

**BOARD OF DIRECTORS**  
**Regular Study Meeting - 5:30 PM**  
**September 3, 2024**  
**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 Española: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

**I. CALL TO ORDER:** (5:30 p.m.) *Ruth Ladderud*

**II. FLAG SALUTE:** *Terri Trick*

**III. ROLL CALL:**

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Ari Kim-Leavitt, Student Board Representative

**IV. APPROVAL OF AGENDA:** *Ruth Ladderud*

**V. STUDY ITEMS:** (5:35 p.m.) *Ruth Ladderud*

1. Back to School Update: *Various Principals*
2. Goal #3; Strategy #9 - Culture of Support and Collective Accountability

**VI. ADJOURNMENT:** (7:00 p.m.) *Ruth Ladderud*

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Developing Washington's Most Sought-After Graduates  
Desarrollando a los graduados más solicitados de Washington



# VISION 2030

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CULTURE OF SUPPORT AND COLLECTIVE ACCOUNTABILITY

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CHRIS GARDEA, CHRISTY KRUTULIS, NICOLE FISH,  
BAILEY HAYES AND ALEX ESPARZA



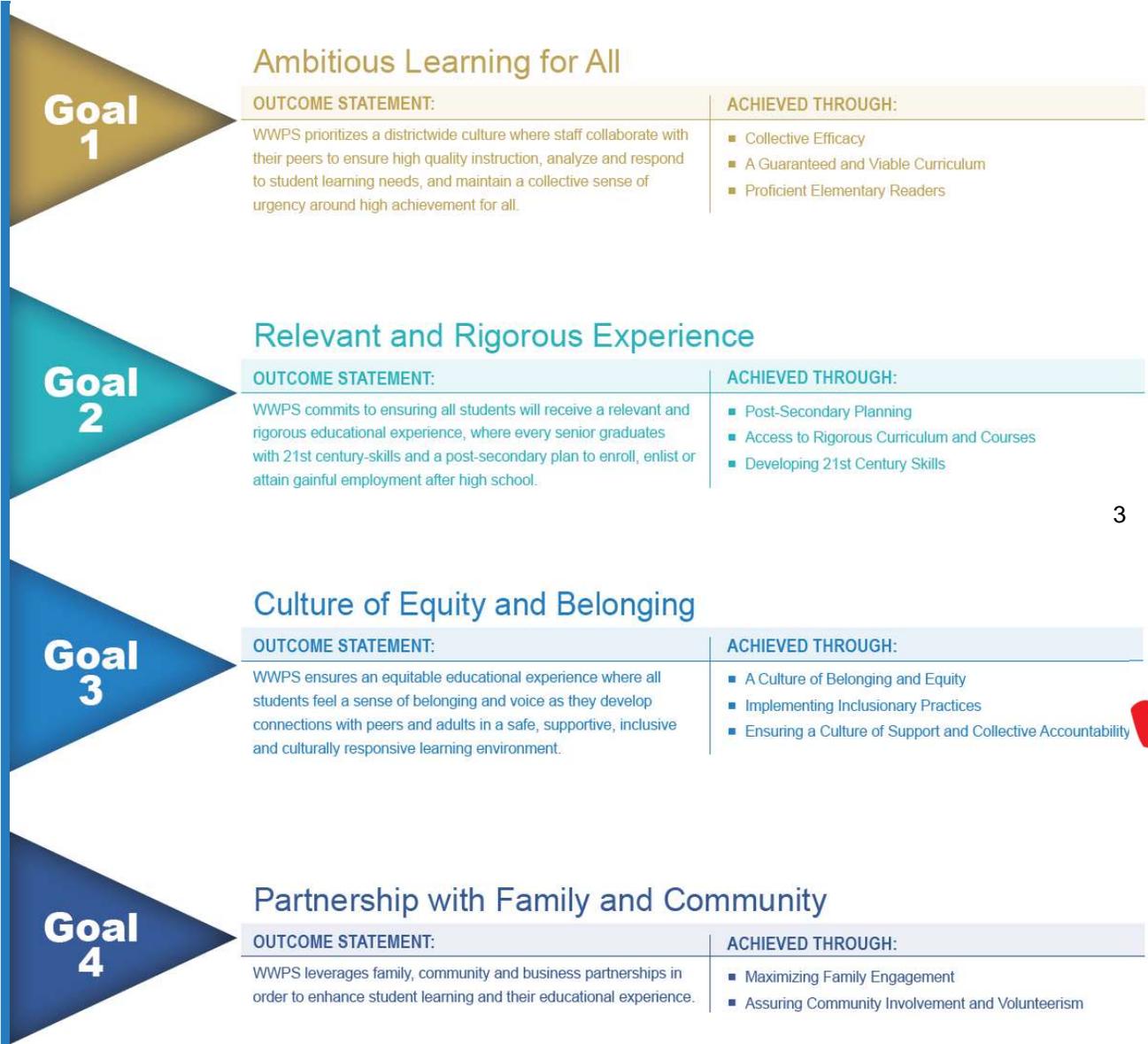
**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Goals & Strategies

## MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.





Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: • Board review of K-5 promise standard attainment in math by standard (Winter and Spring). • Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December Business and June Study Meeting
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	• LETRS course completion data for staff • DIBELS 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	July Business Meeting
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	• SchoolLinks access and utilization reporting • Graduate survey that tracks post-secondary experiences over time • Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	• Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses • Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	• Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." • Monitor and report enrollment/participation data in financial literacy • Monitor and report the number of students/credits earned through Internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	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.	• Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	• WASA IPP Teacher Input Survey (Fall/Spring) • OSPI Least Restrictive Environment (LRE) Report • Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	• Semi-annual review of student discipline data with Board • Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	• Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." • Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: • Number of volunteers who have created accounts • Number of opportunities each school has listed • Volunteer hours per school • Volunteer feedback	August Business Meeting

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# Goal 3

## Culture of Equity and Belonging

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

- A Culture of Support and Collective Accountability
  - “In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity” (Vision 2030).

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- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - By 2030, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.

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# Student Discipline Primer

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- Minor – A behavioral violation other than a classroom exclusion, suspension, expulsion, or emergency removal.
- Major – A behavioral violation resulting in an exclusion (Classroom Exclusion, Short-Term or In-School Suspension, Long-Term Suspension, Expulsion, or Emergency Removal)

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# Student Behavioral Violations Through Exclusions

	Classroom Exclusions	Short-Term or In-School Suspension	Long-Term Suspension	Expulsion	Emergency Removal
Duration	Class Period or up to the remainder of the day.	10 consecutive days or less.	More than 10 consecutive school days (up to 90 school days)  Cannot extend beyond the school year.	More than 10 consecutive school days (up to 90 days)  Can extend beyond current school year.	Must end or be converted within 10 school days.
Grade Limitations	No limitations	Grades K-4: No more than 10 cumulative school days per semester.  Grades 5-12: No more than 15 cumulative days per semester.	Not available for K-4	Not available for K-4 (unless firearm offense)	No limitations

# Reporting Behavioral Violations

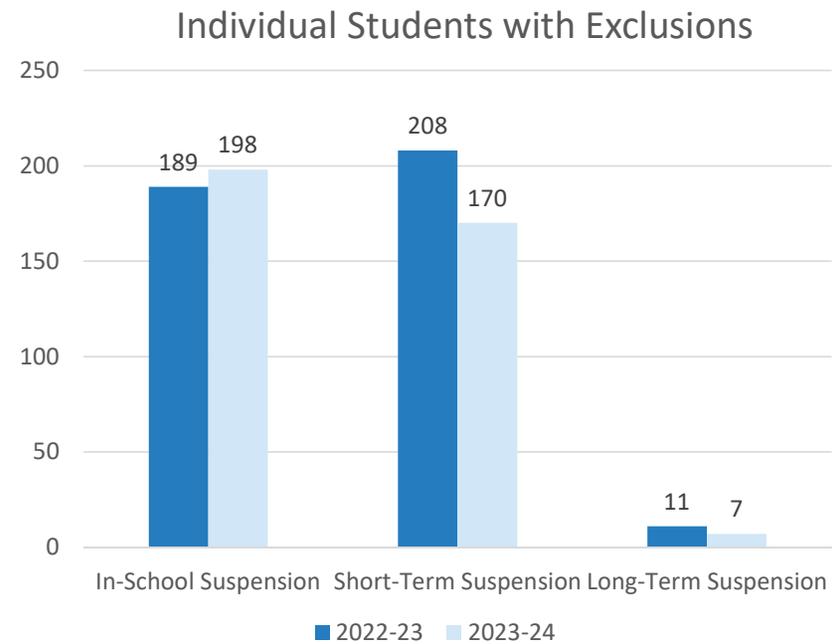
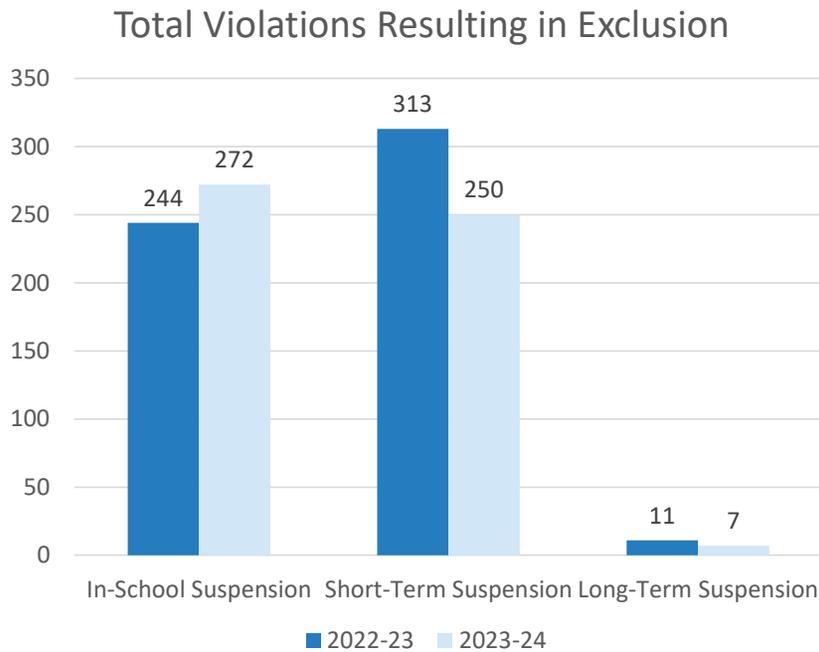
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Once an exclusionary discipline action is administered, the behavior type is reported using the best description available for the behavior

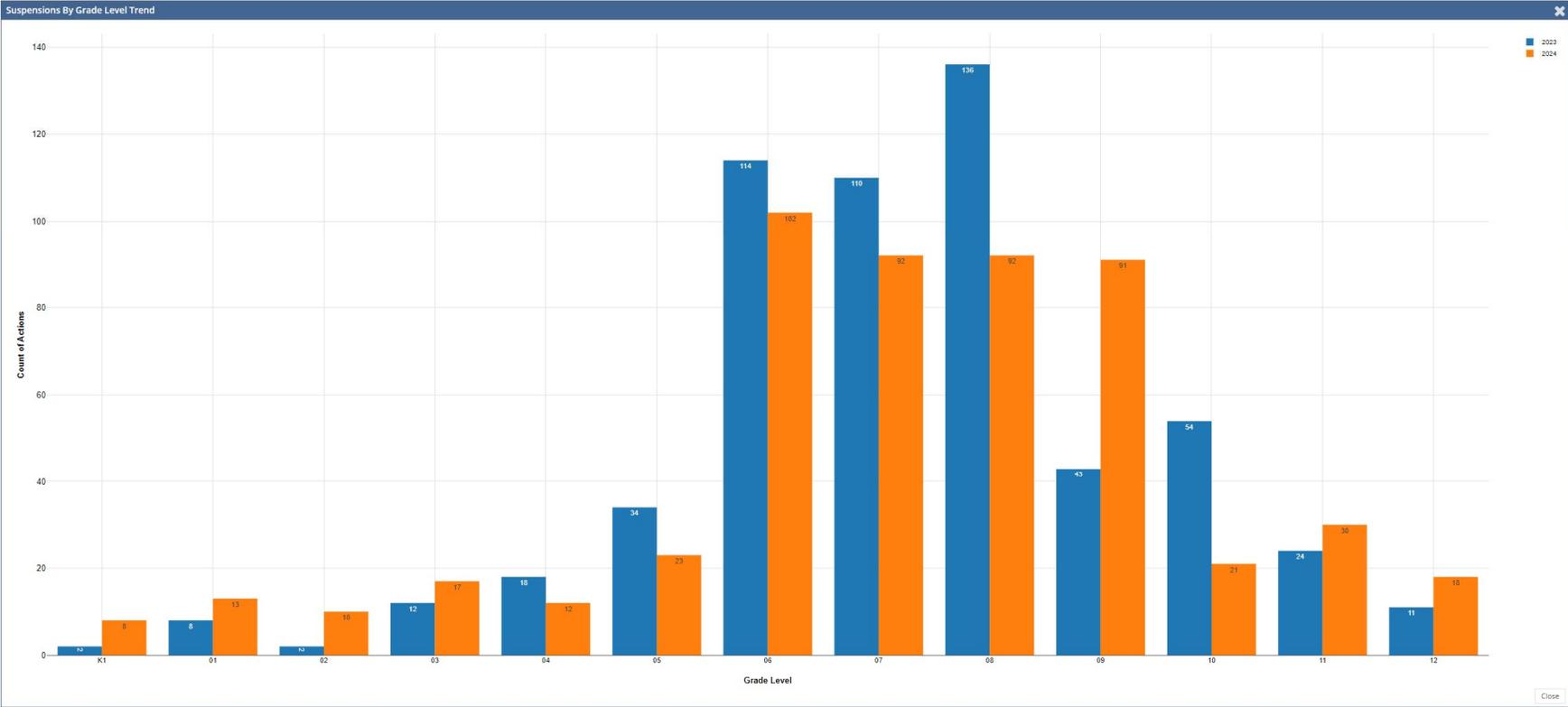
- There are 23 Behavior Codes the State uses for reporting purposes

12	Failure to Cooperate	Repeated failure to comply with or follow reasonable, lawful directions or requests by teachers or staff. Includes behaviors that may be subject to local student conduct codes, such as: 9 Disobedience, Defiance, Non-Compliance, Insubordination, Malicious Mischief, Possession of Prohibited Items (Contraband), Dress Code Violations
13	Disruptive Conduct	Conduct that materially and substantially interferes with the educational process.

# Student Behavior – Violations resulting in Exclusions (January – June)



# Exclusions by Grade Level



# 2023-24 Totals: Behaviors Resulting in Exclusions

Discipline Type	Count
	2024
ACADEMIC DISHONESTY/PLAGIARISM	13
ALCOHOL	3
ARSON	1
BULLYING	27
BULLYING BASED ON DISABILITY	
BULLYING BASED ON RACE	
DESTRUCTION PROPERTY/VANDALISM	50
DISCRIMIN HARASS DISABILITY	2
DISCRIMIN HARASS GENDER	1
DISCRIMIN HARASS RACE	26
DISCRIMIN HARASS SEX ORIENT	2
DISRUPTIVE CONDUCT	258
FIGHTING	118
FIREARM AND OTHER WEAPON	
ILLCIT DRUGS	
KNIFE/DAGGER	8
MARIJUANA	35
MULTIPLE MINOR ACCUM INCIDENTS	29
OTHER BEH RESULT IN SUSP ST CD	16
OTHER FIREARM	1
OTHER WEAPON	1
PORNOGRAPHY	
REPEAT FAILURE TO COOPERATE	205
SERIOUS BODILY INJURY (SPED)	1
SEXUAL HARASSMENT	2
SEXUALLY INAPPROPRIATE CONDUCT	16
THEFT/POSSESS STOLEN PROPERTY	27
THREAT TO OTHER	47
TOBACCO	21
VAPING	20
VIOLENCE W/MAJOR INJURY	11
VIOLENCE W/NO MAJOR INJURY	137

# 2023-24 Totals: Exclusions (by Race)

Discipline - Enrollment by Race		
Race	Student Count	% of District
Total	5,560	100%
American Indian or Alaskan Native	20	0.4%
Asian	69	1.2%
Black or African American	53	1%
Hispanic	2,496	44.9%
Multiple	223	4%
Native Hawaiian or Other Pacific Islander	10	0.2%
White	2,689	48.4%

Discipline - Suspensions by Race		
Race	Student Count	% of District
Total	429	100%
American Indian or Alaskan Native	3	0.7%
Asian	1	0.2%
Black or African American	6	1.4%
Hispanic	245	57.1%
Multiple	20	4.7%
White	154	35.9%

# 2023-24 Totals: Exclusions (by Special Education Services)

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Discipline - Enrollment by SwD Status			
Special Ed		Student Count	% of District
Total		5,560	100%
	No IEP	4,656	83.7%
	Has IEP	904	16.3%

Discipline - Suspensions by SwD Status			
Special Ed		Student Count	% of District
Total		429	100%
	No IEP	307	71.6%
	Has IEP	122	28.4%

# 2023-24 Totals: Exclusions (by ML Services)

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Discipline - Enrollment by ML Status			
ML		Student Count	% of District
Total		5,560	100%
	Not ML	4,689	84.3%
	ML	871	15.7%

Discipline - Suspensions by ML Status			
ML		Student Count	% of District
Total		429	100%
	Not ML	344	80.2%
	ML	85	19.8%

# 2023-24 Totals: Exclusions (by Gender)

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Discipline - Enrollment by Gender			
Gender		Student Count	% of District
Total		5,560	100%
	-- No Value --	13	0.2%
	F	2,717	48.9%
	M	2,830	50.9%

Discipline - Suspensions by Gender			
Gender		Student Count	% of District
Total		429	100%
	F	134	31.2%
	M	295	68.8%

# 2023-24 Totals: Exclusions (by Economic Status)

Discipline - Enrollment by Economic Status			
Low Income		Student Count	% of District
Total		5,560	100%
	Not Low Income	2,002	36%
	Low Income	3,558	64%

Suspension - Economic Status			
Low Income		Student Count	% of District
Total		429	100%
	Not Low Income	86	20%
	Low Income	343	80%

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### ACHIEVED THROUGH:

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

- What specific themes/strategies are we focusing on to achieve the Vision 2030 stretch goal?
  - Continue entering and reviewing major/minor data in 5LAB
  - Pursue professional learning in response to data and needs of teams
  - Establish and contribute to a shared drive to learn from each other

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## District and Building Teams

- Tier I expectations taught across all buildings to successfully start the year
- Principal and District Behavior Specialist leading colleagues
- Building teams meet at least 2x a month
- 3 SEL Summits for teams to learn from each other
- Continued use of 5LAB for reporting major/minor behavior

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## District and Building Level Teams

- What's working well?
  - Tier I strategies are understood and implemented in buildings and most classrooms
  - Noticeable successful PreK to K and 5<sup>th</sup> to 6<sup>th</sup> transitions
- What's coming up?
  - Intentionally selected conferences for district SEL leads
  - Customized support for buildings for SEL Summits, access to consultant
- Challenges and/or roadblocks?
  - Strong desire for more tools, but limited time to deeply teach, practice and revise practices with support
  - Helping all staff believe/understand that even as students exhibit challenging and changing behaviors, we are here to support all students

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## How is Growth/Success Measured, Tracked and Reported?

### ■ Quantitative Measurement:

- Semi-annual review of student discipline data with Board
  - Review “look back” data from prior year and track progress
  - This will occur yearly

### ■ Qualitative Review:

- Annual EES Survey administered in February (reviewed in March)
  - Student response: “All students are held to the same behavior rules and expectations.”
  - Staff response: “Staff members enforce consistent behavior expectations and consequences in their classrooms.”
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# Questions?

