among staff.



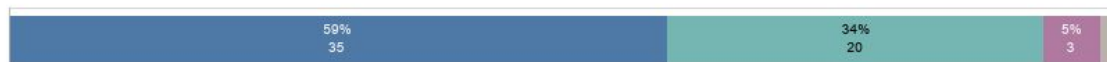
3. Staff members can disagree on issues and still work together effectively.



4. Our staff tends to be flexible and open to change.



5. Staff members show sensitivity to cultural differences among adults.



6. My administrator(s) and school/department/program leadership team works together effectively.



7. Staff members support new staff in our school or department or program.



8. Our staff addresses important educational issues, even if controversial.



9. Staff members listen to other points of view.

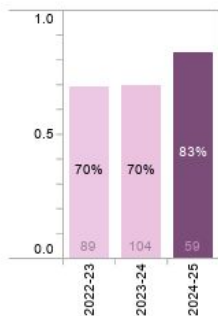


Annual Staff Climate Survey 24-25

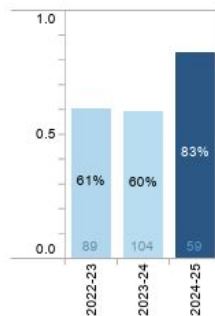
Adult Interactions Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

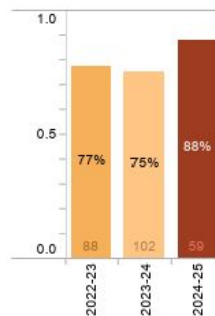
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



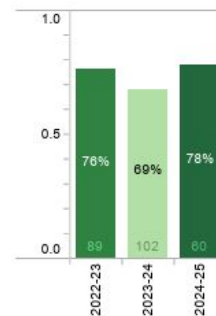
1. Staff members welcome and affirm others' voices (even when expressing an unpopular view about our work).



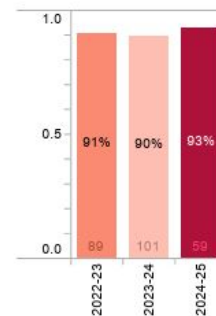
2. There is a sense of trust among staff.



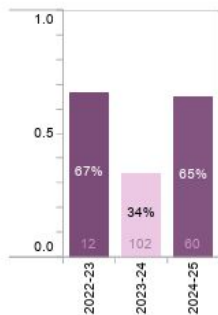
3. Staff members can disagree on issues and still work together effectively.



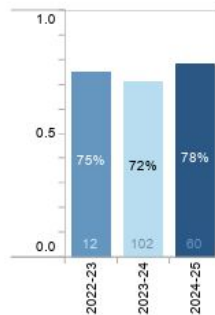
4. Our staff tends to be flexible and open to change.



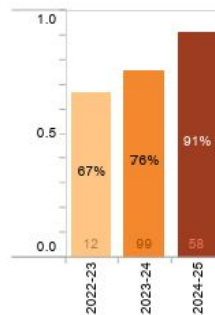
5. Staff members show sensitivity to cultural differences among adults.



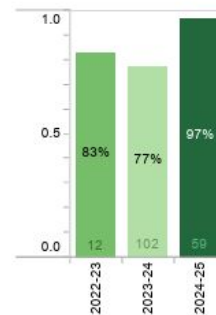
6. My administrator(s) and school/department/program leadership team works together effectively.



7. Staff members support new staff in our school or department or program.



8. Our staff addresses important educational issues, even if controversial.



9. Staff members listen to other points of view.



Edmonds
School District

Annual Staff Climate Survey 24-25

2024-25

Primary Work Location:

Multiple values

Student Services

District Culture

1. I would recommend the Edmonds School District's schools to friends who have children.



2. I would recommend the Edmonds School District as a good place to work.



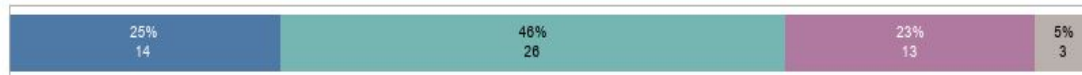
3. My supervisor treats me fairly.



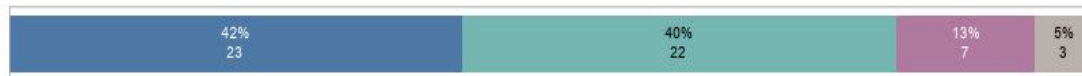
4. My supervisor responds to my concerns.



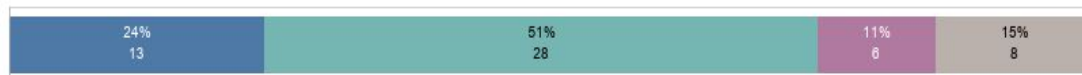
5. I believe the Edmonds School District is committed to providing high-quality education to every student in every school.



6. I am familiar with the Edmonds School District Strategic Plan Goals.



7. Staff in our school, department or program follow the district's Protocol for Addressing Adult Concerns.



Annual Staff Climate Survey 24-25

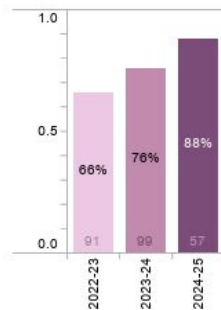
2024-25

Primary Work Location:
Multiple values
Student Services

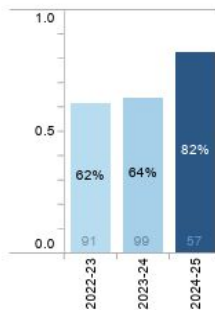
District Culture Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

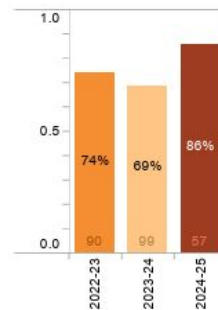
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



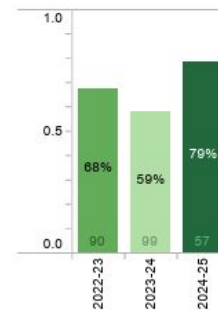
1. I would recommend the Edmonds School District's schools to friends who have children.



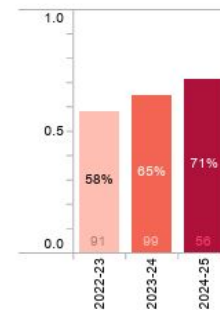
2. I would recommend the Edmonds School District as a good place to work.



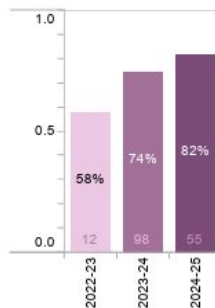
3. My supervisor treats me fairly.



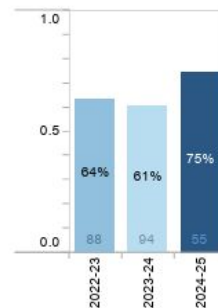
4. My supervisor responds to my concerns.



5. I believe the Edmonds School District is committed to providing high-quality education to every student in every school.



6. I am familiar with the Edmonds School District Strategic Plan Goals.



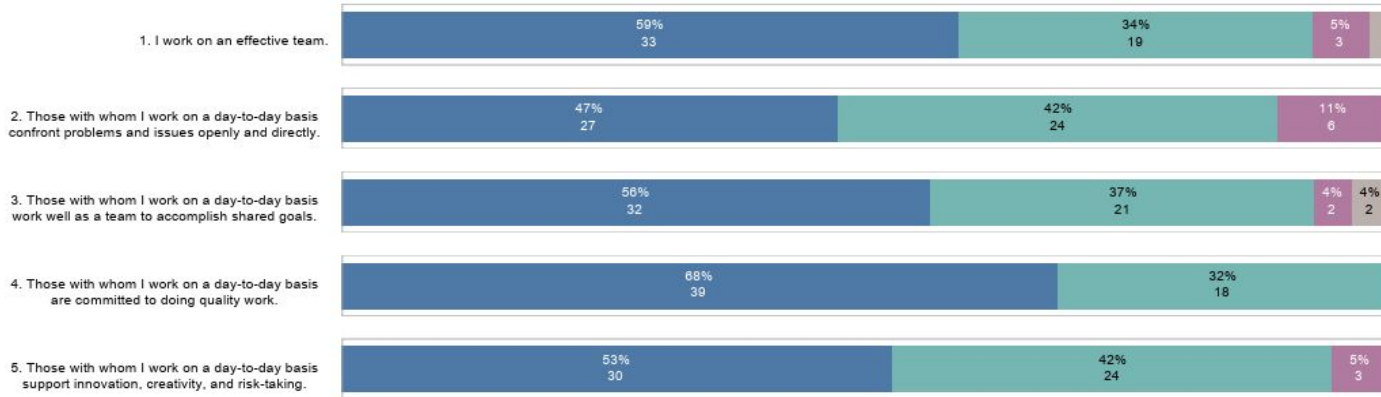
7. Staff in our school, department or program follow the district's Protocol for Addressing Adult Concerns.

Annual Staff Climate Survey 24-25

2024-25

Primary Work Location:
Multiple values Student Services

Team Culture



Professional Learning



Edmonds
School District

Annual Staff Climate Survey 24-25

2024-25

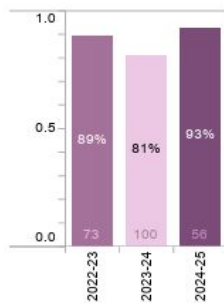
Team Culture Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

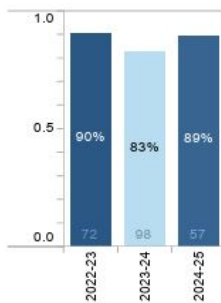
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.

Primary Work Location:
Multiple values

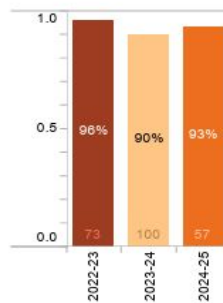
Student Services



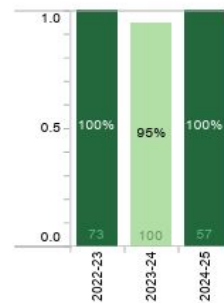
1. I work on an effective team.



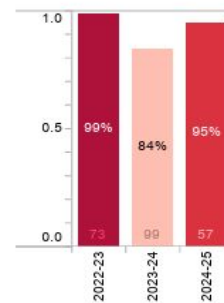
2. Those with whom I work on a day-to-day basis confront problems and issues openly and directly.



3. Those with whom I work on a day-to-day basis work well as a team to accomplish shared goals.



4. I am expected to be culturally responsive in my daily work.

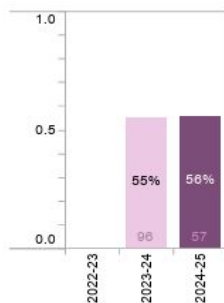


5. Those with whom I work on a day-to-day basis support innovation, creativity, and risk-taking.

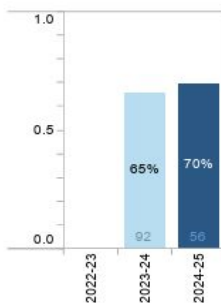
Professional Learning Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

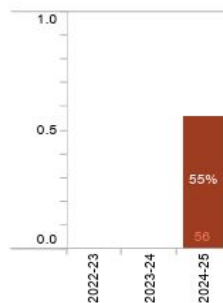
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



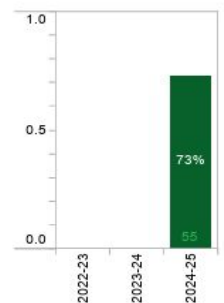
1. The available professional development opportunities have been relevant to my work.



2. I am able to give input on my own professional development opportunities.



3. The district-provided professional development this year has been relevant to my role.



4. The professional development provided by my school or department or program has been relevant to my role.



Edmonds
School District

Annual Staff Climate Survey 24-25

2024-25

Primary Work Location:
Multiple values Student Services

Leadership

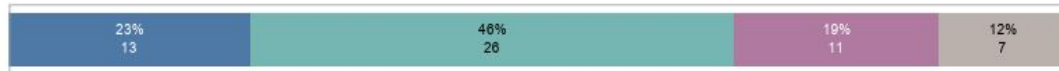
1. Trust exists between district leadership and staff.



2. Program and department leaders communicate important information effectively.



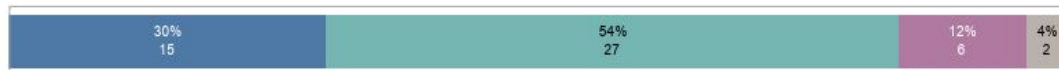
3. Employee satisfaction is important to my school or department or program administrator(s).



4. District leaders communicate important information effectively.

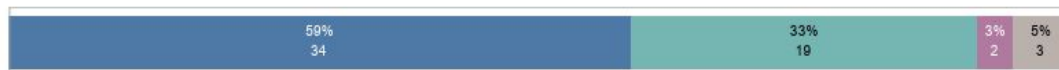


5. When making district-wide decisions, our district follows Draft 5.

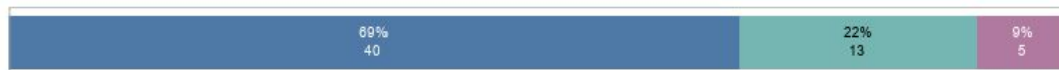


Communication

1. I read the information sent by district leadership. (Staff News, Student Learning updates, Superintendent emails, etc.)



2. Adults in my school or department or program have conversations about race, even when they might be uncomfortable.



Annual Staff Climate Survey 24-25

2024-25

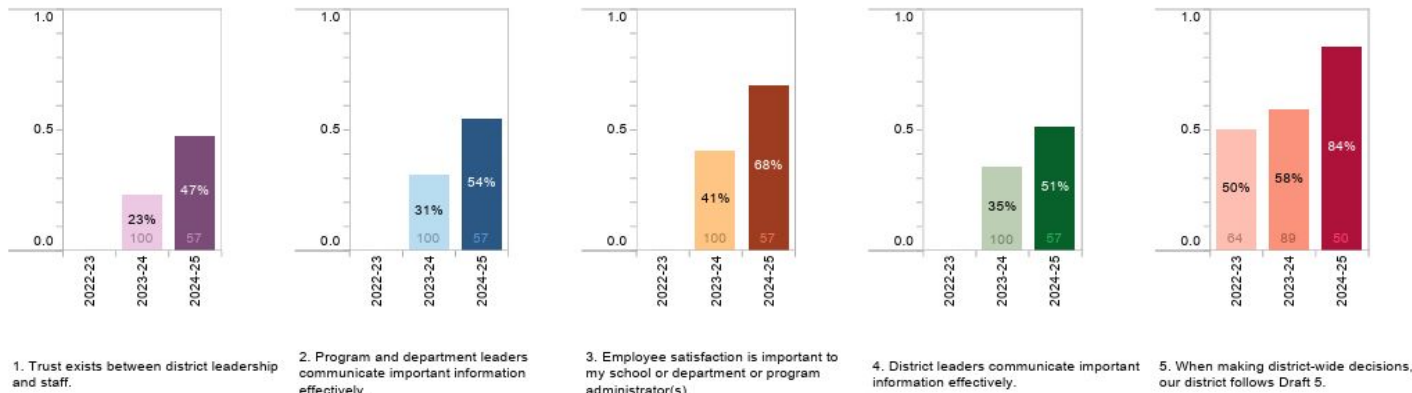
Leadership Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.

Primary Work Location:
Multiple values

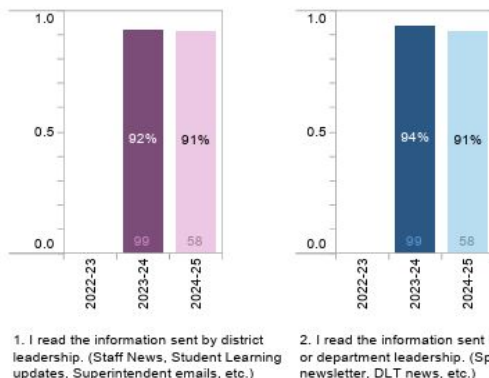
Student Services



Communication Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



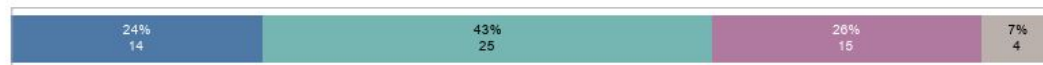
Annual Staff Climate Survey 24-25

2024-25

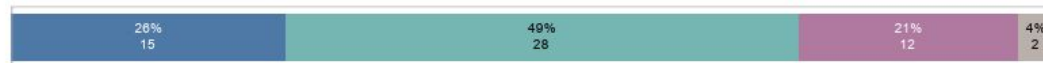
Primary Work Location:
Multiple values Student Services

Climate

1. I am optimistic that outcomes for students will improve in the future.



2. The working environment in my school or department or program is positive.

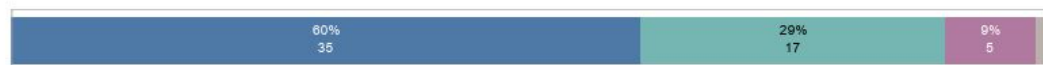


3. I feel connected to the other adults in my school or department or program.



Well-Being

1. I feel safe at work.



2. I feel a sense of belonging in my school or department or program. (A sense of belonging is defined as being able to show up exactly as you are and feeling a sense of place/purpose.)



3. Overall, I am happy with my experience in the Edmonds School District.



3. Overall, I am satisfied with my job right now.



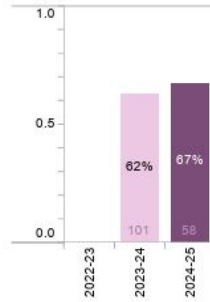
Agree Somewhat Agree Somewhat Disagree Disagree

Annual Staff Climate Survey 24-25

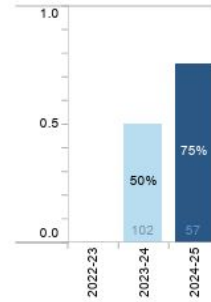
Climate Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

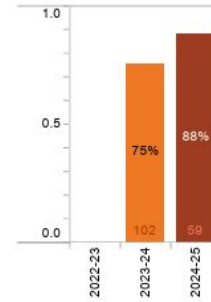
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



1. I am optimistic that outcomes for students will improve in the future.



2. The working environment in my school or department or program is positive.

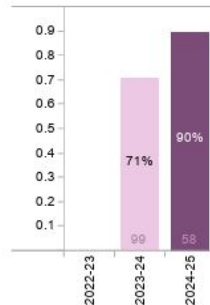


3. I feel connected to the other adults in my school or department or program.

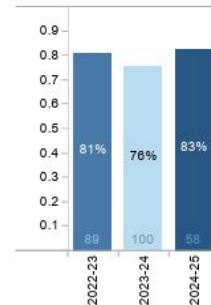
Well-Being Questions Over Time

Percentage of Positive Responses (Agree/Somewhat Agree)

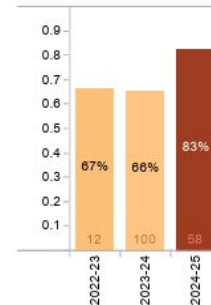
The number at the bottom of the bar indicates the total number of all responses, not just the positive responses. Data for questions with less than 10 responses is not reported.



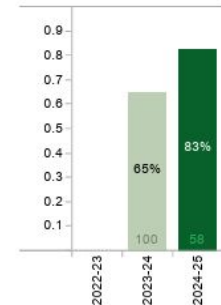
1. I feel safe at work.



2. I feel a sense of belonging in my school or department or program. (A sense of belonging is defined as being able to show up exactly as you are and feeling a sense of place/purpose.)



3. Overall, I am happy with my experience in the Edmonds School District.



4. Overall, I am satisfied with my job right now.



Edmonds
School District



Staffing & Process

(for) 2025-2026

25-26 Special Education Staffing

Process:

- a. Enrollment Projections
 - i. April 2024: 3053
 - ii. Sep 2024: 3090
 - iii. April 2025: 3153
 - iv. Projected Sep 2025: (approx. 3200)



**Edmonds
School District**

25-26 Special Education Staffing

Process:

- a. Rollup PK, 6th grade, 8th grade, and Graduates
- b. Project Resource/Learning Support, DK/IS/ISES/ILS/VOICE
- c. Project Itinerant (SLI, OT/PT, Psychs)
- d. Negotiate with Budget, HR re: available funding, attrition, need



**Edmonds
School District**

25-26 Special Education Staffing

Results:

- a. Addition of Elementary IS: 4.0 FTE
- b. Discussion re: DK and 1st Gr
- c. Addition of Resource: 11.8 FTE



**Edmonds
School District**



Moving Forward

(for) 2025-2026

25-26 Next Steps

Focus Areas:

- a. Data systems and tracking
- b. Special Education Department Manual
- c. Professional Development and Job-Alikes
- d. Communications



**Edmonds
School District**

25-26 Next Steps

Special Education Advisory Council:

- a. Frequency of Meetings: Quarterly?
 - i. Sept, Nov, Feb, Apr?
- b. Focus of Meetings: Continued program review?
 - i. (as opposed to AIR-specific?)
- c. Performance Indicators/Desired Outcomes?
- d. Communications



**Edmonds
School District**

Legislative Update and Impacts

TWIO: This Week In Olympia, April 18th edition

https://wasa-oly.org/WASA/images/WASA/4.0%20Government%20Relations/4.4.1%20This%20Week%20In%20Olympia%20-%20TWIO/Download_Files/TWIO%202025/Week%2014.pdf

SB 5812/HB 2029:

- eliminate the current 16.0 percent **enrollment cap**, beginning in 2028–29.
- Multipliers: increase from 1.12/1.06 to 1.16
- OSPI Duties: statewide online IEP system
- Inclusive Practices: staff training requirements
- Safety Net: Threshold reduced from 2.3 to 2.0



Edmonds
School District

Questions and/or Reflections

Time permitting, we can discuss any questions or thoughts you may have that would benefit the entire group

