

Marysville School District



STRATEGIC PLAN

2022 - 2025

Revised August 2023



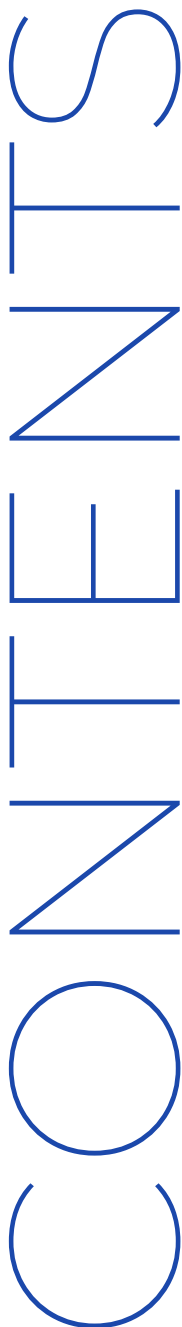
“

Education is the most
powerful weapon
which you can use to
change the world.

NELSON MANDELA



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OVERVIEW

The Strategic Plan is centered around foundational elements to include our Values, Promise, Commitment, Strategic Priorities, and Strategic Goals coupled with key performance outcomes for the goals.



BACKGROUND

The plan is a result of our belief that each Marysville and Tulalip student can achieve their full potential in an educational experience that is relevant, challenging, and individualized, which shares such common values as equity, cultural understanding, accountability, and leadership. It is designed based on the overarching values of Communication, Accountability, Resilience, Equity, and Student-centered for each student in all schools.



- NOT INCREASE
FLOOD RISK
IN TEMPORARY CASE

- RES

WATER

GATE





DEMOGRAPHICS

Marysville School District 2022-23

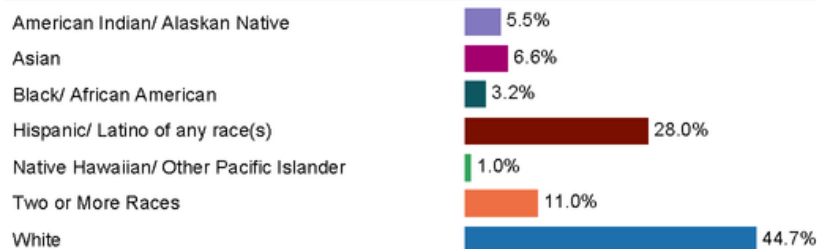
Total Student Enrollment

10,255

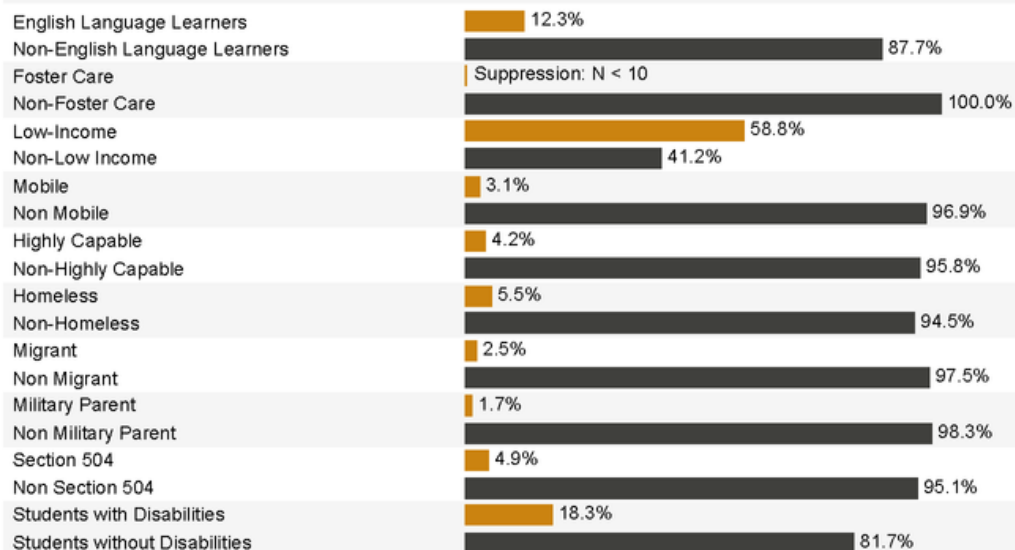
Gender



Race/Ethnicity



Program and Characteristic



Dear Marysville School District Community,

The Marysville School District is proud to present the 2022-2025 Strategic Plan for the Marysville School District. We thank Dr. Zachary Robbins and his staff for their efforts to engage our community and update the district's current strategic plan. This new strategic plan serves as a road map to accelerate the district's efforts to offer excellent, equitable, high-quality education for every student in every neighborhood in the Marysville and Tulalip communities. The Superintendent said it best when he stated, "we are all - every one of us - united in our love for them, bound by our shared expectations that every child deserves an excellent, high-quality education that prepares them for success in school and life." Building upon this inspirational message and the goals set forth provides us with a fresh perspective and a new sense of urgency.

The five strategic priorities outlined in the plan include (1) Relationships, (2) Structures and Systems, (3) Teaching and Learning, (4) Communication, and (5) Resource Management.

Each priority is tied to a set of strategic goals and key performance outcomes, and progress will be measured by clear and measurable goals.

The strength of the Strategic Plan lies in its development, informed by the Superintendent's Entry Plan and school, district, and community engagement.

The Superintendent has visited our schools and met with students, parents, educators, partners, and residents to listen and learn about the strengths and challenges facing the Marysville School District. The Strategic Plan lifts up these voices in harmony as a call to action. Just as authentic input from our community was critical to the plan's development, our collective support and continuous feedback will also be critical to the plan's successful implementation.

With the collective support of the school leaders, teachers, staff, community partners, students, and others who shaped this plan, the Marysville School District is well-positioned to realize our shared goals of increasing rigor for all and expanding equity to close opportunity and achievement gaps.

Let's keep working together to provide all students with the support they need to reach their full potential.

Sincerely,

Paul Galovin
School Board President



Dear Marysville School District Community,

It is an honor to serve as the Superintendent of the Marysville School District.

Since coming to Marysville last summer, I've been inspired by the deep commitment to our children that runs throughout every corner of our city and the greater Marysville and Tulalip communities. The staff's dedication and belief in our students and their potential is second to none, and a constant source of inspiration and strength every day. Throughout late Summer and this Fall, I began to roll out my Plan of Entry which includes community and staff conversations aimed at shaping our shared vision about the future of Marysville's public schools. That period of community engagement has included visits to all schools, hearing from and taking input from community members, staff, students, and leaders. I also met and heard from school leaders and school-based staff, and spent a good amount of time absorbing information from District Office staff, learning about our district's strengths, opportunities and challenges. This work will continue throughout the year as I further implement the Plan of Entry.

From the many hours of dialogue and conversation, and from my own observations and assessment of our district, emerged a consensus around the urgent need to address long-standing, systemic barriers and inequities that prevent too many of our students from reaching their full potential. The pursuit of educational equity recognizes these persistent conditions, and this strategic plan is our commitment to taking action to advance our shared goals and break through the barriers that have held us back for too long. That urgency, coupled with what we know works best to help children and youth achieve, forms the foundation of this strategic plan. It is rooted in our shared hopes and dreams for our children. It provides a road map to fundamentally transform the way we support our students, create high expectations for excellent and equitable outcomes, build trusting relationships with our families and partners, and allocate resources to achieve our goals for every student. As you review the plan, you will see five strategic priorities, each tied to measurable goals. This Strategic Plan is a living document that will grow and change as we move our district forward by lifting up and supporting all schools, starting with those that are most in need. You will also see plans to increase rigor across all grade levels, create a coherent and consistent framework of shared curricular expectations, and monitor our progress toward our goals.

The strategic plan is the product of long days of hard work and deep collaboration. I cannot thank our MSD team enough for their amazing work and support and for providing their institutional knowledge and community connections that allowed us to forge ahead with this project. I am also grateful to President Paul Galovin and the Marysville School District board members for their commitment to the district and their continued partnership in this critical work. I am thankful to our community partners, Mayor Jon Nehring and Chairwoman Teri Gobin, for their steady leadership and unwavering commitment to the children and families of the City of Marysville and The Tulalip Tribes.

Our Marysville and Tulalip communities are full of talented young people brimming with potential. We are all - every one of us - united in our love for them, bound by our shared expectations that every child deserves an excellent, high-quality education that prepares them for success in school and life. This plan aims to deconstruct persistent cultural and structural inequities to ensure every child has an equal opportunity to succeed. Our goals in this plan are clear: an entire district of schools that are the anchors of our communities, places where our students can dream big dreams, where our families feel welcomed and respected, and where every MSD staff member holds the same dedication to our students highest potential that they hold for themselves. This vision is the bright future ahead for MSD. I look forward to working with all of you to make the goals in this plan a reality for our community.

Sincerely,

Dr. Zachary Robbins
Superintendent



OUR VALUES

C

Communication

We build relationships by listening with respect and communicating clearly.

A

Accountability

We are accountable for each student's success.

R

Resilience

We relentlessly pursue each student's success.

E

Equity

We will end inequitable practices by removing barriers to an inclusive environment.

S

Student-centered

Each and every student is our highest priority.

OUR PROMISE

*Marysville School District CARES that our students are **prepared** for a rapidly changing world.*

OUR COMMITMENT

Marysville School District CARES...

*...that each student is **engaged** with teachers, staff, families, and the community for their success.*

*...that each student is **inspired** each day to passionately pursue their education.*

*...that each student is **prepared** for continuous learning and civic responsibility.*



”

All of us play a vital role in creating unparalleled learning experiences for our students, and in ensuring they have access to the resources and support to be successful.

Dr. Zachary Robbins
Superintendent

BRIGHT SPOTS



Elementary Math

Student proficiency in elementary math K-5 increased an average of 35% from Fall of 2021 to Spring 2022 as reported in the iReady Assessment Tool.



Graduation Rate

On-time graduation rates increased from 76.9% to 84.2% between 2016-2017 to 2020-2021 school years.



Career and Technical Education

Students who participate in two or more CTE-related courses experience less absenteeism and an increased graduation rate of at least 95%.



Community Engagement & Partnerships

Strong community engagement and partnerships with community leaders, businesses, and organizations. Increased access and use of communication platforms to increase outreach.



Equity

The development of an equity statement, policy, and 3-year equity plan with a focus on creating a sense of belonging for students and families.



Technology

1:1 devices for each student in grades K - 12. Professional development, equipment, and teaching tools for classroom teachers and staff.



Social-Emotional

Access to mental health counselors, a comprehensive school counselor plan, and social-emotional support staff in schools to serve students.



Athletics

High school students have access to a wide variety of athletic JV and Varsity programs throughout the school year.

CHALLENGES

Significant Achievement Gaps Exist

Gaps exist between Marysville School District and Washington State overall in English Language Arts, Math, and Science as measured on the state assessment. Additionally, gaps exist for Black, Latinx, Multilingual Learners, economically disadvantaged students, and students with special learning needs.

2/3 of MSD Schools Were Constructed in the 1950s - 1960s

Many of the schools in the District were built in the 1950s and '60s. These aging facilities are difficult to maintain in order to meet the instructional, physical, health, and safety needs of our students and staff.

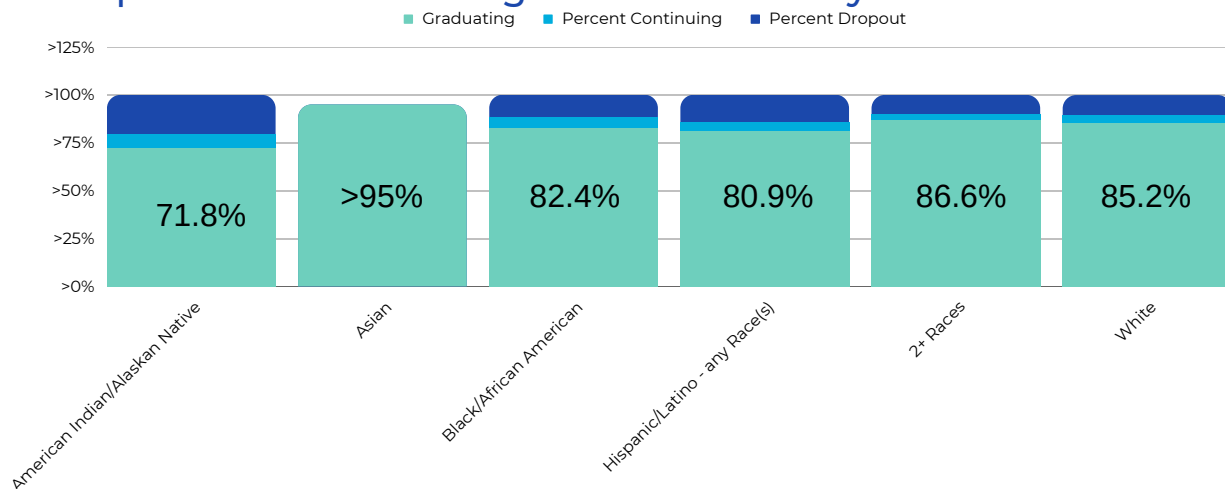
Declining Enrollment

The student population in the Marysville School District has declined by nearly 1,000 students in the last five years.

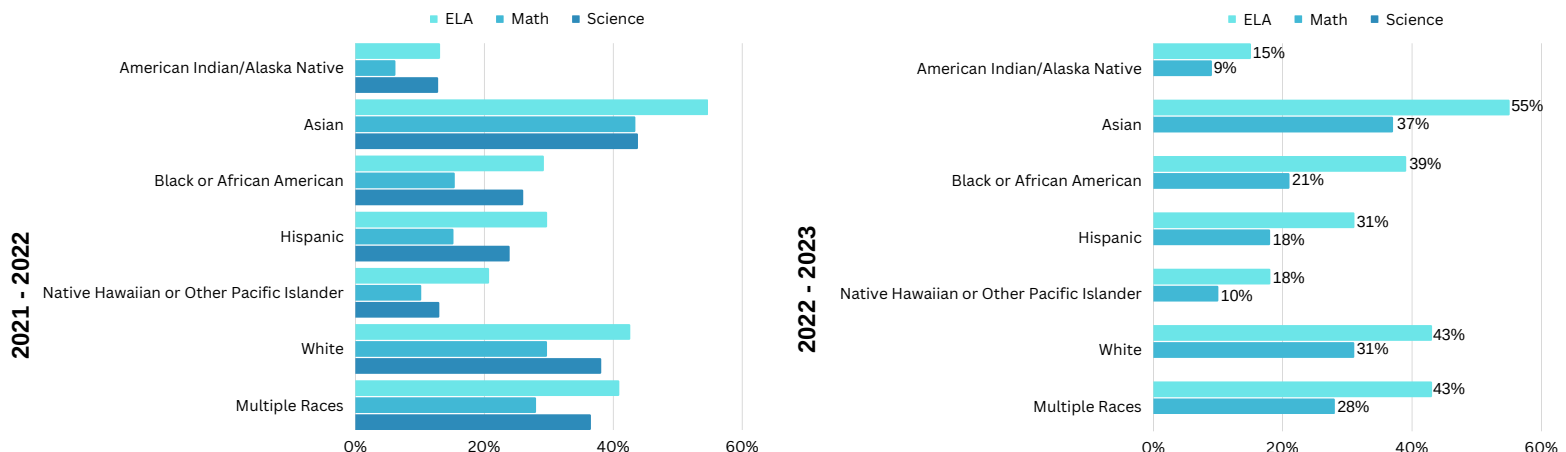
PERFORMANCE LEVELS 2021-2022*

*Data retrieved from Washington State OSPI Report Card (2022 - 2023 SY data not yet available, July 2023).

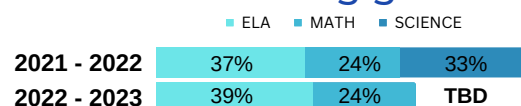
What percent of students graduated in four years?



What percent of students met grade-level standards?



Total percent of students meeting grade-level standards:



STRATEGIC PRIORITIES

01

Relationships

Develop intentional partnerships and relationships to support student learning.

02

Structure + Systems

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

03

Teaching + Learning

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

04

Communication

Students and families from all backgrounds access and share relevant information to ensure student success.

05

Resource Management

Generate, align, and coordinate all available resources to reflect our core values.





01

RELATIONSHIPS

Develop intentional partnerships and relationships to support student learning.

STRATEGIC GOALS



1.1

Our relationships with one another contribute directly to the achievement of district priorities and goals and the improvement of student learning.



1.2

The quality of our relationships improves the lives of our diverse communities, including but not limited to Tulalip Tribes, the City of Marysville, family, business, and community partnerships.



1.3

Our relationships contribute resources that help grow and promote healthy working relationships with students, staff and community.

KEY PERFORMANCE OUTCOMES (KPO'S)

1.1a: Our relationships reflect our values, promise, and commitment.

1.1b: We treat all people with dignity and respect, and deliver exceptional service.

1.2a: All students are ready for their preferred future.

1.2b: Community partnerships are engaged to promote the health, well-being, and learning of all students.

1.2c: Partnerships (family, business, community) strengthen college and career readiness.

1.3a: A higher degree of collaboration and communication between the district and its partners is achieved.

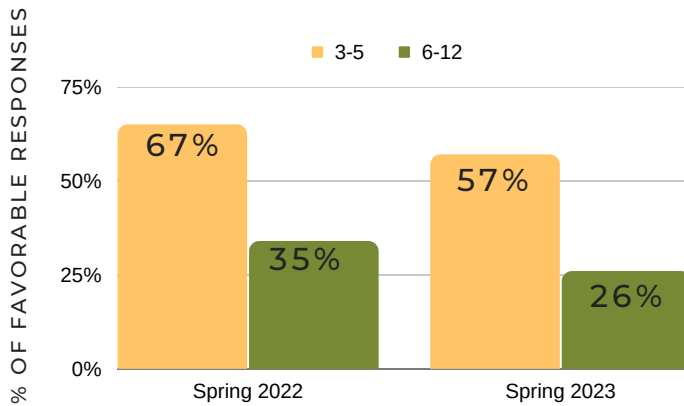
1.3b: Family and community members engage with students and staff district-wide, in the development and implementation of culturally appropriate and effective partnerships.

MEASURING SUCCESS

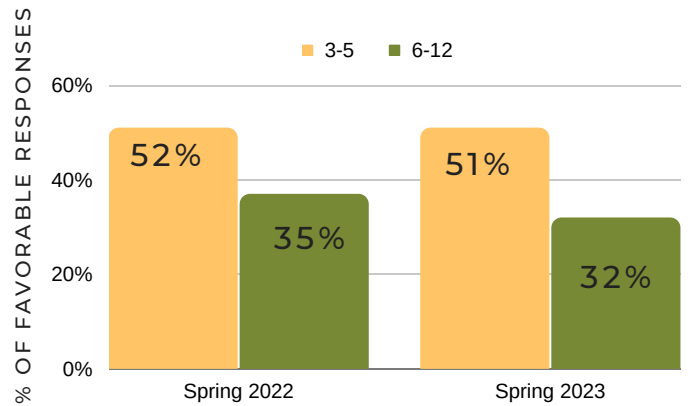
PROGRESS GOAL

Increase in the percentage of favorable responses by students and staff on district surveys.

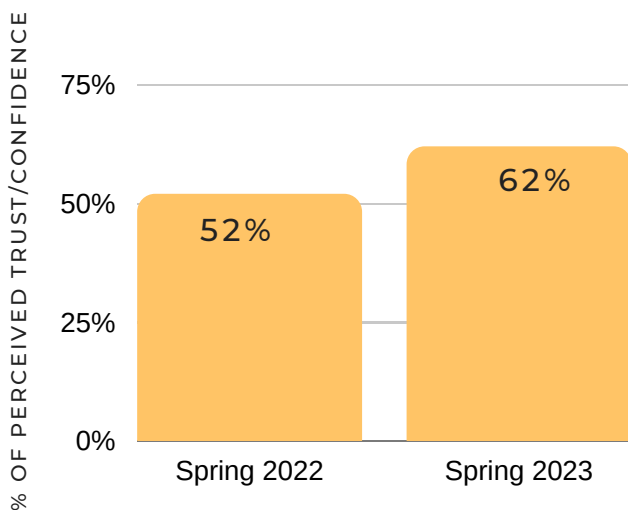
STUDENT SENSE OF BELONGING



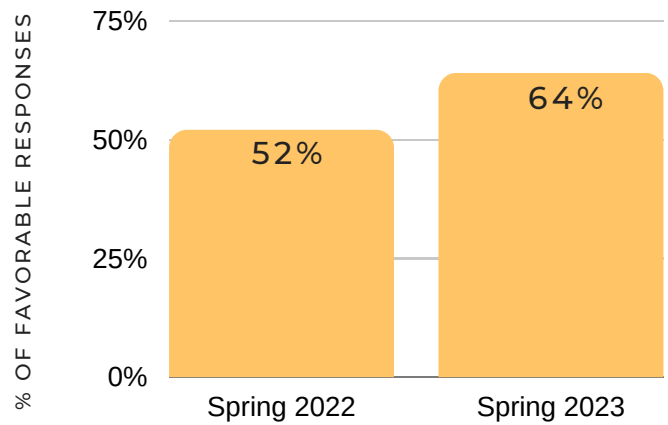
STUDENT SELF-EFFICACY



STAFF SENSE OF BELONGING



TEACHER SENSE OF BELONGING










02 STRUCTURE + SYSTEMS

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

STRATEGIC GOALS

- 2.1  Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflect racial equity, diversity, and future needs.
- 2.2  Systems supporting professional performance and growth are established and used to support continuous improvement.
- 2.3  Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.
- 2.4  Our organization structure, including roles, reporting relationships, decision-making processes, and other organizational design elements, deliver meaningful and effective results to students and other constituents.
- 2.5  Development and implementation of structures and systems for the collection, organization and analysis of data.

KEY PERFORMANCE OUTCOMES (KPO'S)

2.1a: Our workforce is diverse and reflective of our student population.

2.1b: Staff is highly skilled and effective.

2.2a: Staff collaborates and engages in continuous improvement processes.

2.3a: Our students and staff learn and work in a physically, socially, emotionally, and intellectually safe and secure environment.

2.3b: Our facilities are intentionally managed to support safety and security for students and staff.

2.3c: A comprehensive approach to emergency preparedness exists across the district.

2.4a: Systems and structures are aligned.

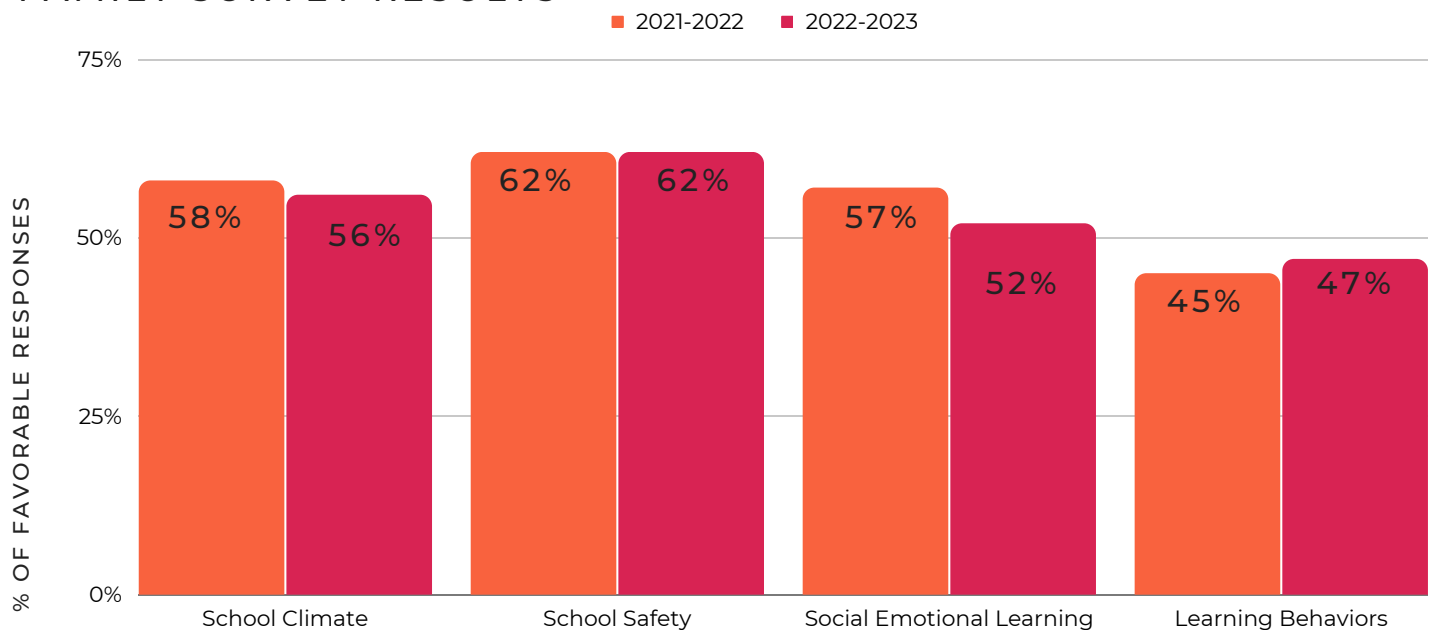
2.4b: Accountability systems and metrics focused on equitable results.

MEASURING SUCCESS

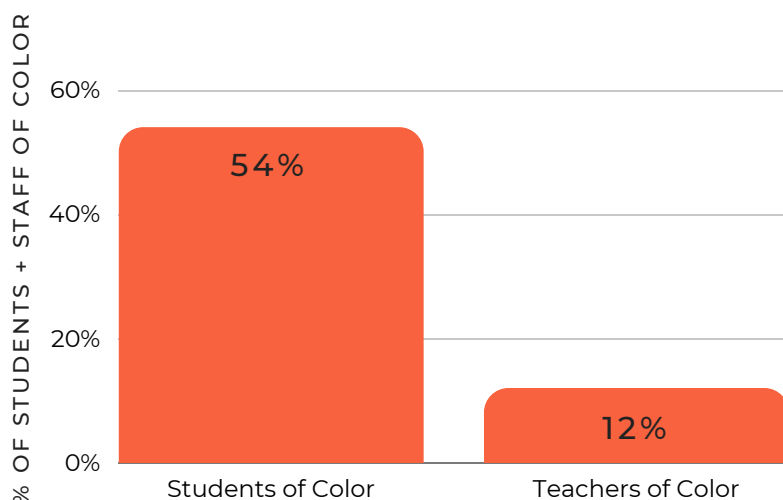
PROGRESS GOAL

Increase percentage of favorable responses from families on district surveys.

FAMILY SURVEY RESULTS



DIVERSITY



PROGRESS GOAL

Increase the percentage of staff to mirror the diversity of our students.








03

TEACHING + LEARNING

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

STRATEGIC GOALS

- 3.1  Each student graduates from high school ready for their preferred future.
- 3.2  Each student has equitable access to rigorous curriculum content with common learning outcomes, assessments and learning resources.
- 3.3  Each student receives relevant, rigorous, personalized, and engaging standards-based instruction.
- 3.4  Our district builds multi-tiered systems of support that meet students' health and well-being needs.
- 3.5  Each school and the district meet or exceed federal and state performance requirements.

KEY PERFORMANCE OUTCOMES (KPO'S)

3.1a: 100% of students graduate.

3.1b: All graduated exit with a post-secondary transition plan for their preferred future.

3.2a: Each student has equitable access to rigorous course offerings.

3.2b: Common content and outcomes are provided across all courses and grade levels.

3.2c: Each student experiences a diverse, inclusive culture where all people are valued. Adults work to meet student's individual needs and remove institutional and social barriers to their personal success.

3.2d: Students and staff create and implement culturally responsive instructional practices and curriculum.

3.3a: Rigorous, relevant, and engaging instruction is demonstrated in all classrooms.

3.3b: Students are empowered by and engaged in their learning.

3.3c: District systems and staff identify and end inequitable practices that interfere with academic achievement for any racial, ethnic, and/or diverse students.

3.3d: We educate our students for the world they will live in, staying up to date with developments in global realities, workforce expectations, and appropriate technologies.

3.4a: Curriculum is coordinated and aligned to meet all student's social and emotional needs.

3.4b: Each school has a clearly articulated multi-tiered system of support plan that is implemented, communicated, and regularly evaluated.

3.5a: State and federal achievement targets are met or exceeded.

MEASURING SUCCESS

84%



graduated in 4 years

PROGRESS GOAL: GRADUATION RATE

Increase the on-time graduation rate.

60.2%



regularly attend

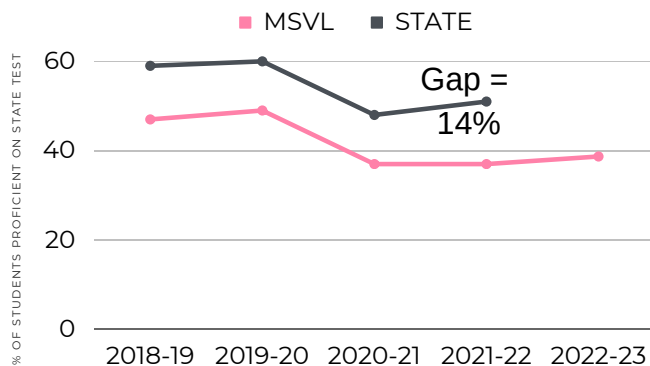
PROGRESS GOAL: ATTENDANCE

Increase the percentage of students who attend school regularly.

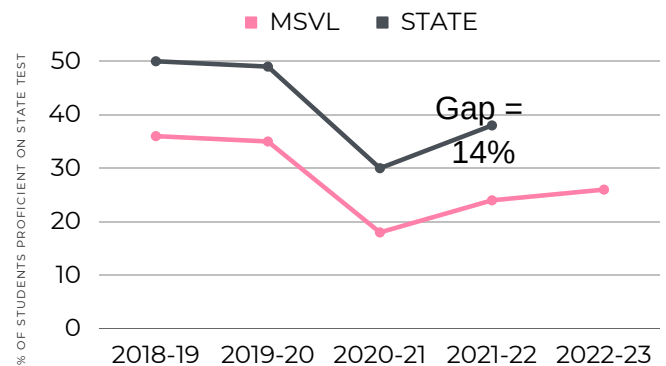
PROGRESS GOAL: READING & MATH

Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in ELA & Math and percentage of Marysville students, grades 3 - 8 and 10, meeting standard on this assessment.

DISTRICT VS. STATE:
5-YR COMPARISON - READING



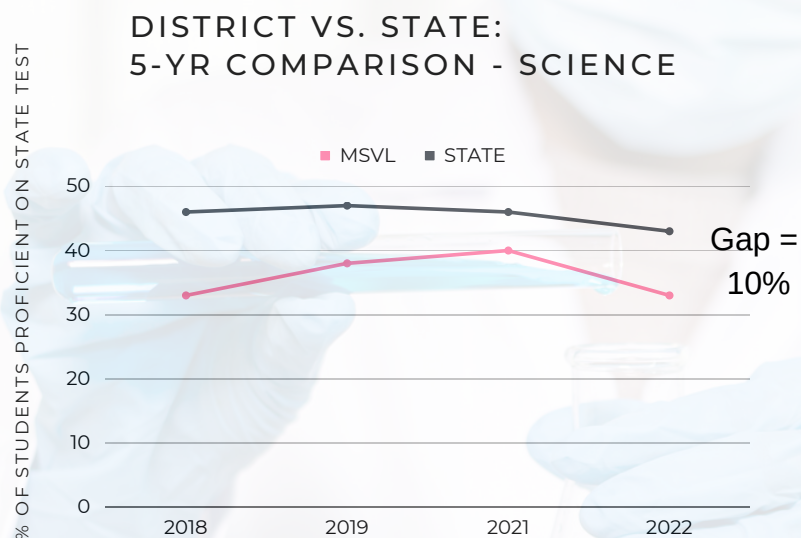
DISTRICT VS. STATE:
5-YR COMPARISON - MATH



MEASURING SUCCESS (CONTINUED)

PROGRESS GOAL: SCIENCE

Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in Science and percentage of Marysville students, overall, meeting standard on this assessment.



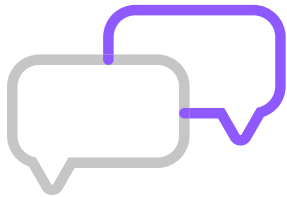




04 COMMUNICATION

Students and families from all backgrounds access and share relevant information to ensure student success.

STRATEGIC GOAL



4.1

District systems for managing and communicating information are coordinated, linked, aligned, and responsive to users.

KEY PERFORMANCE OUTCOMES (KPO'S)

4.1a: Tools for collaboration, communication, and creativity are available, accessible, and widely used.

4.1b: Access to culturally responsive systems, information and resources are easy and seamless for all users.

4.1c: Communication and engagement with families, staff, and community strengthen understanding of, and support for, district strategic priorities.

4.1d: Clear and effective communication is established to engage internal and external stakeholders.



MEASURING SUCCESS

PROGRESS GOAL

Increase student, family, staff, and community engagement through the use of various communication platforms.



8,437 followers

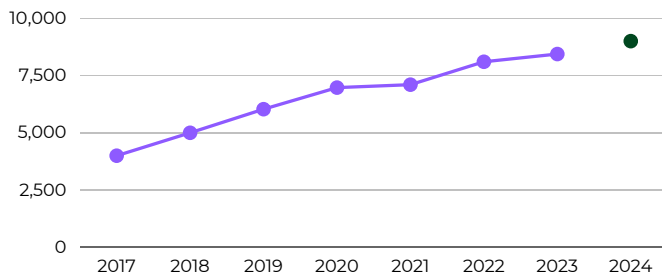


1,819 followers

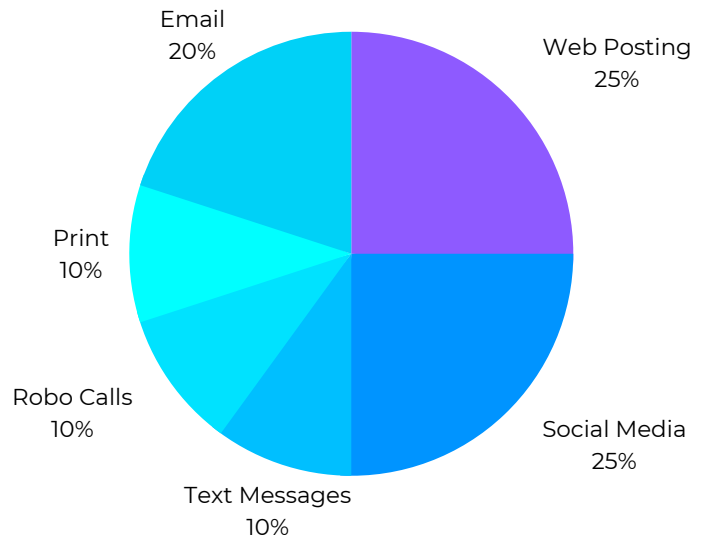


2,089 followers

FACEBOOK FOLLOWERS



COMMUNICATION PLATFORMS-% USED



ALL PLATFORMS ARE TRANSLATABLE

COMMUNITY PARTNERS



A Community Wellness COALITION



Rotary





Handwritten notes in a notebook:

- including agreements
- for billing for Underground
- Review Home Grown feedback
- + check in w/ Cam
- PS updates (next week)
- 1913 copy
- to the illustration
- Confirmed OK, Mike Wood

05 RESOURCE MANAGEMENT

Generate, align, and coordinate all available resources to reflect our core values.

STRATEGIC GOAL

5.1



District resources are aligned to student learning and strategic priorities.

KEY PERFORMANCE OUTCOMES (KPO'S)

5.1a: Long-term planning for operational finances are intentionally and systematically driven by student enrollment and strategic priorities.

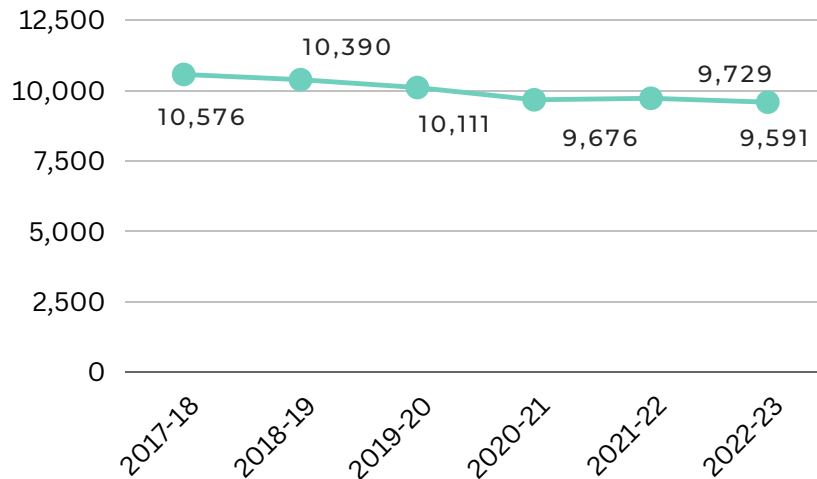
5.1b: Equitable distribution of resources in the annual budget reflects the priorities outlined in the strategic plan.

5.1c: We recruit and value quality people who care deeply about students and learning and mirror the diversity of our students, families, and community.



MEASURING SUCCESS

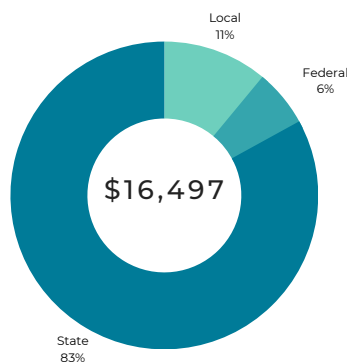
ENROLLMENT



PROGRESS GOAL: ENROLLMENT

Increase student enrollment by creating an environment where students want to attend school and families move to Marysville because of our schools.

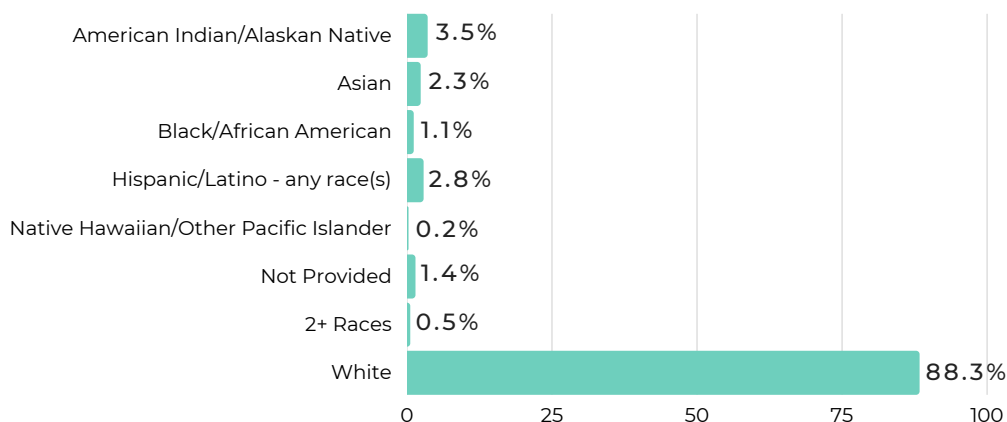
PER-PUPIL EXPENDITURE FUND SOURCE DISTRIBUTION



PROGRESS GOAL: PER-PUPIL

Align district resources equitably and with fidelity to meet the needs of each student.

CLASSROOM TEACHERS BY DEMOGRAPHIC



PROGRESS GOAL: STAFFING

Increase the percentage of staff to mirror the diversity of our students.

Summary of PRIORITIES + GOALS

01 RELATIONSHIPS

Develop intentional partnerships and relationships to support student learning.

PROGRESS GOAL

Increase in the percentage of favorable responses by students and staff on district surveys.

GOAL 1.1

Our relationships with one another contribute directly to the achievement of district priorities and goals and the improvement of student learning.

GOAL 1.2

The quality of our relationships improves the lives of our diverse communities, including but not limited to Tulalip Tribes, the City of Marysville, family, business, and community partnerships.

GOAL 1.3

Our relationships contribute resources that help grow and promote healthy working relationships with students, staff and community.

02 STRUCTURE + SYSTEMS

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

PROGRESS GOALS

- Increase percentage of favorable responses from families on district surveys
- Increase the percentage of staff to mirror the diversity of our students.

GOAL 2.1

Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflect racial equity, diversity, and future needs.

GOAL 2.2

Systems supporting professional performance and growth are established and used to support continuous improvement.

GOAL 2.4

Our organization structure, including roles, reporting relationships, decision making processes, and other organization design elements, deliver meaningful and effective results to students and other constituents.

GOAL 2.3

Our district implements systems and best practices to support and sustain school and district safety, security, and emergency preparedness.

GOAL 2.5

Development and implementation of structures and systems for the collection, organization and analysis of data

03 TEACHING + LEARNING

Align curriculum, instruction, and assessment to engage, inspire, and prepare each student toward their preferred future.

PROGRESS GOALS

- Increase the on-time graduation rate.
- Increase the percentage of students who attend school regularly.

GOAL 3.1

Each student graduates from high school ready for their preferred future.

GOAL 3.2

Each student has equitable access to rigorous curriculum content with common learning outcomes, assessments and learning resources.

GOAL 3.3

Each student receives relevant, rigorous, personalized, and engaging standards based instruction.

GOAL 3.4

Our district builds multi-tiered systems of support that meet students' health and well-being needs.

GOAL 3.5

Each school and the district meet or exceed federal and state performance requirements.

- Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in ELA & Math and the percentage of Marysville students, overall, meeting the standard on this assessment.
- *Annually reduce the gap between state-wide proficiency on the Smarter Balanced Assessment in Science and the percentage of Marysville students, overall, meeting the standard on this assessment.*

04 COMMUNICATION

Students and families from all backgrounds access and share relevant information to ensure student success.

GOAL 4.1

District systems for managing and communicating information are coordinated, linked, aligned, and responsive to users.

PROGRESS GOAL

Increase student, family, staff, and community engagement through the use of various communication platforms.

05 RESOURCE MANAGEMENT

Develop structures and systems to support student learning in a culture of mutual respect and intellectual engagement.

GOAL 5.1

Our long-range recruitment, placement, and retention plans for certificated, classified, and administrative employees reflect racial equity, diversity, and future needs.

PROGRESS GOALS

- Increase student enrollment by creating an environment where students want to attend school and families move to Marysville because of our schools.
- Align district resources equitably and with fidelity to meet the needs of each student.
- Increase the percentage of staff to mirror the diversity of our students.

Marysville School District No. 25 At-a-Glance

CORE VALUES

Communication - We build relationships by listening with respect and communicating clearly.

Accountability - We are accountable for each student's success.

Resiliency - We relentlessly pursue each student's success.

Equity - We will end inequitable practices by removing barriers to an inclusive environment.

Student-centered - Each and every student is our highest priority.

SUPERINTENDENT

Dr. Zachary Robbins was hired to serve as Superintendent of the Marysville School District in June 2022.

SCHOOL BOARD

Marysville School District is governed by a 5-member Board of Directors elected by district director area constituents.

- **Connor Krebbs**, District Director 1, Legislative Representative
- **Paul Galovin**, District Director 2, President
- **Keira Atchley**, District Director 3
- **Wade Rinehardt**, District Director 4, Vice President
- **Kristen Michal**, District Director 5

DEMOGRAPHICS

Enrollment: 10,233

Gender: Male 48.5%, Gender X 0.2%, Female 51.3%

Race/Ethnicity:

American Indian/Alaska Native: 5.5%, Asian: 6.4%, Black/African American: 2.7%, Hispanic/Latino: 26.8%, Native Hawaiian/Pacific Islander: 1.1%, Two or More Races: 11.1%, White: 46.3%

OUR PROMISE

Marysville School District CARES that our students are prepared for a rapidly changing world.

SCHOOLS & PROGRAMS

There are 19 schools in MSD:

- 4 high schools
- 4 middle schools
- 10 elementary schools
- 1 early learning center

And the following programs:

- Marysville Cooperative Education Program
- School to Home Partnership
- Alternative Learning Experiences
- Big Picture High School
- Highly Capable Program

TEACHING STAFF

58.4% have a master's degree or higher

6% have National Board Certification

14 years of experience, on average

12% are teachers of color

SPECIAL EDUCATION

17.41% of students receive special education services

1,688 students have an Individual Education Plan (IEP)

332 students have a 504 plan

OUR COMMITMENT

The District CARES that each student is

- Engaged with teachers, staff, families, and the community for their success
- Inspired each day to passionately pursue their education
- Prepared for continuous learning and civic responsibility

MULTILINGUAL LEARNERS

The Department of Multiple Language Learners (MLL) supports more than **900** multilingual students and families in our district who speak more than **36** languages.

MLL services are provided to these students through a push in or pull out model. Students receive a continuum of support. Services range from daily instruction delivered through content by an educator certified in English as a Second Language to small group instruction outside of the regular classroom.

This is a supplemental instructional service to their education and levels of service are determined on the individual needs of students.

AVERAGE CLASS SIZE

2021 - 2022 School Year:
K - 3rd: 15 students
4th - 6th: 27.5 students
7th - 8th: 24 students
9th - 12th: 22.5 students

STUDENT ACHIEVEMENTS & OUTCOMES

60.2% Regularly Attend School
84% Graduated in 4 Years
64.2% Completed A Dual Credit Course

37.4% Met ELA Standards
24.1% Met Math Standards
32.5% Met Science Standards

AGE OF SCHOOLS

SCHOOL	YEAR BUILT
Totem Middle	1950
Liberty Elementary	1951
Shoultes Elementary	1954
Cascade Elementary	1955
Marysville Middle	1960
Sunnyside Elementary	1964
Pinewood Elementary	1965
Marysville-Pilchuck High	1970
Marshall Elementary	1981
Kellogg Marsh Elementary	1989
Cedarcrest Middle	1991
Allen Creek Elementary	1993
Early Learning Center	1993
Quil Ceda Tulalip Elementary	1997
Grove Elementary	2008
10th Street Middle	2008
Heritage High	2008
Legacy High	2008
Marysville Getchell High	2010

Last School Bond Passed = 2006

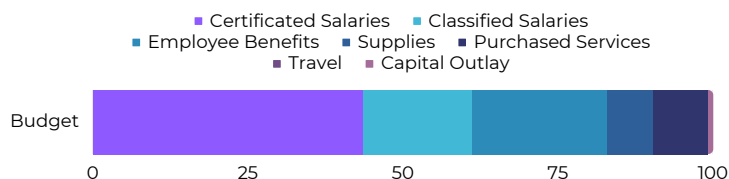
Bonds are for building schools and require a 60% majority vote to pass. The 2006 bond paid for the construction of Grove Elementary and MGHS.

BUDGET & PER-PUPIL EXPENDITURE

Total 2021-2022 Budget: \$188,117,687

Budget Breakdown:

Certificated Salaries.....\$81,673,390.00.....43.4%
Classified Salaries.....\$33,018,728.00.....17.6%
Employee Benefits.....\$41,089,935.00.....21.8%
Supplies.....\$13,938,364.00.....7.4%
Purchased Services.....\$16,606,020.00.....8.8%
Travel.....\$174,877.00.....<0.1%
Capital Outlay.....\$1,616,373.00.....0.9%



Per-pupil Expenditure: \$16,497

State Funded.....83%
Locally Funded.....11%
Federally Funded.....6%

CONTACT MSD

Marysville School District

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www.msd25.org

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Transportation.....(360) 965-0305
Family Engagement.....(360) 965-0018
Special Education.....(360) 965-0174
Connection.....(360) 965-0049
Child Nutrition.....(360) 965-0116
Finance.....(360) 965-0095



STRATEGIC PLAN 2022-2025

CONTACT US



*We thank you for your continued support
of our students, schools, and the District.*

The Marysville School District complies with all federal and Washington State rules and regulations and will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, national origin, age, honorably discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

**MARYSVILLE SCHOOL
DISTRICT NO. 25**

4220 80TH STREET NE
MARYSVILLE, WA 98270

(369) 965-0000

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