



## Pullman School District

### Regular Board Meeting

"Ensuring Learning While Challenging and Supporting Each Student Achieve Full Potential"

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#### Date and Time

Wednesday January 8, 2025 at 6:30 PM PST

#### Location

Paul R. Sturm Community/Board Room  
Pullman High School  
510 NW Greyhound Way  
Pullman, WA 99163

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#### Agenda

##### I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

*President will call the meeting to order.*

C. Flag Salute

*Pledge of Allegiance*

**D. Land Acknowledgement Statement**

*Pullman Public Schools reside on the homelands of the Nimiipuu (Nez Perce) people. We express our deepest respect for and gratitude towards the original and current stewards of this land. We acknowledge our role in building mutual respect and connections to support current and future generations.*

**E. Approval of Agenda**

*The board or superintendent will revise the agenda if needed at this time; and approve by motion*

**II. Reports, Correspondence & Program**

Board members and the superintendent will give informational reports at this time.

**A. PHS ASB Report**

**B. Board Reports**

**C. Superintendent's Report**

**D. Program Reports**

- [Franklin Elementary Showcase](#) presented by Kathi Keefer, Franklin Elementary Principal
- **Report: Technology Services** presented by Tyler Craigie, Information & Instructional Technology Supervisor

**E. Equity Update**

**III. Public Comment**

*The public comment section of the agenda provides an opportunity for individuals or members of a group to address the board on educational issues. If you intend to provide public comment this evening, you may register to speak using the sign-in sheet located near the boardroom entrance. To ensure fairness and provide for an orderly meeting, we respectfully require that individuals speak only once for a maximum of three minutes and may not transfer their speaking time to others. Please be attentive as your name will be called in the order it is listed on the sign-in sheet. To assist board members in review and consideration of your comments, we appreciate your providing a written copy of your remarks along with your email or mailing address on the sign-in sheet. When addressing the board, please approach the microphone and state your name before presenting your comments. The board will listen and may offer clarification, if needed. However, the board will not engage in a discussion at this time. Depending on the nature of the topic, the board may decide to schedule it as a discussion item for a future meeting. We kindly request that all comments remain civil and respectful, and we remind you to consider the impact of your words and*



*know that you bear personal responsibility for their content. We caution you to avoid certain statements that may infringe upon the rights of others under various laws, including those protecting privacy or prohibiting defamation. Providing public comment demonstrates your feelings of engagement and participation in the decision-making process in our community. We thank you in advance for your public comment.*

#### **IV. Consent Agenda**

*To expedite business at a board meeting, the board approves the use of a consent agenda, which includes items considered to be routine in nature. Any item, which appears on the consent agenda, may be removed from the consent agenda by a member of the board and voted on separately. The remaining items will be voted on by a single motion.*

- A.** Minutes
- B.** Personnel Report
- C.** Personal/Professional Services Contract Report
- D.** Warrants
- E.** Student Transfer Requests
- F.** Budget Status Report
- G.** Overnight Field Trip Request

#### **V. Action Items**

*Action items have previously been discussed by the board. The board will now take action, by motion.*

- A.** 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited  
Presenter: Roberta Kramer, Assistant Superintendent
- B.** 3241 Student Discipline  
Presenter: Roberta Kramer, Assistant Superintendent
- C.** 3420 Anaphylaxis Prevention and Response  
Presenter: Bob Maxwell, Superintendent
- D.** 3424 Opioid Related Overdose Reversal  
Presenter: Bob Maxwell, Superintendent
- E.** 5011 Sex Discrimination and Sex-Based Harassment of District Staff Prohibited

Presenter: Roberta Kramer, Assistant Superintendent

**F. 6550 Capital Threshold for Leases and Subscription-Based Information Technology Arrangements**

Presenter: Diane Hodge, Finance Director

**G. 6600 Transportation**

Presenter: Juston Pollestad, Executive Director of Operations

**H. 6801 Capital Assets/Theft-Sensitive Assets**

Presenter: Diane Hodge, Finance Director

**VI. Discussion Items**

*Discussion items are presented to the board for discussion. If they need action they will be brought back at the next meeting.*

**A. Psychology Text Adoption**

Presenter: Roberta Kramer, Assistant Superintendent

**B. Board Communication Plan**

Presenter: Board of Directors

**C. 1101F Board Operating Protocols - Annual Review**

Presenter: Board of Directors

**D. 3141 Nonresident Students**

Presenter: Bob Maxwell, Superintendent

**E. 5270 Resolution of Staff Complaints**

Presenter: Bob Maxwell, Superintendent

**F. Policy Governance-Based Superintendent Evaluation Proposal - 1630 Superintendent Evaluation**

Presenter: Nathan Roberts, Board President

**G. Policy Revision: 1630 Superintendent Evaluation**

Presenter: Arron Carter, Board Director

**VII. Informational Items**

*Informational Items do not require action or discussion by the board. The items are included in the agenda for the board to review, and may be moved to the discussion items section of the board agenda by any board member. Informational Items may include board procedure updates and non-substantive policy updates.*

- A.** Administrative Requirements Update
- B.** Expense Claim Audit - Community Update Board Schedule
- C.** Board Calendar
- D.** Current Enrollment
  - For 2024-2025 School Year
  - Budgeted FTE: 2560
  - Current FTE: 2614.40
  - Current Year Average FTE: 2610.63
- E.** Procedures
- F.** Non-Substantive Policy Updates
- G.** The Pullman Promise: Priorities, Goals, Success Indicators

#### **VIII. Executive or Closed Session**

*The board recesses into an executive or closed session by motion, stating how long it will last and if action will be taken. Following the executive or closed session the board president convenes the regular meeting.*

- A.** Superintendent Evaluation
- B.** Personnel

#### **IX. Closing Items**

- A.** Adjourn Meeting

*The president will adjourn the meeting.*

# Coversheet

## Program Reports

<b>Section:</b>	II. Reports, Correspondence & Program
<b>Item:</b>	D. Program Reports
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Information Technology Services Program Report.pdf

ONBOARDING

# 90 DAY PLAN

2024

INFORMATION AND INSTRUCTIONAL  
TECHNOLOGY SUPERVISOR

STRATEGIC PROPOSAL



# INTRODUCTION

## Objective:

Achieve a smooth transition into the team  
Drive impactful results as quickly as possible

## First 30 Days

Listen and Learn



## Days 31 - 60

Assess and Plan



## Days 61-90

Execute and Optimize



# FIRST 30 DAYS

Listening and Learning

## Objective

To understand the current state of the IT infrastructure

## DELIVERABLES

Stakeholder meeting summary reports

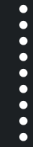
Preliminary SWOT analysis of current IT landscape



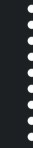
Meet With Stakeholders



Review Existing IT Policies and Procedures



One on One Meetings with Team Members



System Audit of IT Infrastructure

# DAYS 31 - 60

## Assessing and Planning

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### Objective

Develop a strategic plan to address identified opportunities



Identify Quick Wins and Long-Term Initiatives



Perform Team Member Ride-Alongs

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### Deliverables

IT Project Priority List

Preliminary IT Strategic Plan

Communication Plan



Prioritize Projects Based on Impact, Feasibility, and Urgency



Establish Communication Channels for Feedback and Collaboration



# DAYS 61 - 90

Executing and Optimizing

## Objective

Implement high-priority projects; continue assessing progress and optimizing procedures

## Deliverables

Progress Reports on Quick Wins

Formal Launch of Key Long-Term Initiatives

Performance Metrics and KPI Dashboard



1

Begin Implementing Quick-Win Initiatives



2

Form Teams for Long-Term Projects and Ensure Buy-In



3

Monitor Project Progress and Make Necessary Adjustments



4

Optimize IT Support Services and Workflow

# KEY SUCCESS FACTORS



Effective Communication  
and Collaboration with  
Stakeholders



Meeting Cadence and Structured  
Feedback Avenues



Continuous Learning and  
Improvement



Ensure Systemization of Knowledge  
Sharing and Team Recommendations



Measuring Success Through  
KPIs and Feedback



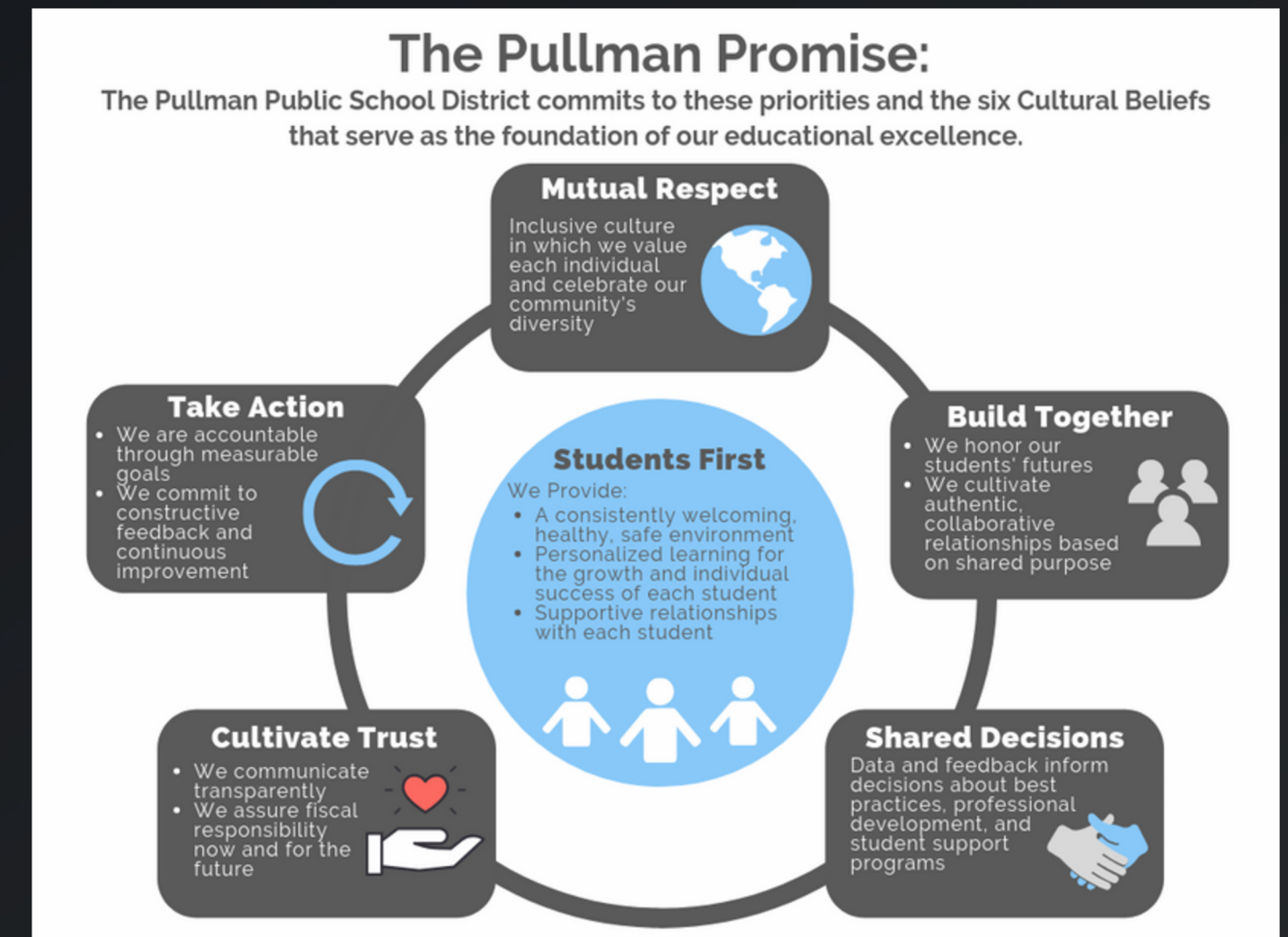
Project Management Techniques  
and Tools

# SUMMARY

First 30 Days: Listening and Learning  
 Days 31-60: Assessing and Planning  
 Days 61-90: Executing and Optimizing

## Final Thoughts:

Committed to Driving Impactful Results  
 Ensuring a Seamless Integration Into the Team  
 Remaining Aligned with the School's Vision



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# THANK YOU

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I LOOK FORWARD TO YOUR  
FEEDBACK AND QUESTIONS

# Coversheet

## Minutes

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	A. Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	December 11, 2024 Board Meeting Minutes.pdf



*"Ensuring learning while challenging and supporting each student to achieve full potential"*

## December 11, 2024 Regular Board Meeting Meeting Minutes

Paul R. Sturm Community Room  
Pullman High School  
510 NW Greyhound Way  
Pullman, WA 99163

12/11/2024 06:30 PM

### 1. Call to Order

In Attendance:

- Nathan Roberts, Board President
- Arron Carter, Board Director
- Lisa Waananen Jones, Board Director
- Craig Nelson, Board Director
- Bob Maxwell, Superintendent
- Roberta Kramer, Assistant Superintendent
- Diane Hodge, Finance Director
- Juston Pollestad, Executive Director of Operations

Absent:

- Amanda Tanner, Board Vice President

Quorum Present: YES

The board meeting was called to order at 6:30pm by the Board Chair, Nathan Roberts.

### 2. Flag Salute

### 3. Land Acknowledgement Statement

### 4. Approval of Agenda

Arron Carter moved to approve the agenda as amended. Lisa Waananen Jones seconded the motion as amended. The motion passed unanimously.

Changes:

- Perkins Grant Application - *Added as consent agenda item.*

### 5. Reports, Correspondence & Program

#### a. PHS ASB Report

PHS student representative provided the following update for PHS ASB:

- Planning "Clash of the Combine" event which is a basketball game against Moscow.
- Planned a "Spirit Week" for students this week.
- Coordinating a coin drive against Moscow titled "Penny Wars". Funds raised go to Alternatives to Violence on the Palouse (ATVP). So far they have raised \$367.
- ASB is selling Spirit Packs, 100% of funds earned will be donated to ATVP. Provide information about what was included in those packs and background on the organization, ATVP.
- 5:30pm, Girls basketball play Moscow and at 7:00pm, Boys basketball play Moscow. Games will take place during the halftime for each game for students to participate in. Selling tickets for these games.

#### b. Board Reports



- Craig Nelson: Attended the Annual WSSDA Conference and provided information about the different workshops attended and being able to network with other school board members.
- Lisa Waananen Jones: Attended the Annual WSSDA Conference and had the opportunity to attend the law pre-conference. Noted that the board had an opportunity to discuss conference reflections at the December 4th board work session. Attended Kiwanis Pancake Breakfast and noted it was nice to see a great turn out of district employees, administrators and student volunteers.
- Arron Carter: Attended the Annual WSSDA Conference and came away with a lot of ways to improve the district and had the opportunity to discuss those at the last work session. Attended Kiwanis Breakfast as well and noted it was well attended.
- Nathan Roberts:
  - Planning items:
    - Working on communications plan for next year and the budget situation. Will see that come in January as a discussion item to look at the different elements.
    - Director Roberts sent the board a copy of the Community Update article written about the K-12 education funding challenges.
    - Working on a joint communication, Board and Superintendent, to go out to staff.
  - Superintendent Evaluation: The WSSDA policy governance model is well-developed, with 14 districts already using it, and efforts are underway to standardize the approach, reducing the need for a consultant. WSSDA plans to pilot the model, and the board is considering testing it as well. Background information on different model approaches was provided, along with a tentative plan to draft a revised policy on January 8th for feedback and to vote on the process during the January 22nd meeting. The goal is to align the superintendent evaluation process with the new policy.
    - *Director Carter sought clarification that the board will decide on the model before drafting the policy. Director Roberts expressed interest in piloting the WSSDA model to evaluate its fit. If the model is not suitable, feedback could be sent back to WSSDA. The aim is to implement a new process by February 2025, though alternative options would require separate drafting. Director Roberts also emphasized incorporating strategic objectives into the evaluation process and would like to gather more information from board members about those objectives.*

#### c. Superintendent's Report

- Kiwanis pancake breakfast was well attended with student performances. Have not heard how much they raised. Administrators put together a basket this year for the auction.
- Attended Boosters Auction in November – they raised \$42,000. Very well attended and quite a few auction items.
- Pullman Education Foundation – Met with PEF, endowment fund within PEF to help supplement the operating cost for the Aquatic Center. PEF was amenable to that idea. Setting up another meeting with the City to talk with them about what the campaign would look like to launch that.
- Last week, joined 58 other superintendents to meet with Eastern WA legislators. All knew about the three priorities (special education, transportation, MSOCs). Very productive and collaborative problem solving. Will be attending the Legislative Conference in January.
- Have created a presentation that outlines budget impacts to present during staff meetings with board liaisons in January.

#### d. Program Reports

##### i. Jefferson Elementary School Showcase

**Presenter: Kelsey Winningham, Jefferson Elementary Principal & Members of the Jefferson Building Guiding Coalition - Niki Wolf, Trish Doumit, Sara King, Kelsey Winningham, Nikki Dehle, Sandra Casanova**

Embarking on the book study was inspired by when Jefferson staff went to the National Title I Conference last year. Jefferson has extended the book study from the guiding coalition, who participated last year, to all staff this year. Members of the guiding coalition shared quotes and key takeaways from the book.

##### ii. Report: CTE Program/Perkins Grant Approval

**Presenter: Jill Bickelhaupt, CTE Director**

Director Bickelhaupt provided an update on the Career and Technical Education (CTE) program, covering the program's purpose, goals, and student demographics, as well as an overview of course offerings at Lincoln Middle

School (LMS) and Pullman High School (PHS). Key highlights included CTSO accomplishments, graduation pathways, dual credit course options, and the allocation of Carl D. Perkins Grant funds, which will be used for general purposes this school year. It was noted that the increased Perkins funding from last year did not continue this year.

Director Bickelhaupt also explained the Comprehensive Local Needs Assessment (CLNA) required by CTE and the Perkins Grant. She detailed the purpose, key elements, and priorities identified by the CTE-CLNA committee moving forward.

The district is exploring a partnership with Pullman Regional Hospital to offer Health Science options while balancing overall CTE enrollment to maintain existing program offerings.

The board discussed various aspects of the CTE program and its potential for growth. Director Nelson commended the Comprehensive Local Needs Assessment (CLNA) for its inclusion of diverse community stakeholders. Director Waananen Jones expressed concern about the lower participation rates of students in CTE from low-income families in high school compared to middle school, questioning whether this indicates an opportunity gap. Director Bickelhaupt suggested that differences in course offerings and requirements might contribute to this disparity. Director Roberts highlighted the potential to increase enrollment by marketing CTE courses to online students, emphasizing that while in-person experiences are more meaningful, extending opportunities to online learners could be beneficial. Director Bickelhaupt agreed to explore strategies for better outreach to online students.

### iii. Report: Transportation Services

#### **Presenter: Juston Pollestad, Executive Director of Operations**

Director Pollestad expressed appreciation for the district's bus drivers and provided an update on transportation services. The update included details about bus routes, staffing, the bus fleet, vehicle mileage, and ridership. Currently, the district has two electric buses (one with a range of at least 100 miles), has secured a grant for a third, and is pursuing a grant for a fourth. Future plans include incorporating solar panels on the roof of the transportation building. Inflation continues to impact bus operation and maintenance costs.

#### **Board Discussion and Feedback**

- **Clay Court Bus Stop:** Director Pollestad explained that the Clay Court stop had become a popular in-town route for students traveling between LMS and KES/Clay Court, causing overcrowding and affecting rural route riders. Adjustments were made to give middle school students more time to use Pullman Transit, with the city agreeing to extend wait times at the stop. The district hopes to add more drivers and will revisit after winter break.
- **Crossing Guards:** Director Nelson inquired about crossing guard responsibilities for students within a mile of school. Director Hodge clarified that crossing guards are transportation safety positions, managed through schools but charged to the transportation budget.
- **Snow Route Notifications:** Director Roberts asked about communication for snow route changes. Director Pollestad shared that ParentSquare was used to notify families of students that use Pullman Transit of the alternative routes that will be provided in the event Pullman Transit implements snow routes or limited service. In this case, the district will run yellow bus emergency routes to underserved areas. Two-hour delays will align with city transit schedules, which operate on the hour.

### iv. Report: Assessment Results - Spring 2024

#### **Presenter: Roberta Kramer, Assistant Superintendent**

Dr. Kramer provided a summary of the spring Smarter Balanced Assessment results for the 2023-24 school year. The numbers were taken from the OSPI Report Card. Noted the adoption of the Bridges materials at elementary in math to support teachers and students. The science assessment is a requirement to administer but is not a graduation requirement. Noted 11th grade students aren't required to take a science in class in 11th grade.

### v. Report: Human Resources

#### **Presenter: Bob Maxwell, Superintendent**

This is an annual report to the board that is in comparison to the report given last year. Bob provided an update on staffing, active substitute numbers (including emergency substitute numbers), employee diversity, an update on collective bargaining groups and contract status, applications, applicant demographics (broken down by ethnicity, race, and gender), volunteer growth, and the program supports to ensure the success for our new staff. Noted that the ESSER funds are no longer available along with some of the positions funded with those funds. The district continues to connect the diversity in staffing back to the affirmative action plan. The district has been tracking



#### e. Equity Update

Board Director Nelson provided an update on the Diversity, Equity, Inclusion, and Belonging (DEIB) Task Force, which meets monthly and convened on December 10, 2024. The task force is working to define its focus areas and has centered discussions on the three tasks assigned by the board. While there has been limited discussion about community partnerships, there has been significant focus on the foundation of the policy and deep conversations about the CEE survey. The task force reviewed sample surveys and considered deploying their own survey during off years to further their goals.

The board discussed the progress and focus areas of the DEIB Task Force. Director Roberts inquired about the appropriate timing to introduce additional agenda items. Director Nelson observed that tasks 1 and 3 have been thoroughly discussed, while task 2 requires more attention and may be addressed in the coming months. Director Waananen Jones emphasized the importance of maintaining flexibility to adapt priorities as new issues arise and proposed that board communication plan being created be shared with the task force for feedback. Director Nelson also highlighted the balanced composition of the task force, with equal representation of students and adults.

#### 6. Public Comment

No public comment.

#### 7. Consent Agenda

Arron Carter moved to approve the consent agenda. Craig Nelson seconded. The motion passed unanimously.

##### a. Minutes

###### Approved:

- November 13, 2024 Board Meeting Minutes
- Minutes of the December 4, 2024 Work Session

##### b. Personnel Report

###### Approved:

###### Certificated

- Paula Cartwright, counselor at Lincoln Middle School, retirement effective June 30, 2025
- Marisa Heitman, third grade teacher at Kamiak Elementary School, request for a leave of absence beginning approximately April 14th, 2025, through the end of the 2024-2025 school year
- Susan Horstman, psychologist/counselor at Lincoln Middle School, retirement effective at the completion of the 2024-2025 school year
- Braydon Maier as .6 FTE art teacher at Pullman High School for the remainder of the 2024-2025 school year only
- Brooke Payne, fourth grade teacher at Franklin Elementary School, request for a leave of absence beginning approximately March 18, 2025, through the end of the 2024-2025 school year
- Dan Peterson, physical education teacher at Sunnyside Elementary School, retirement effective at the completion of the 2024-2025 school year
- Kim Stockton, music teacher at Jefferson Elementary School and Kamiak Elementary School, retirement effective at the completion of the 2024-2025 school year

###### Classified

- Analyza Bernal Rodriguez, custodian at Pullman High School, separation from employment within second 90-day probationary period
- Keri Dockstader, special education paraeducator at Jefferson Elementary School, request for a leave of absence beginning January 6, 2025, through April 1, 2025
- Tiffany Justice, transportation clerk, separation from employment within 90-day probationary period

###### Supplemental/Stipend Payments

- Amy Caessens as winter sports game manager at Pullman High School
- Eric Martin as head boys golf coach at Pullman High School
- Olivia Langley, assistant football coach at Pullman High School, resignation

##### c. Warrants

**Approved:**

- 26735257-26735258, General Fund, in the amount of \$82,099.13
- 26735291-26735291, ASB Fund, in the amount of \$1,428.90
- 26735292-26735299, ASB Fund, in the amount of \$13,379.44
- 242500064-242500069, General Fund, in the amount of \$898.72
- 242500070-242500070, ASB Fund, in the amount of \$3,293.41
- 242500071-242500071, ASB Fund, in the amount of \$11,474.21
- 242500072-242500072, Capital Projects Fund, in the amount of \$622.58
- 242500073-242500073, General Fund, in the amount of \$58,404.85
- 242500074-242500080, General Fund, in the amount of \$10,099.11
- 26735300-26735313, General Fund, in the amount of \$2,074.14
- 26735314-26735378, General Fund, in the amount of \$279,562.15
- 202400024-202400024, General Fund, in the amount of \$1,213.36

**d. Student Transfer Requests**

**Approved:**

**Transfer Requests**

**Released to PSD**

- M. Pearson, Grade 9, Released from Colton School District – Renewal

**Rescinded (Revoked)**

- K. Corrigan, Grade 10, Rescinded from Virtual Prep Academy of Washington in the Starbuck School District
- K. Horn, Grade 10, Rescinded from Virtual Prep Academy of Washington in the Starbuck School District

**e. Budget Status Report**

**Approved:**

- October 2024 Budget Status Report

**f. Overnight Field Trip Request**

**Approved:**

- PHS Wrestling Invitational - Othello, WA - Dec 20-21,2024

**g. Record Destruction Log**

**Approved:**

- Superintendents Office 12.11.2024

**h. Perkins Grant Approval**

**Approved:**

- 2024-2025 Perkins Grant Application Approved

**8. No Action Items**

**9. Discussion Items**

**a. 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited**

**Presenter: Roberta Kramer, Assistant Superintendent**

Given the recent updates to Federal Title IX language, multiple changes have been made to Policy 3205. The changes really exist in the depth of the procedure. Beyond the policy's name change, other changes include definitions and the development of two separate procedures to 1) address investigations and related responses and 2) outline training processes and notice of the policy and procedures. There will be two separate procedures. The changes all align with the federal law. This could change again, will continue to be flexible as needed. Dr. Kramer noted the district exceeds the training requirements and the website requirements will be audited.

**b. 3241 Student Discipline**

Policy 3241 Student Discipline was highlighted in the September 2024 Policy Alert. Policy 3241 has been aligned with the most recent WSSDA sample policy. Per the WSSDA Policy Alert the policy has been revised to reflect changes mandated by OSPI's emergency rules, focusing on terminology, discipline procedures, and classroom exclusions. These updates aim to align policies with state rules while offering districts the ability to tailor certain definitions and procedures to local practices. Further updates are anticipated as OSPI refines its regulations.

**c. 3420 Anaphylaxis Prevention and Response**

**Presenter: Bob Maxwell, Superintendent**

Policy 3420 Anaphylaxis Prevention and Response was highlighted in the October 2024 Policy and Legal News and is based on HB 1608 - Expanding access to anaphylaxis medications in schools. Per the Policy and Legal News, this legislation requires the secretary of health or the secretary's designee to issue a statewide standing order prescribing epinephrine and epinephrine autoinjectors to any school district or school for use by a school nurse or other designated trained school personnel. Additional provisions related to permitting the use of epinephrine and epinephrine autoinjectors in schools and sanctioned excursions are included. The policy has been revised to align with WSSDA's most recent sample policy.

During the discussion, Director Carter asked whether students with life-threatening allergies provide their own epinephrine injectors. Dr. Maxwell clarified that students typically provide their own, but the district also maintains additional injectors for emergencies, including for students unaware of their allergy. These injectors are available for use on field trips.

**d. 3424 Opioid Related Overdose Reversal**

**Presenter: Bob Maxwell, Superintendent**

Policy 3424 Opioid-Related Overdose Reversal has been revised to align with the WSSDA sample policy that was highlighted in the October 2024 Policy and Legal News. The revisions are based on SB 5804 which requires all public schools to adopt an opioid overdose policy and stock reversal medication, like naloxone. This expands beyond just high school to all schools.

Per the Policy and Legal News, the revisions emphasize allowing students to carry naloxone without a prescription to ensure access during school and extracurricular activities, enhanced training for personnel, and improved storage options. Additionally, the policy introduces measures for emotional support following overdose incidents and recommends streamlined restocking procedures. This also allows students to carry it without being penalized.

Overall, these changes aim to enhance school preparedness and promote safety for students and staff.

Director Nelson asked where naloxone is stored, and Dr. Maxwell explained it is kept in the nurse's office and carried by the school resource officer. Director Waananen Jones inquired about whether this is an unfunded mandate, and Dr. Maxwell confirmed it is but noted the district has obtained naloxone for free through an offering to schools, though it's uncertain if that will continue. Director Carter asked about expiration dates, and Dr. Maxwell shared that the district nurse checks naloxone annually, along with other medications like epinephrine.

**e. 5011 Sex Discrimination and Sex-Based Harassment of District Staff Prohibited**

**Presenter: Roberta Kramer, Assistant Superintendent**

Pullman School District's Policy 5011 has been aligned with WSSDA's recent version that defines sex-based discrimination. Consistent with the Title IX regulation, policy 5011 establishes a commitment to a workplace free from sex-based discrimination and harassment, ensuring a respectful and inclusive environment for all employees, applicants, and participants in district activities. This policy aligns with Title IX and Washington State laws, prohibiting discrimination based on sex, gender identity, sexual orientation, and related characteristics.

The policy includes procedures for reporting, investigating, and addressing incidents of sex-based harassment, with designated responsibilities assigned to district staff and the Title IX Coordinator. Any retaliation against individuals reporting harassment is strictly prohibited, and knowingly filing false complaints is subject to disciplinary action. The district requires training on harassment prevention for staff, students, and volunteers, and information on this policy is widely accessible, ensuring compliance with federal and state regulations. An annual review process, led by the superintendent, evaluates the policy's effectiveness and recommends improvements.

The language changes all align with the Title IX law.

**Presenter: Diane Hodge, Finance Director**

The Office of Management and Budget (OMB) has released updated final regulations for the Uniform Grant Guidance, which take effect on October 1, 2024. A significant change includes raising the capitalization threshold for equipment from \$5,000 to \$10,000 per unit. Currently, our capitalization threshold is \$25,000, equivalent to the cost of a five-year lease. Under the new regulations, this threshold will increase to \$50,000 for leases and subscription-based IT arrangements (SBITAs).

**g. 6600 Transportation**

**Presenter: Juston Pollestad, Executive Director of Operations**

The district's transportation policy has been updated to incorporate revisions recommended by the Washington State School Directors' Association (WSSDA) in October, based on Senate Bill 5891.

Key updates include:

1. Student Transportation with Infants: Eligible students are now permitted to transport their infants on district-provided school buses or other transportation vehicles.
2. School Bus Trespass: The policy addresses school bus trespassing, now defined as a gross misdemeanor. It includes unlawful entry, actions posing a substantial risk of harm, or causing significant disruption to bus operations. To enhance safety and security, the district will implement educational programs and awareness campaigns for students, parents, and the community, emphasizing the importance of compliance and the legal consequences of trespassing. These updates ensure compliance with legislative requirements and prioritize safety for all stakeholders.

Director Carter inquired about whether students or the district provide child seats for transporting infants, and Director Pollestad clarified that the district likely provides them, as it already supplies booster seats for preschool students. Director Waananen Jones asked about the frequency of school bus trespassing incidents, and Director Pollestad noted they are rare. Dr. Maxwell added that the trespassing provisions stem from a specific incident in the Tri-Cities area.

**h. 6801 Capital Assets/Theft-Sensitive Assets**

**Presenter: Diane Hodge, Finance Director**

The Office of Management and Budget (OMB) has released updated final regulations for the Uniform Grant Guidance, which take effect on October 1, 2024. A significant change includes raising the capitalization threshold for equipment from \$5,000 to \$10,000 per unit.

**10. Informational Items**

**a. Administrative Requirements Update**

- December

**b. Expense Claim Audit - Community Update Board Schedule**

**c. Board Calendar**

**d. Current Enrollment**

For 2024-2025 School Year

Budgeted FTE: 2560

Current FTE: 2617.74

Current Year Average FTE: 2609.68

**e. Non-Substantive Policy Updates**

- 3432 Emergencies
- 3246 Restraint, Isolation and Other Uses of Reasonable Force
- 5005 Employment and Volunteers: Disclosures, Certification Requirements, Assurances, and Approval

**f. Procedures**

- 3241P Student Discipline
- 3241F District Discipline Matrix

- 3241F2 District Continuum of Discipline Responses
- 3246P Restraint, Isolation and Other Uses of Reasonable Force
- 3420P Anaphylaxis Prevention and Response
- 3424P Opioid Related Overdose Reversal
- 6801P Capital Assets/Theft Sensitive Assets

g. October 2024 Issue: WSSDA Policy and Legal News

h. Professional Learning Communities (PLC) Leadership Meeting Norms

i. The Pullman Promise: Priorities, Goals, Success Indicators

## 11. Executive or Closed Session

There will be an Executive Session to discuss the performance of a public employee that will end at 9:00pm.

a. Personnel

## 12. Adjournment

It was moved by Nathan Roberts and seconded by Arron Carter to adjourn the regular School Board meeting at 9:00pm. The motion passed unanimously.

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Board President

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Board Secretary

# JES

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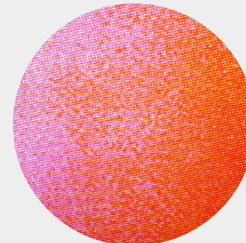
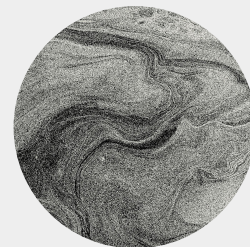
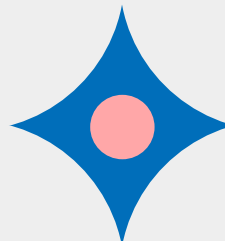
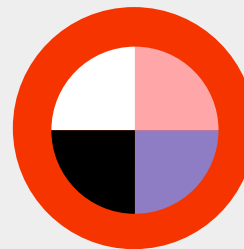
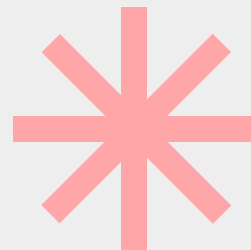
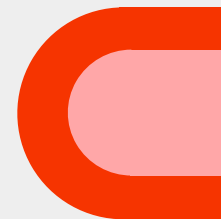
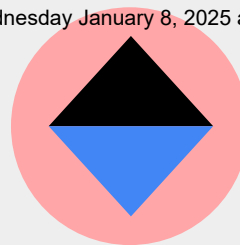
# Disrupting

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# Poverty

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# Book Study





# Purpose of Book Study

Over 50% of the JES students qualify for free and reduced lunches. Last year, our building guiding coalition engaged in a book study with the authors of the book *Disrupting Poverty - Five Powerful Classroom Practices* to learn about common myths about poverty and to challenge some of our own stereotypes about families in poverty. The book also provided us with lots of great strategies to better meet the needs of all of our students at Jefferson. This year, we are expanding the book study to include our whole staff.

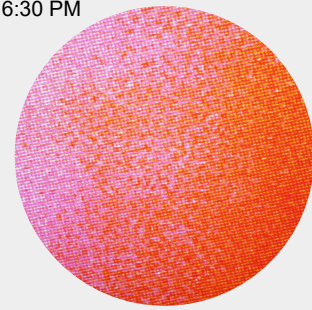
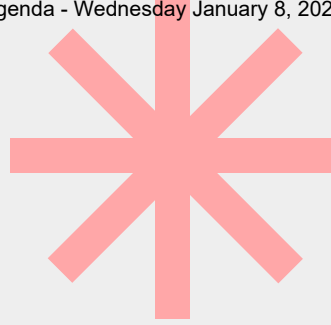
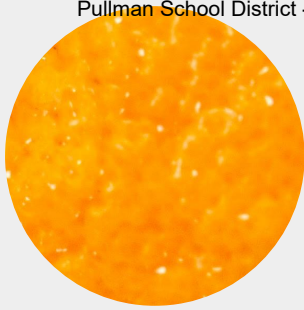
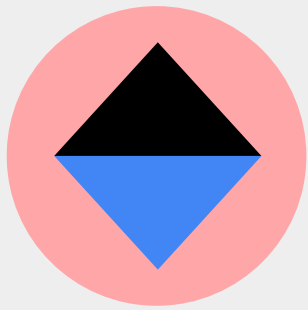


Building caring and trusting relationships between you and your students and among the students is your first, most powerful strategy for successfully teaching any student, but especially those who live in poverty.



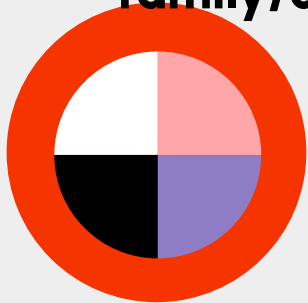
**Trisha's favorite quote**





# HOW TO BUILD RELATIONSHIPS

- **Everyday interactions make the difference**
- **View parents/families/caregivers as a resource**
- **"Be there" for students and provide a network of support**
- **Provide structure and routine & create an extended family/community**





"High expectations matter more for students of color and those who live in poverty. Be compassionate and caring, but also be firm. Don't lower your expectations."



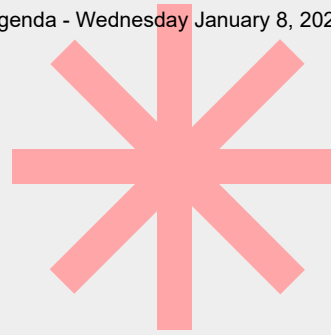
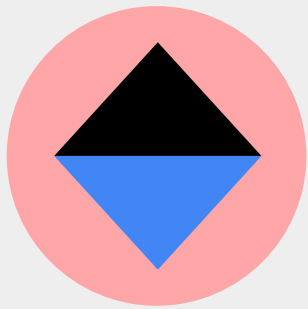
**Kelsey's favorite quote**



"What we believe about ourselves as educators, our students, and their families is "deeply coupled" with our sense of responsibility for learning." (Diamond et al., 2004, p. 82)

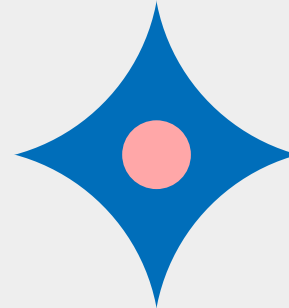
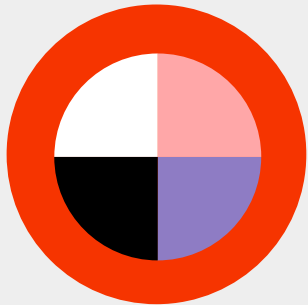


**Sara's favorite quote**



## Suggestions to Hold Yourself Accountable for Student Learning

- Focus on what you can control
- Be open to critique and willing to learn
  - Find an accountability partner
- Let students know you won't give up on them
- Consider Yourself on the same team as your students
  - Take risks

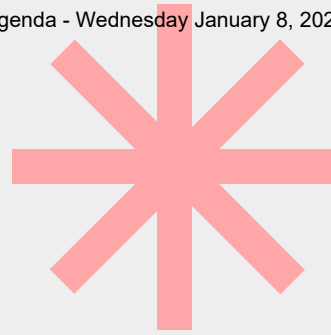
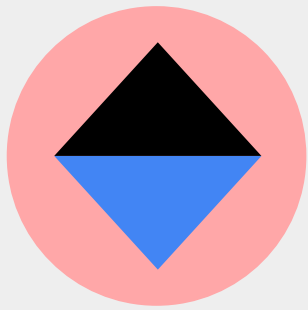




"Our expectations of our students are fundamentally concerned not with the present, but with the future. They are a reflection of the potential we see in each student."

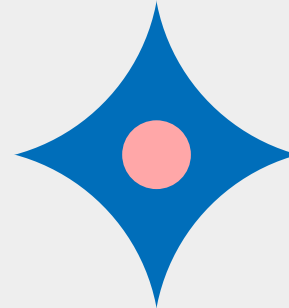
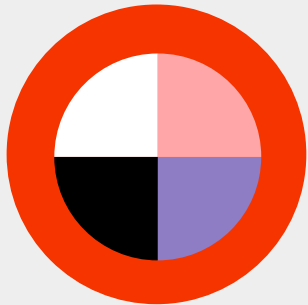


**Penny's favorite quote**



### **This quote ties in with our Kids at Hope belief.**

- We want our students to "time travel" - to have a goal/vision for their future.
- Not only do we want our students to see the future, we need to help them reach their future goals.
- We need to give them the tools and believe in them (especially when they don't believe in themselves) so they can succeed.





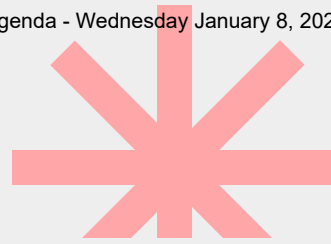
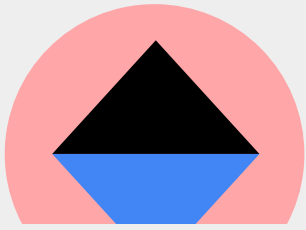
**"Infuse literacy at all times, at all costs, into all content areas."**

*(Alexa Sorden, principal of Concourse Village Elementary School)*

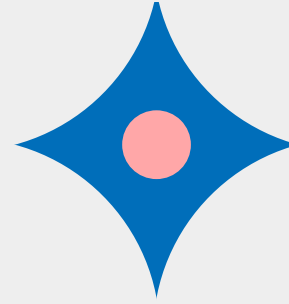
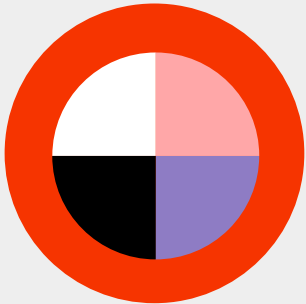
"Second only to safety, ensuring that all students develop literacy skills is a core priority in HP/HP schools."



**Niki's favorite quote**



"There can be no social justice without addressing academic achievement." The authors encouraged us to focus on literacy. "Reading is the gateway skill to other knowledge, as well as to self-confidence and self-efficacy, and when students don't learn to read by 3rd grade they will likely struggle in every class thereafter." In order to empower students to achieve their life goals we must give them the knowledge and the skills they need to be successful.



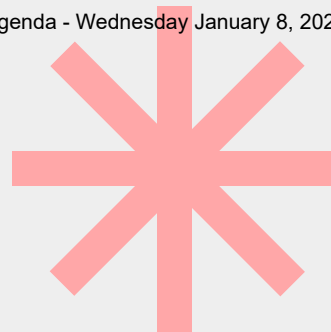
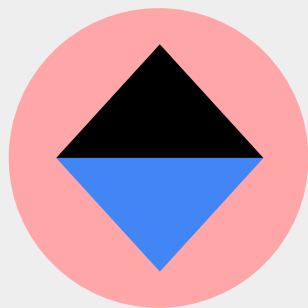




"The educators who disrupt poverty understand there is no neutral space in this work. Studies demonstrate that most teachers stick to their own classrooms in terms of their social justice oriented practice, focusing primarily on creating a supportive learning environment. Nonetheless, it can often be difficult for individual educators to tap into their moral purposes for any length of time without the support of their colleagues and the system itself."



**Anthony's favorite quote**



This aforementioned quote came from the final chapter in the book, "Having the Courage and Will to Take Action." The authors communicate the importance of individual courage eventually manifesting into collective action.

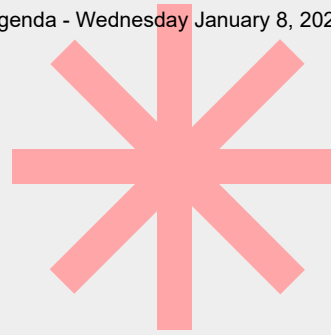
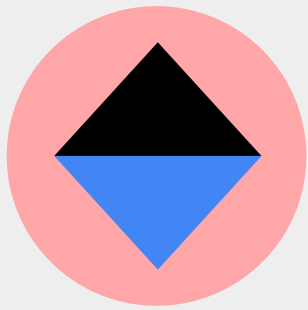




"Students who live in poverty and underachieve may have a fixed-ability mindset and have 'learned' that they would rather misbehave, passively resist, or give up quickly than 'look stupid.'"

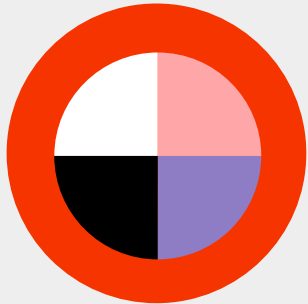


**Nikki's favorite quote**



**ALL behavior is a form of communication.**

- Mistakes become crippling for students with these fixed-mindsets
- Even thinking that a task may be difficult can lead to choosing not to try so they won't fail
- The student will then often choose to look good at whatever they are doing, even if unexpected, in order to avoid looking bad or "stupid" at what is expected





"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us...It is not just in some of us; it is in everyone, and as we let our own light shine, we unconsciously give others permission to do the same."



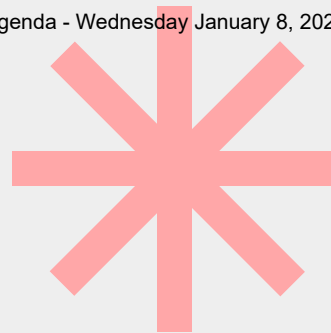
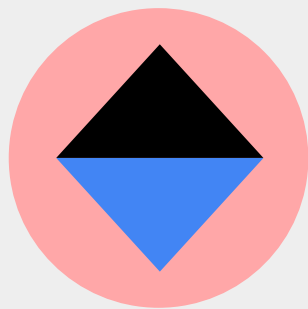
**Jill's favorite quote**



"Questioning our assumptions enables us to adopt a resilience perspective, rather than the predominantly held deficit view of students living in poverty. It also focuses us on the assets that students who live in poverty bring to the table, which 'might be the most essential ingredient in the effective relationship recipe...' (Gorski, 2013, p. 134)."

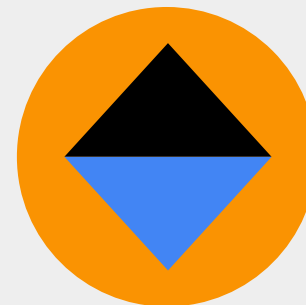
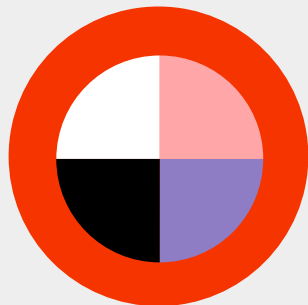


**Sandra's Favorite Quote**



This quote is towards the end of the book and it followed by the line, **"It is within each of us that disrupting poverty begins."** I see this as a charge and call to action. We

have a sense of urgency to do something now, and disrupt poverty to make a real positive change in students' lives. It will take courage and a willingness to be vulnerable as we look and reflect on our own mental maps and stereotypes', but if we have to the courage to do what we can, look out!



# Career and Technical Education District Wide Plan

Pullman School District  
December 2024





# Requirements & Goals of Career & Technical Education

- ▶ All CTE programs are required:
  - ▶ To be aligned with academic and industry standards—both curriculum and equipment
  - ▶ To integrate 21st Century Leadership Skills
  - ▶ To maintain advisory committees to assist, advocate, and advise
  - ▶ To maintain intra-curricular Career & Technical Student Organizations (CTSO's)
  - ▶ To provide extended leadership activities through CTSO's
  - ▶ To be re-approved every five years based on requirements
    - ▶ ~~2024-25: Agriculture~~ Verification Reports will be released in January in lieu of re-approval this year
- ▶ Fulfill graduation pathways
- ▶ Provide and maintain CTE Dual Credit articulations
- ▶ Provide opportunities to earn Industry Recognized Credentials (IRCs)
- ▶ Provide credit for core academic subjects through cross-crediting



# CTSO Celebrations!





# Changes to Pullman CTE

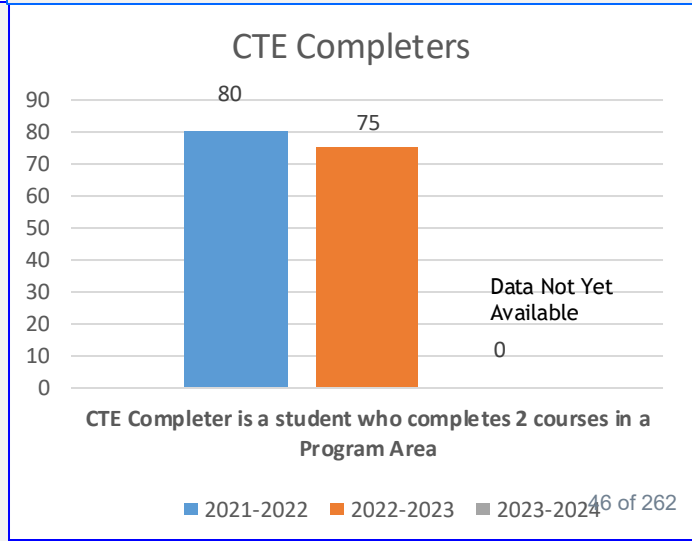
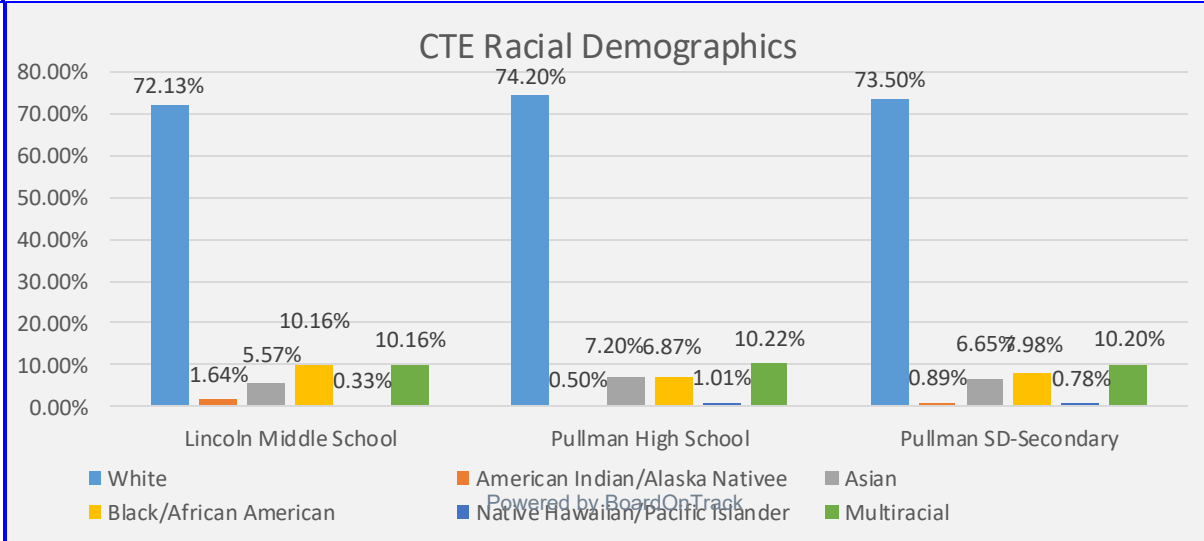
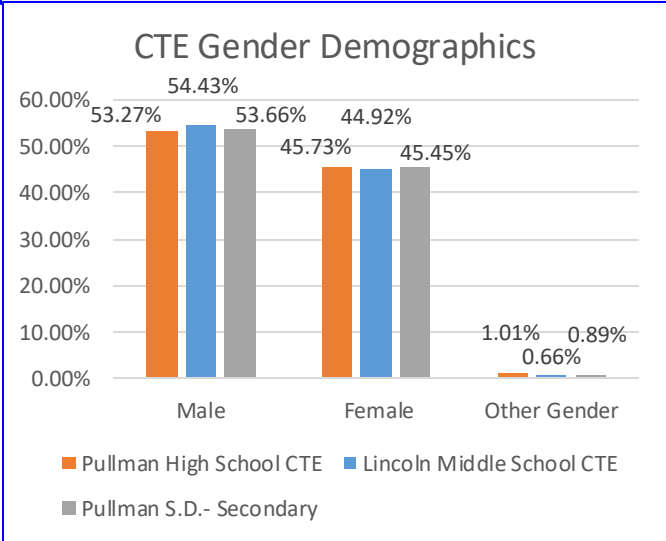
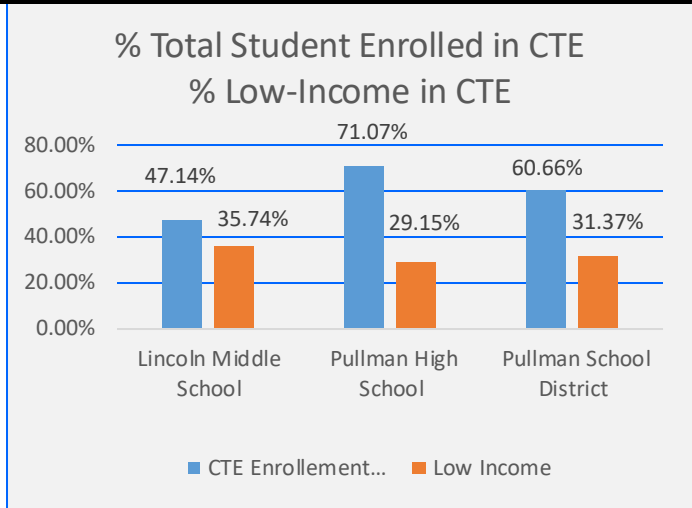
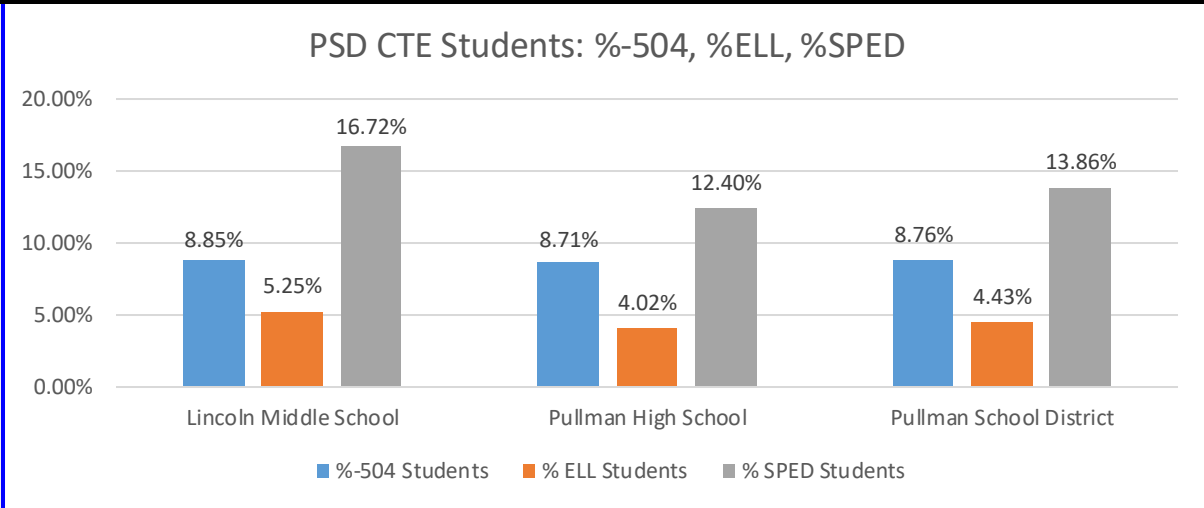
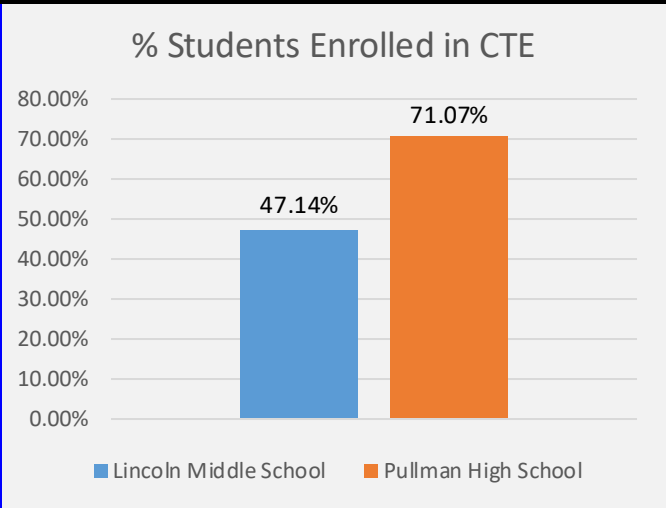
- ▶ New Teacher at PHS: Tanner Ferry
  - ▶ Teaching all Woods and Metals courses
  - ▶ Position returned to 1.0 from 1.2
- ▶ FCS Position changed to 0.8 from 1.0
- ▶ STEM Courses through PLTW Gateway to Tech at LMS:
  - ▶ Medical Detectives
  - ▶ Design & Modeling
  - ▶ Robotics
  - ▶ Digital Design
  - ▶ Computer Science for Innovators & Makers



Pullman School District - Regular Board Meeting - Agenda - Wednesday, January 8, 2025 at 6:20 PM

# Career and Technical Education- 24-25 Statistics

Pullman School District Secondary Overview- Career & Technical Education (CTE)																						
School	Student Enrollment		CTE Program Area Offerings						CTE Student Enrollment Demographics													CTE Completers
	Total Enrollment	CTE Enrollement (% CTE)	Agriculture	Business & Marketing	Health Sciences	Human Services	Skilled & Technical Sciences	STEM	Students with 504	ELL	SPED	White	American Indian/Alaska Native	Asian	Black/African American	Native Hawaiian/ Pacific Islander	Multiracial	Male	Female	Other Gender	Low Income	
Lincoln Middle School- CTE	647	47.14%	N/A	N/A	N/A	N/A	N/A	✓	8.85%	5.25%	16.72%	72.13%	1.64%	5.57%	10.16%	0.33%	10.16%	54.43%	44.92%	0.66%	35.74%	80
Pullman High School-CTE	840	71.07%	✓	✓	N/A	✓	✓	✓	8.71%	4.02%	12.40%	74.20%	0.50%	7.20%	6.87%	1.01%	10.22%	53.27%	45.73%	1.01%	29.15%	75
District Wide- Secondary	1487	60.66%	✓	✓	N/A	✓	✓	✓	8.76%	4.43%	13.86%	73.50%	0.89%	6.65%	7.98%	0.78%	10.20%	53.66%	45.45%	0.89%	31.37%	Not Available



# 2024-25 PSD CTE Course Offerings

## Lincoln Middle School

- ▶ Computer Applications (Willy) - 4 classes
- ▶ Communication Media (Willy) - 1 class
- ▶ Digital Design (Anderson) - 3 classes S1
- ▶ Medical Detectives (Anderson) - 1 classes S1
- ▶ Robotics (Anderson) - 1 class
- ▶ Design & Modeling (Anderson) - 3 classes S2
- ▶ Computer Science - Innovators & Makers (Anderson) - 1 class S2



# Pullman High School

## ▪ Business & Marketing Education

- Leadership (Project Management)- 1 Class
- \*Career Choices- 5 Classes
- ^Economics- 2 Classes
- \*Intro to Marketing – Class (Sem 1)
- ^Yearbook- 1 Class
- \*^Accounting – 0 Class
- \*Entrepreneurship – 1 Class (Sem 2)
- \*Marketing Operations – 1 Class

## ▪ Agriculture and Natural Science Education

- \*^Animal Science/\*^Vet Science- 1 Class
- \*^Plant Science I & II - 1 Class
- ^Ag. Physical Science- 1 Class
- ^Ag. Biology- 2 Classes
- \*Journalism & Leadership in Ag Communications

## ▪ Work Site Learning – 1 Class

## ▪ Skilled & Technical Science

- \*Digital Photography – 2 Classes
- ^AP Art Photography – 1 classes
- ^Digital Media Graphic Production – 1 class
- ^Digital Media Video Production – 1 class
- ^VR/AR Development/Video Game Design – 1 class
- ^HoundCentral Productions - 1 Class
- Metals I, \*II, III & ^IV - 3 Classes
- Intro to Construction/Construction II/Woods ^III & ^IV - 2 Classes
- CAD I (Computer Aided Drafting)- 1 Class
- ^3D Modeling & Animation – not offered this year

## ▪ STEM

- ^AP Computer Science- 1 Class
- \*Engineering Essentials – 1 Class
- \*Digital Electronics – 1 Class

## ▪ Family & Consumer Science Education

- \*Foods & Nutrition- 2 Classes
- \*^Culinary Arts- 2 Classes
- ^Fashion Design – 1 Class
- \*Early Childhood Education – 1 Class



**Pullman School District**  
**Career & Technical Education**

\* Designates a CTE Dual Credit Course

^ Designates a Cross-Credited Equivalency Course



# Graduation Pathways

- ▶ Added 17 cross program pathways in 23 - 24
- ▶ Approved six additional program pathways through General Advisory Committee
  - Will be submitted to OSPI for approval
  - Yearbook + Photography
  - J&L in Ag Comm + Photography
  - J&L in Ag Comm + Yearbook
  - Construction + Drafting
  - Metals + Drafting
  - Animal Science + Culinary Arts

## Added Pathways:

- ▶ Commercial Photography
- ▶ Culinary Photography
- ▶ Fashion Photography
- ▶ Television Video Production
- ▶ Visual Production
- ▶ Computer Science & Engineering
- ▶ Digital Electronic Programming & Software
- ▶ Digital Art
- ▶ Graphic, Interior, & Fabric Design
- ▶ Catering & Event Planning
- ▶ Restaurant & Food Service Management
- ▶ Farm to Table
- ▶ Fabrication Management
- ▶ Fashion Design & Marketing
- ▶ Early Childhood Service
- ▶ Family & Community Services

# CTE Dual Credit

- ▶ Articulated 7 courses through CCS
- ▶ \*1 in process through WWCC
- ▶ Currently have 15 articulated courses (16 after pending approval)
- ▶ 3 Year Goal (set in 23 - 24):
  - Offer at least one dual credit course within each graduation pathway
    - 4 pathways missing
  - Work with community colleges across Washington state to provide more offerings
    - Working with CCS, will expand further

Walla Walla Community College	Community Colleges of Spokane
<ul style="list-style-type: none"> <li>Accounting (ACCT 201: 5 credits)</li> <li>Animal Science (ANSC 110: 5 credits)</li> <li>Culinary Arts (CA 109 &amp; 112: 12 credits)</li> <li>Early Childhood Education (EDUC 115: 5 credits)*</li> <li>Entrepreneurship (BUS 194: 5 credits)</li> <li>Intro to Marketing (BUS 210: 5 credits)</li> <li>Metals 2 (WELD 111 &amp; 141: 10 credits)</li> <li>Plant Science (AGSC 113: 5 credits)</li> <li>Vet Science (ANSC 110: 5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>Career Choices (BUS 100: 3 credits)</li> <li>Digital Electronics (ELECT 211 &amp; 212: 8 credits)</li> <li>Digital Photography (PHOTO 126: 5 credits)</li> <li>Engineering Essentials (ENGR 110: 3 credits)</li> <li>Foods &amp; Nutrition (HM 116: 3 credits)</li> <li>Journalism &amp; Leadership in Ag Communications (AGHRT 185: 1 credit)</li> <li>Marketing Operations (MMGT 212: 5 credits)</li> </ul>



# Industry Recognized Credentials (IRCs) & Cross-Credit Courses

## 2023 - 2024 IRCs Offered:

- ▶ Washington State Food Handler Card (Foods & Nutrition, Marketing Operations)
- ▶ ServSafe Manager Certification (Culinary Arts)
- ▶ OSHA 10 Certification (Construction)
- ▶ Looking to increase IRC options!

## Cross-Credited Courses

- ▶ 20 courses cross-credited
- ▶ Students can earn credits in:
  - Fine Arts
  - Lab Science
  - Math
  - Social Studies

# Perkins Application Comprehensive Local Needs Assessment (CLNA)

- ▶ Required component for Perkins Application
- ▶ Results help inform Perkins spending
- ▶ Process:
  - Student Survey
  - CTE Staff Collaboration
  - Stakeholder Survey
  - CTE General Advisory Committee Review & Approval
- ▶ Stakeholders:
  - CTE Teachers
  - Program Advisory Board Members
  - Secondary Administrators
  - Secondary Sped Teachers
  - Secondary Counselors

# Perkins Application

## Comprehensive Local Needs Assessment (CLNA)

**Priority Rating Scale:**  
 1. Significant Gaps/Multiple Gaps  
 2. Some Gaps - No Plan  
 3. Few Gaps - Plan in Place  
 4. No Gaps Exist

CLNA Element	Identified Gaps	Strategies for improvement	Priority Rating
Element 1: Improving Equity and Access	<ul style="list-style-type: none"> <li>•Not adequate support for courses with large numbers of IEP/504/behavior plan students</li> <li>•Not enough emphasis to students of cross-crediting opportunities</li> <li>•Students do not have time/opportunities to analyze potential programs of study</li> </ul>	<ul style="list-style-type: none"> <li>•Work with sped and counselors to ensure adequate support is given in classes</li> <li>•Increase promotion of classes through elective fair</li> <li>•Ensure students are aware of programs of study/pathways available</li> </ul>	2
Element 2: Evaluation of Student Performance	<ul style="list-style-type: none"> <li>•Postsecondary credentials low (35.1%)</li> <li>•Nontraditional male enrollment low (2.5%)</li> <li>•Reading/ELA, Mathematics, &amp; Science Proficiency were below school average</li> <li>•Low female enrollment in Shop (19.3%) and STEM (17.7%)</li> </ul>	<ul style="list-style-type: none"> <li>•Showcase nontraditional students in promotional materials</li> <li>•Look for opportunities to add IRCs</li> <li>•Work with core academic departments to better align with standard support needs</li> <li>•Targeted recruitment of females in Shop and STEM</li> </ul>	2
Element 3: Evaluation of CTE Programs	<ul style="list-style-type: none"> <li>•Can increase local industry partnerships</li> <li>•Can increase work-based learning opportunities in classes</li> <li>•Low Work-Site Learning Enrollment</li> <li>•Being able to replace/repair equipment to industry standard due to funding</li> </ul>	<ul style="list-style-type: none"> <li>•Create connections with local industry</li> <li>•Create connection with Pullman Chamber of Commerce</li> <li>•More recruitment for Work-Site Learning</li> <li>•Evaluate and prioritize equipment needs to maintain industry standards</li> </ul>	3
Element 4: Implementation of Programs and CTE Programs of Study	<ul style="list-style-type: none"> <li>•Not all program areas offer industry certifications</li> <li>•Students have limited awareness of pathway options within CTE</li> </ul>	<ul style="list-style-type: none"> <li>•Research and implement more industry certifications into courses</li> <li>•Work to ensure students courses match their high school and beyond plan</li> <li>•Create opportunities to expose students to CTE graduation pathway options</li> </ul>	3
Element 5: Recruitment, Retention and Training of CTE Educators	<ul style="list-style-type: none"> <li>•Teaching staff diversity does not reflect our student body</li> <li>•Limited opportunities for professional development for teachers due to funding</li> </ul>	<ul style="list-style-type: none"> <li>•Expand our job posting range by using multiple mediums to post jobs</li> <li>•Ensure opportunities for teachers to participate in area-focused professional development (grants, prioritized spending, etc.)</li> </ul>	3

# Carl D. Perkins Grant

- ▶ Federal Funding grant for the improvement of secondary and postsecondary CTE programs.
- ▶ Pullman School District has used the Perkins Grant to purchase equipment/supplies to enhance student learning
- ▶ Use of funds needs to reflect needs determined in CLNA
- ▶ Pullman School District Perkins Grants and use the last six years

Year	Amount of grant	Program	Use
2024-25	\$23,977	General Use	CTSO Advisor Travel, IRC's, Equipment Update/Repair
2023-24	\$33,052	General/Woods & Metals	CTE Display Case, IRC's, Equipment for metal shop
2022-23	\$19,635	Business Education/ STEM	Equipment/supplies for Business and Engineering
2021-22	\$19,453	Family & Consumer Science/ Business Education	Equipment/supplies, Plotter
2020-21*	\$19,835	Agriculture Ed.	Equipment/supplies for Greenhouse
2019-20*	\$18,828	Multimedia	Equipment/supplies to outfit video production ambulance

\*-Different CTE Director

# Use of Perkins Funds 2024 - 2025

- ▶ CTSO Advisor Travel:
  - Due to increased costs in other areas (salaries, etc.) and decreased enrollment, travel budget was cut for CTE for 2024 - 2025
  - CTSO's are still a requirement!
  - Perkins will pay for advisor costs associated with traveling to CTSO competitions (registration, hotel, flights/fuel, rental vehicles, etc.)
- ▶ Purchasing Industry Recognized Credentials:
  - Will allow teachers to try out new IRC's in their classes
- ▶ Equipment Update/Repair:
  - We will evaluate and prioritize equipment needs in all program areas to ensure industry standard is maintained

# Challenges & Future Direction

## ▶ Challenges

- ▶ Continuing to add/maintain options for students with a declining/plateauing population
  - ▶ Health Sciences is often brought up as a needed area
- ▶ Maintaining educational standards and safety in classes overloaded with students on IEPs/504s/behavioral plans
  - ▶ Number of IEPs allowed in a class are not capped for CTE classes
- ▶ Staying up-to-date on industry standards and curriculum without professional development opportunities for teachers

## ▶ Future Direction

- ▶ Ensure CTE courses and pathways are emphasized to ALL students and align with HSBP
- ▶ Promote options at all levels after completing a CTE pathway
- ▶ Increase community and business connections
- ▶ Increase opportunities for Dual Credit, Work-Based Learning, and Industry Recognized Credentials
- ▶ Look for opportunities to offer more options for core academic classes within CTE



# 2024 PSD Transportation Report

- 
- 
- ? Operations
  - ? Staffing
  - ? Vehicle Fleet



# Operations:

- ❑ K-5 in-town transportation for students outside the one-mile walk zone, or across an unsafe street crossing
- ❑ K-12 rural routes transportation
- ❑ 6-12 in-town transportation either by a PSD yellow bus (school to school) or by using Pullman Transit and Youth Fare free pass
- ❑ 15 routes total
  - ❑ 4 dedicated in-town elementary routes
  - ❑ 4 dedicated routes for students with special needs
  - ❑ 1 Head Start/Developmental Preschool route
  - ❑ 6 Hybrid/Rural routes

# Operations:

- ❑ To/From routes travel +/- 850 mile/day (Yellow PSD buses)
- ❑ +/- 405 students in the a.m.
- ❑ +/- 495 students in the p.m.
- ❑ Field trips and Athletic/Activities trips:
  - ❑ September = 37 October = 42
- ❑ 23- 24 total miles 213,068

# Staffing:

- ❑ Transportation Supervisor, Mechanic, 14 drivers, 4 subs
- ❑ Currently short 2 regular route drivers
- ❑ Sub pool continues to be a challenge
- ❑ Continue to recruit and train (1 starting in Dec, 1 radio add in progress)
- ❑ Cross training new hires in PSD Maintenance team to obtain CDL (additions in Dec.)
- ❑ Limits availability for field and activity/athletic trips
- ❑ Rolling cancelation of routes is a real possibility

# Vehicle Fleet:

? 26 buses, 9 auxiliary vehicles (vans etc.)

? Fleet Age:

24-25	23-24	22-23	21-22	20-21
73% < 10yrs	69% < 10yrs	63% < 10yrs	68% < 10yrs	68% < 10yrs
15% 10 - 15yrs	12% 10 - 15yrs	11% 10 - 15yrs	12% 10 - 15yrs	16% 10 - 15yrs
8% 15 - 20yrs	15% 15 - 20yrs	22% 15 - 20yrs	20% 15 - 20yrs	16% 15 - 20yrs
? 4% +20yrs	4% +20yrs	4% +20yrs	0% +20yrs	0% +20yrs

? 23-24 = \$180,000/bus (19-20 = \$130,000)

? Electric Bus Grants:

? US EPA and WA State DOE (2 current buses, approved grant for #3, pursuing #4)

? SEL partnership

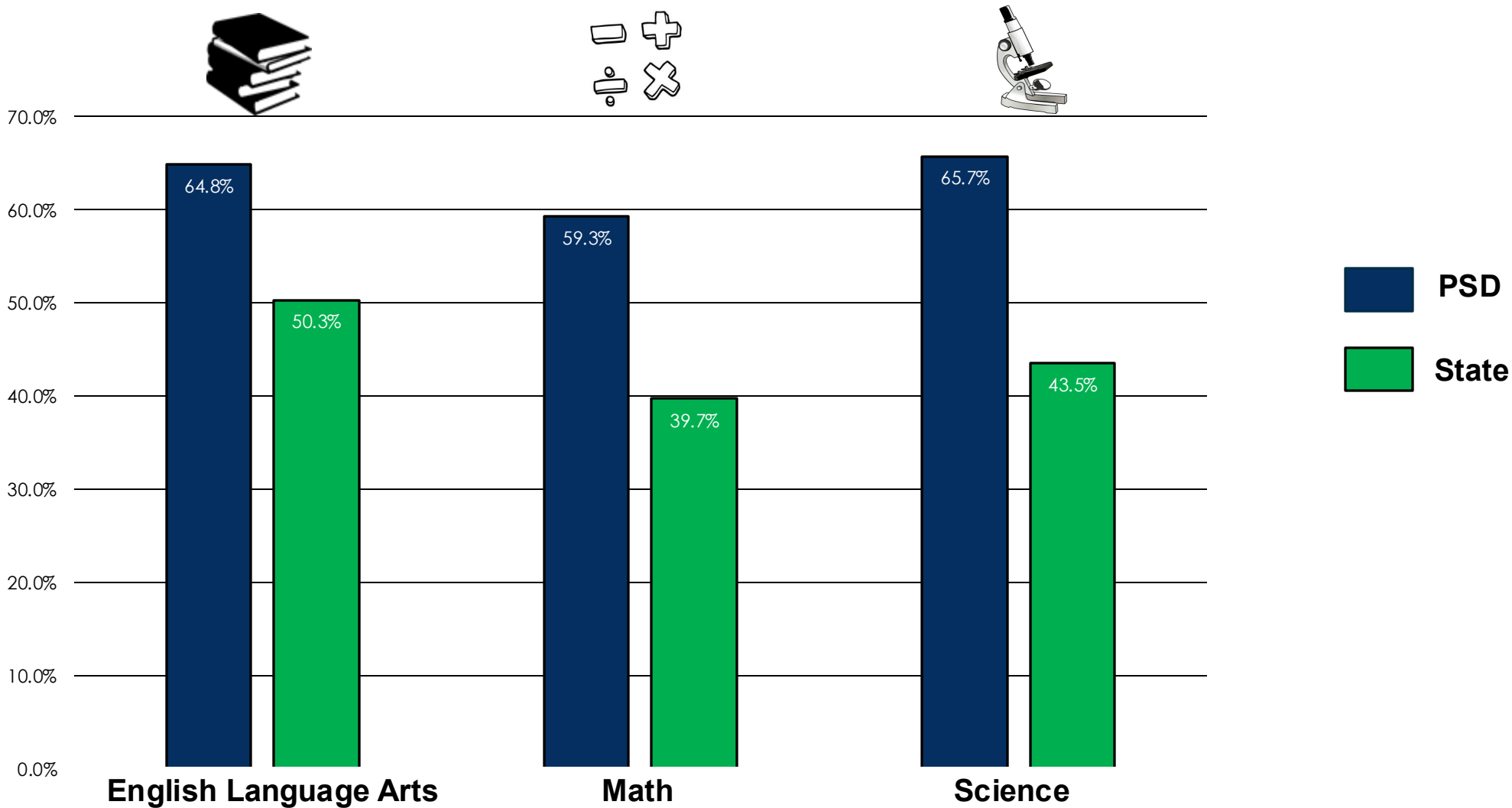
# **2023-2024 Spring State Assessment Data**

## **Pullman School District School Board Meeting December 11, 2024**

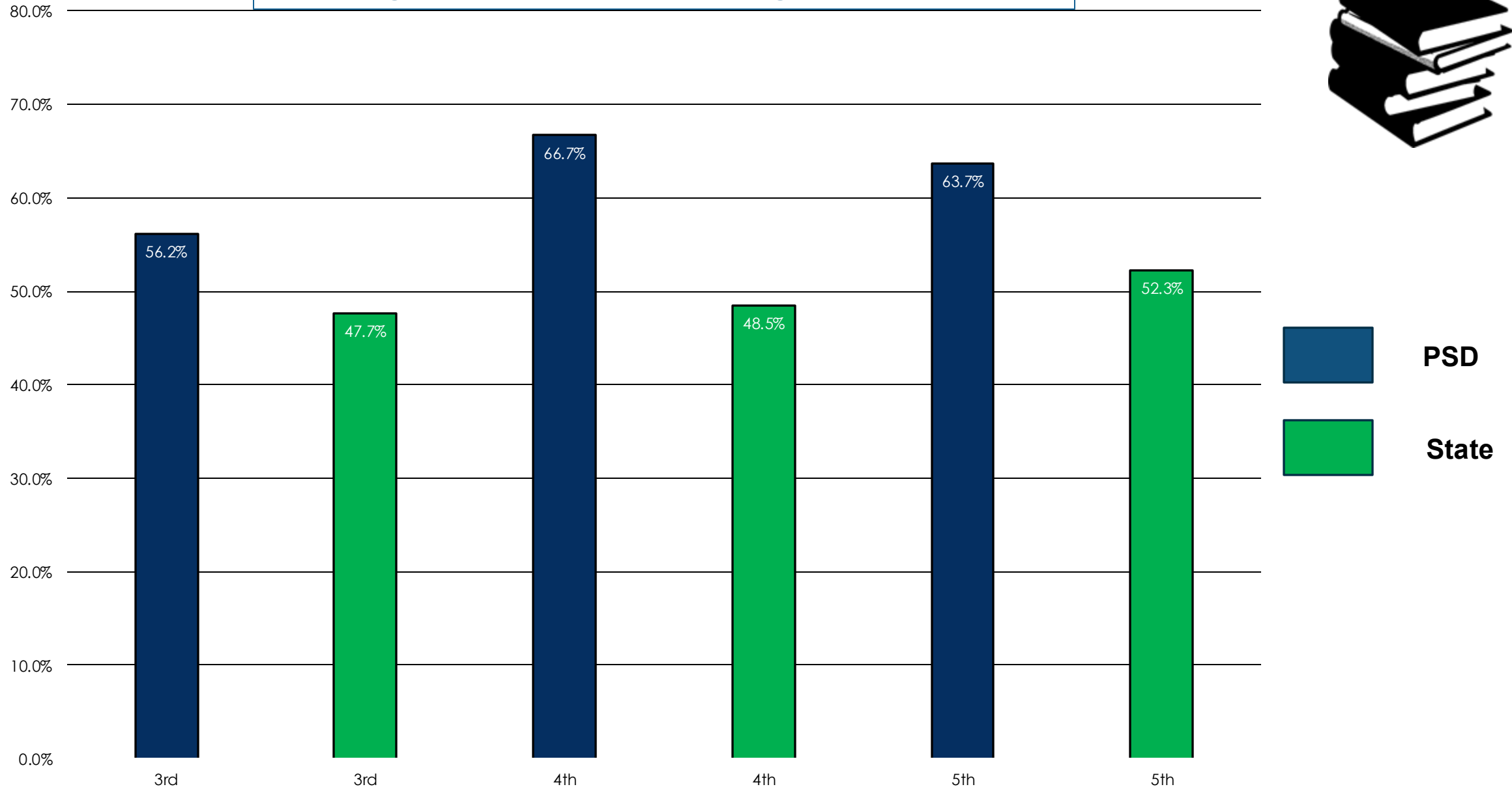
**Presented by Roberta Kramer**

# Student Performance on State Assessments 2023-2024

Percentage of PSD students who met grade level standards

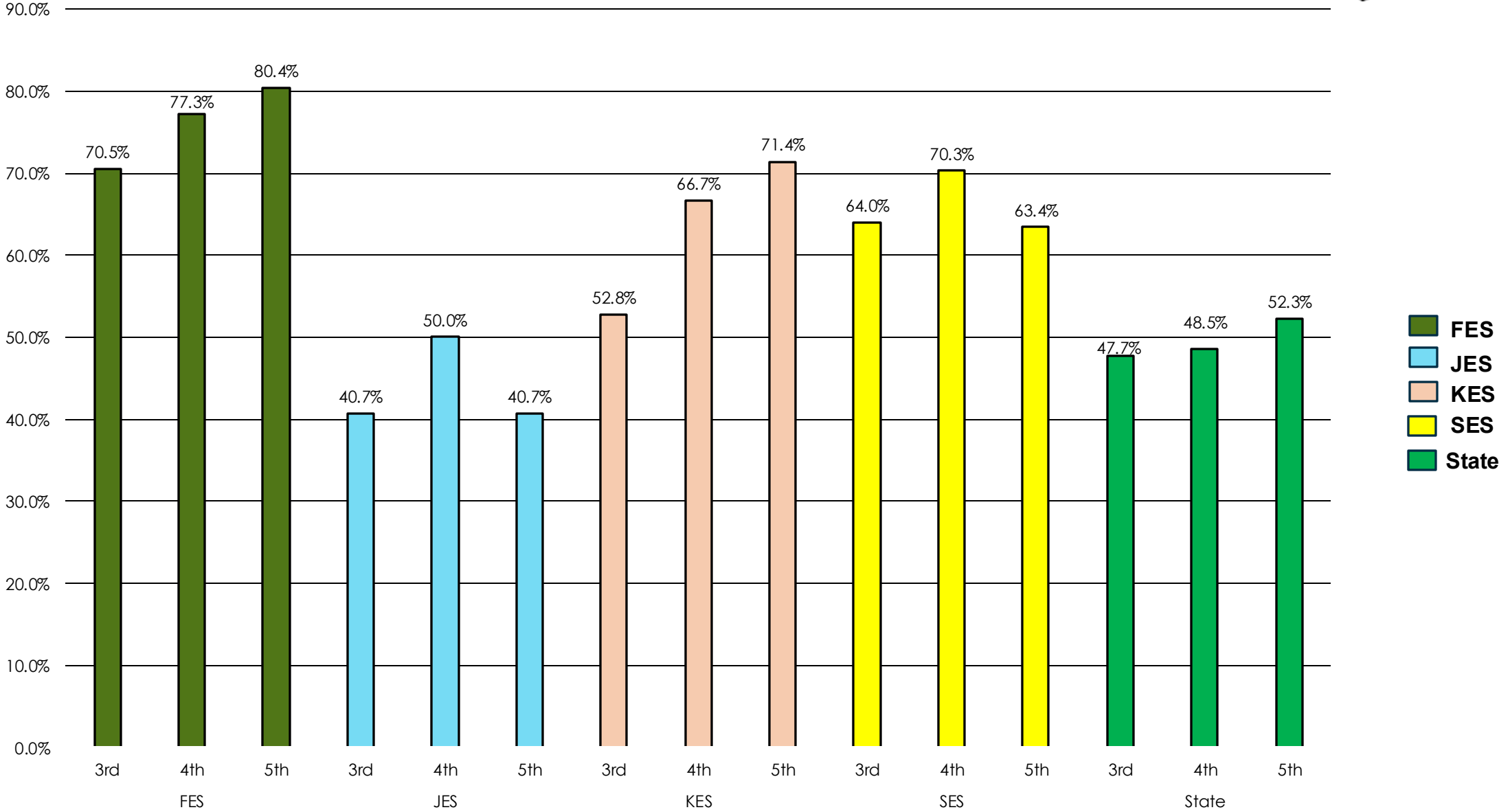


Percentage of PSD students who met grade level standards



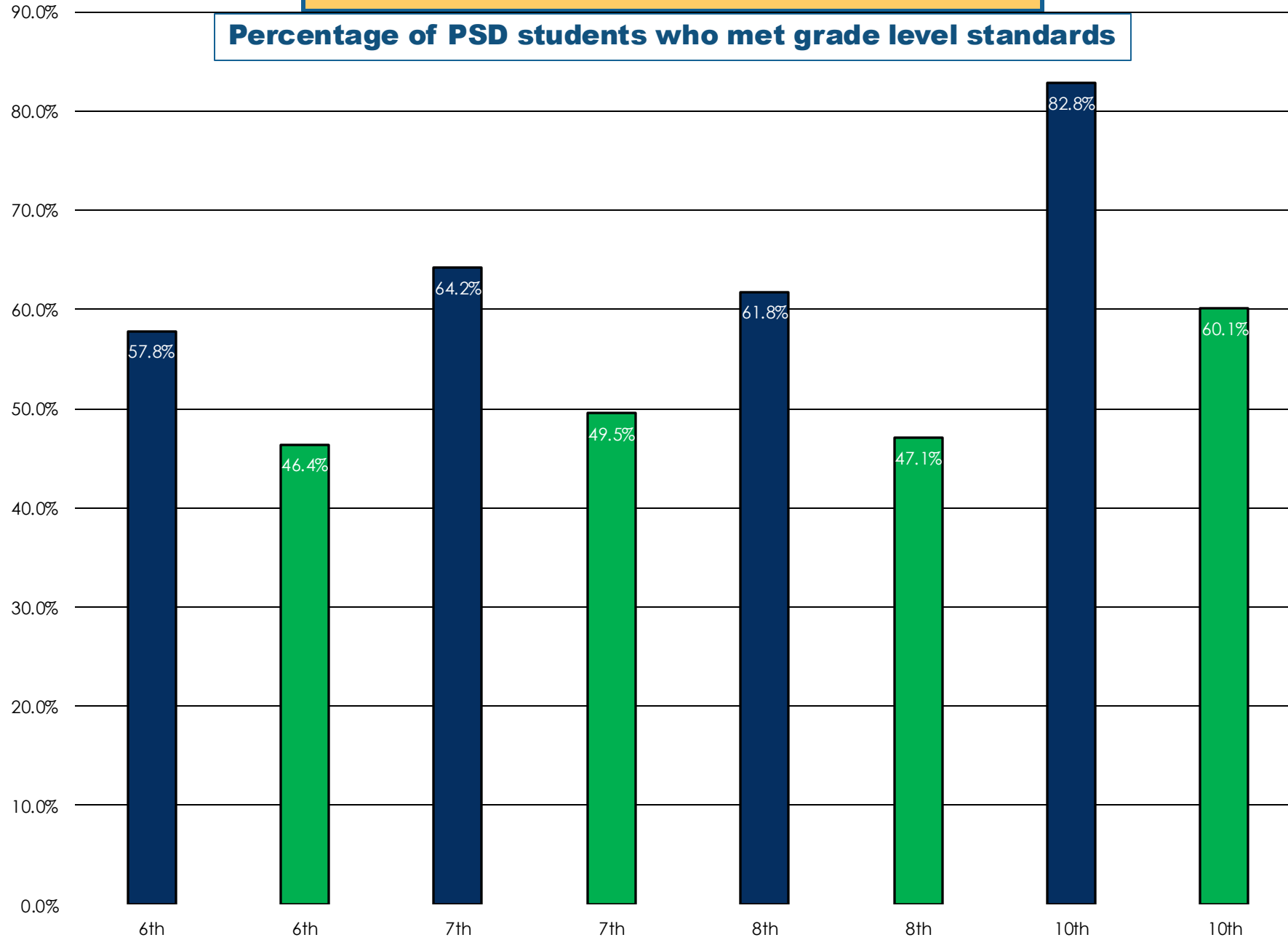
# Elementary ELA – SBA Spring 2024

## Percentage of PSD students who met grade level standards





## Percentage of PSD students who met grade level standards

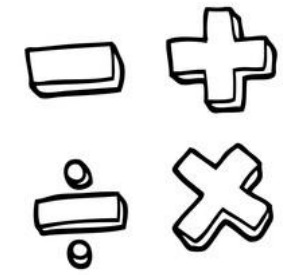
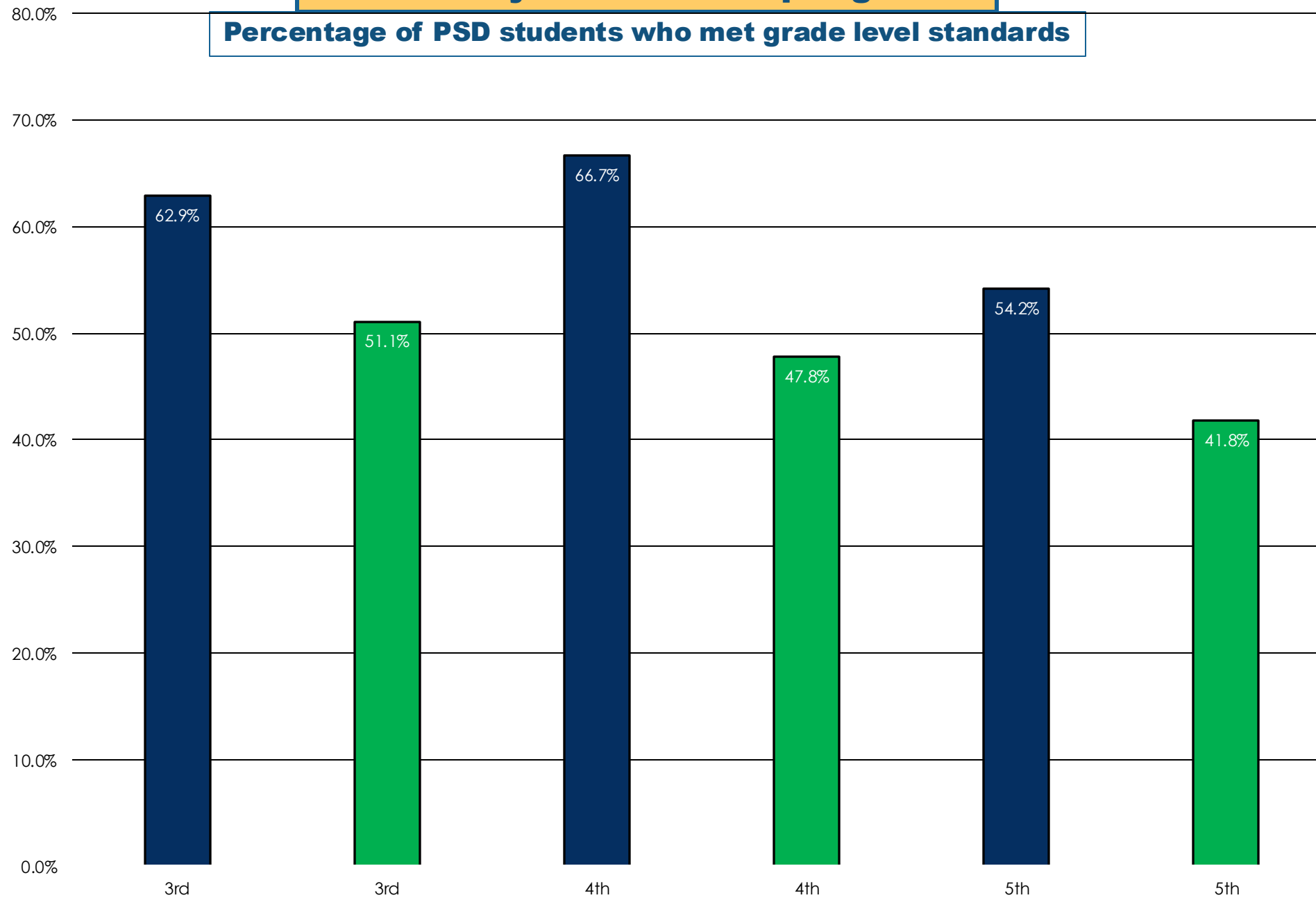


**PSD**



**State**

Percentage of PSD students who met grade level standards

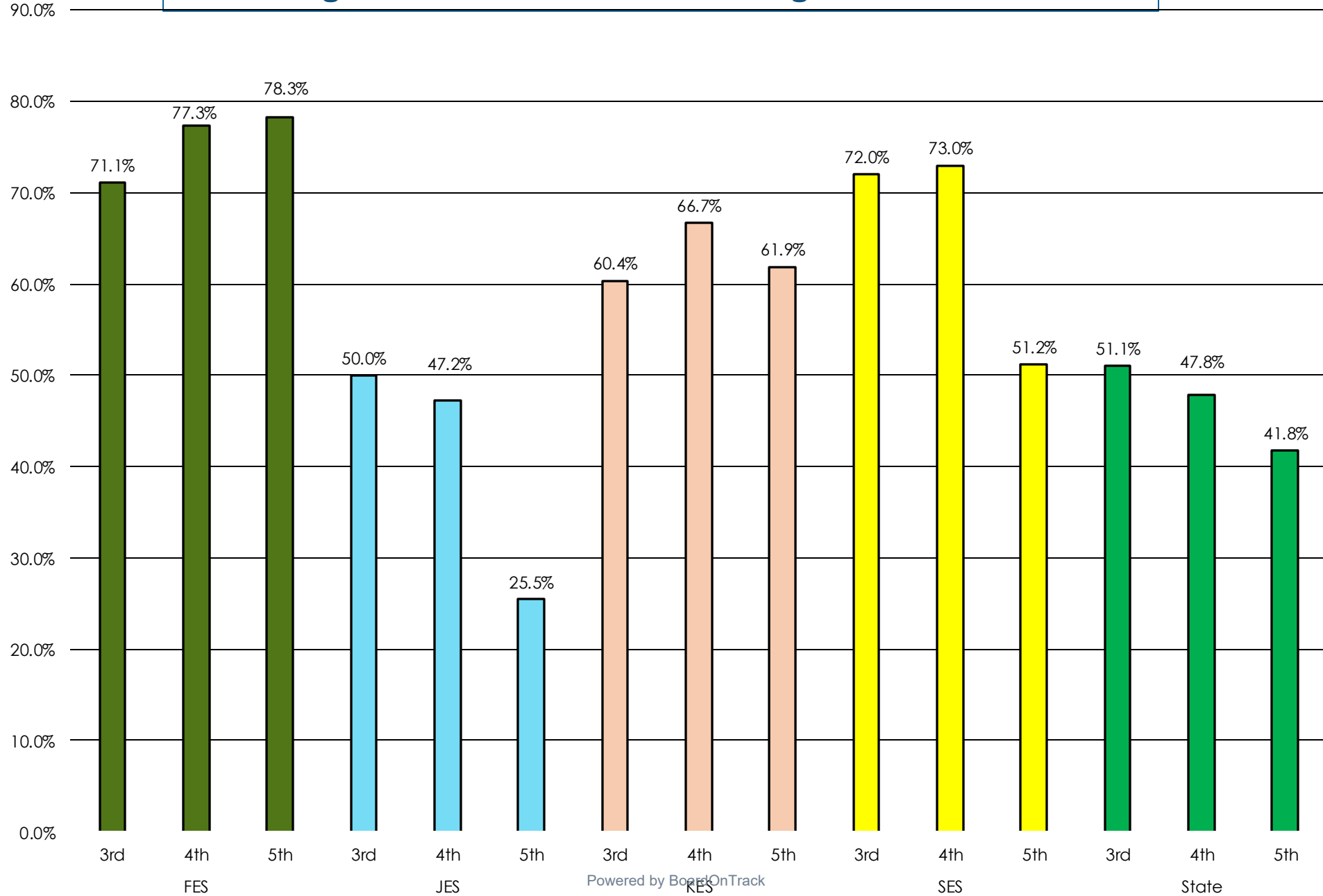


PSD

State

# Elementary Math – SBA Spring 2024

## Percentage of PSD students who met grade level standards



70.0%

Percentage of PSD students who met grade level standards

60.0%

50.0%

40.0%

30.0%

20.0%

10.0%

0.0%

6th

6th

7th

7th

8th

8th

10th

10th

58.3%

37.3%

57.2%

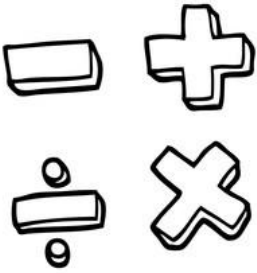
37.8%

60.5%

33.5%

56.7%

29.9%

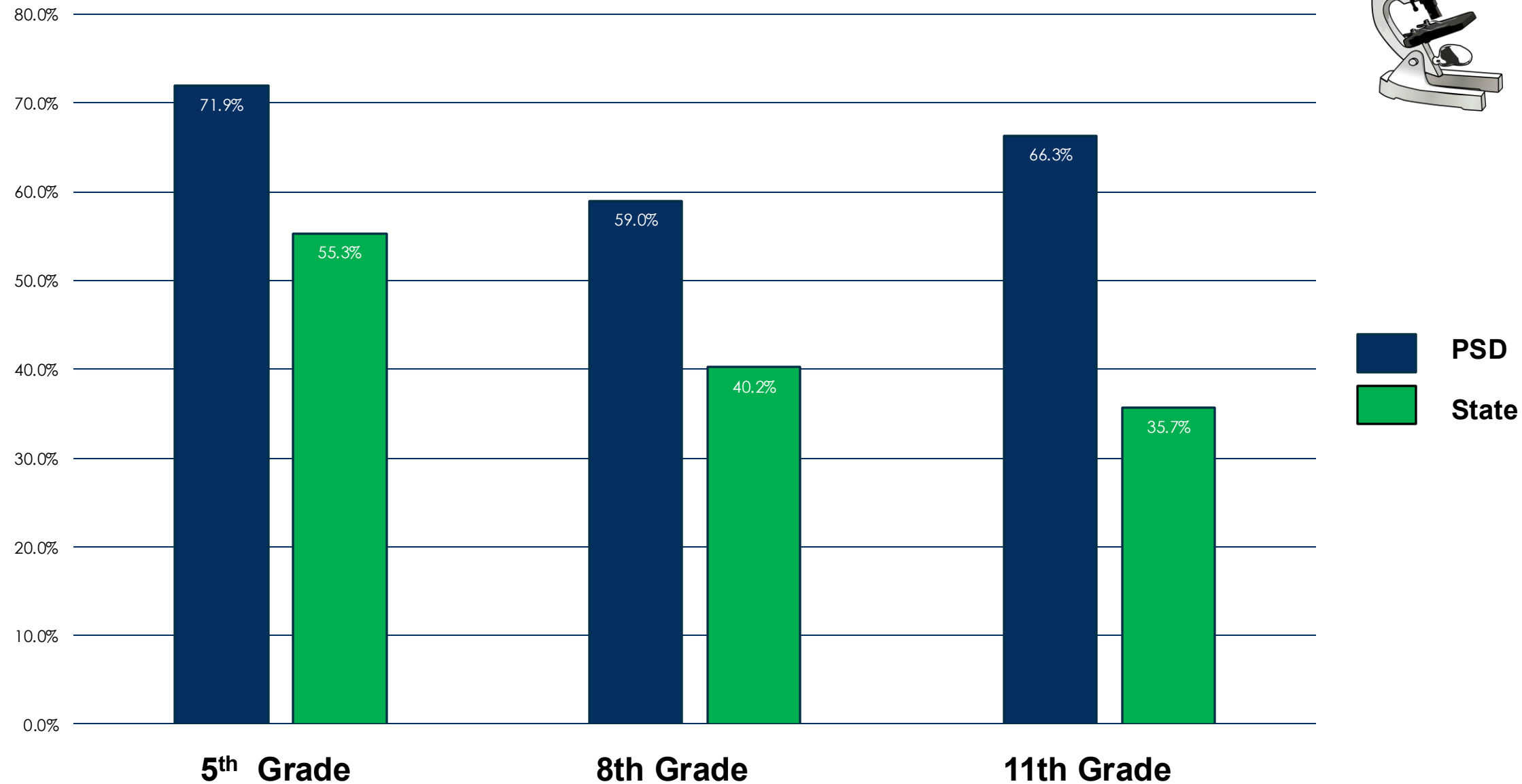
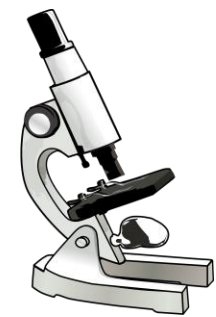


PSD



State

Percentage of PSD students who met grade level standards



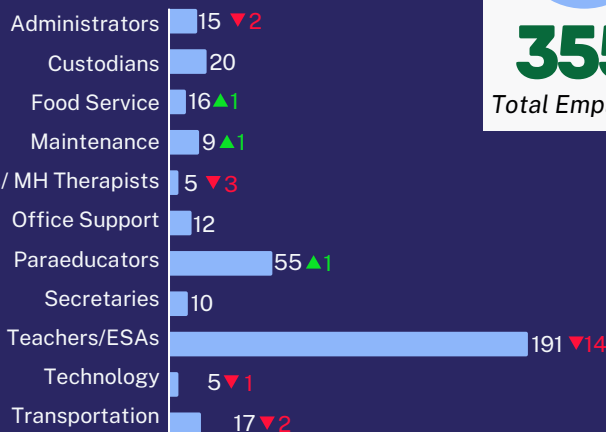


# Pullman Public Schools Human Resources Dashboard Report

2024-2025

## EMPLOYEE BREAKDOWN

Employee Type



Employee Count

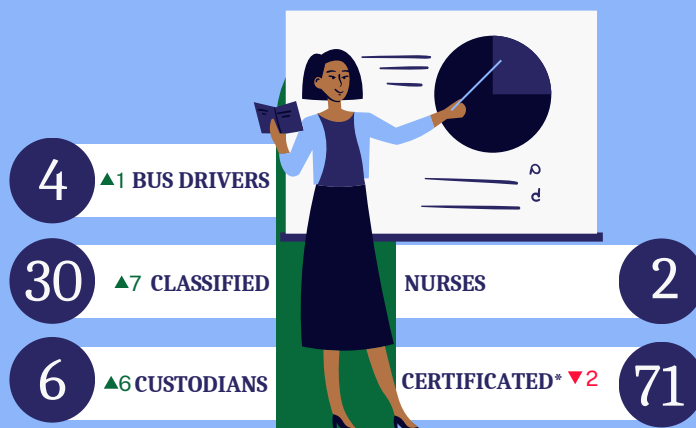


355

Total Employees

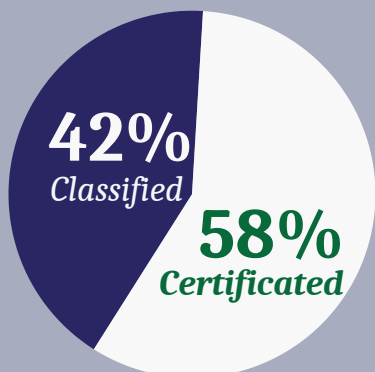
## ACTIVE SUBSTITUTES

\*Includes 30 Emergency Substitutes, which is a decrease of 6 from last school year



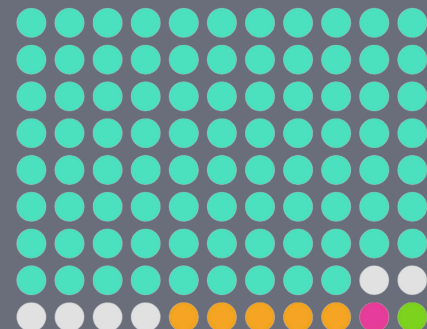
206 certificated staff

149 classified staff



## EMPLOYEE DIVERSITY

Asian	5 employees	1.4%
American Indian or Alaskan Native	0 employees	0.0%
Black or African American	4 employees	1.1% ▼1
Hispanic or Latino	21 employees	5.9% ▲1
Two or more races	17 employees	4.8% ▲1
Native Hawaiian or other Pacific Islander	1 employee	0.3% ▲1
White	307 employees	86.5% ▼11



■ Asian 
 ■ Black or African American 
 ■ Hispanic or Latino 
 ■ White 
 ■ Two or more races



## COLLECTIVE BARGAINING GROUPS & CONTRACT STATUS

**PULLMAN EDUCATION ASSOCIATION (PEA)**  
-OPEN 2025

**PULLMAN BUILDING SECRETARIES**  
-OPEN 2026

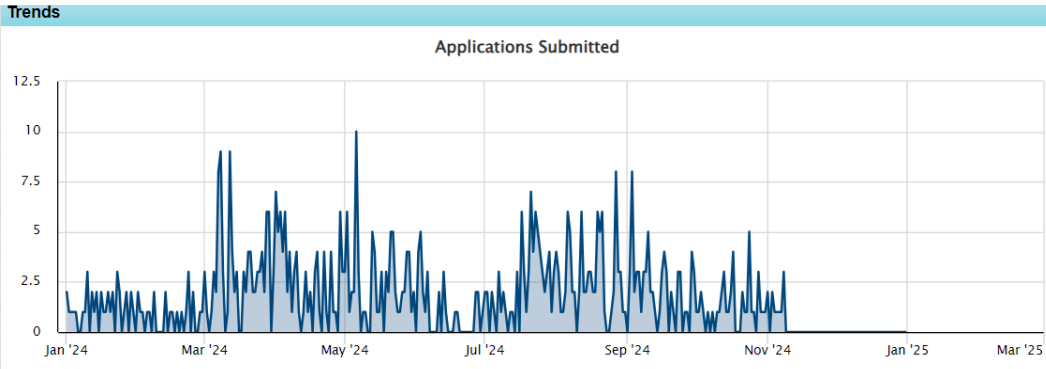
**PULLMAN PARAEDUCATORS ASSOCIATION (PPA)**  
-OPEN 2025

**PULLMAN EDUCATIONAL SUPPORT PERSONNEL (ESP)**  
-OPEN 2025

## RECRUITMENT DATA

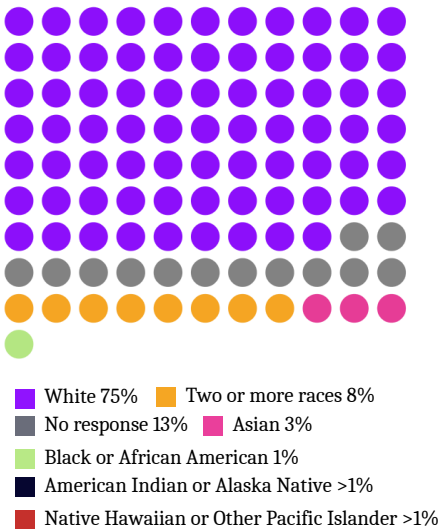
As of November 30, 2024

**608 APPLICATIONS SUBMITTED BETWEEN 1/1/2024 AND 12/31/2024**

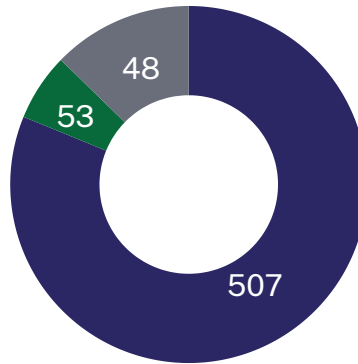


## APPLICANT DEMOGRAPHICS

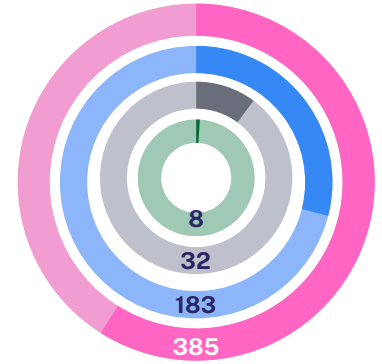
### Race



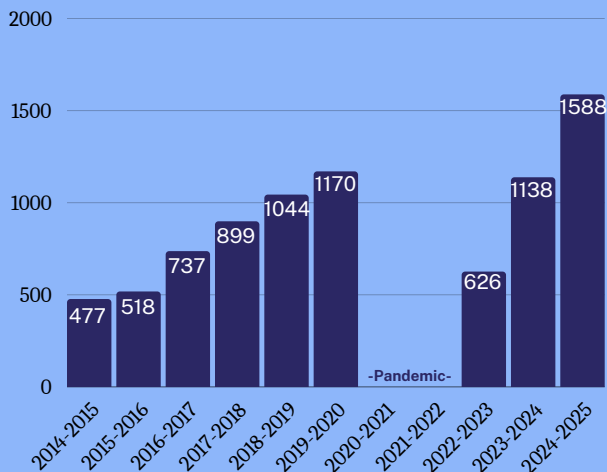
### Ethnicity



### Gender



## VOLUNTEERS



Note: During the pandemic, volunteers were not allowed for the 2020-21 & 2021-22 school years



# Coversheet

## Personnel Report

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	B. Personnel Report
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Report - 1.8.2025 Personnel.pdf



# MEMORANDUM

TO: Board of Directors

FROM: Bob Maxwell, Superintendent  
Dagny Myers, Human Resources Director

DATE: January 8, 2025

SUBJECT: **Personnel Report**

*Employment with the District will be conditional upon the district's receipt of a criminal conviction history record that is clear of any convictions, adjudications, protective orders, final decisions, or criminal charges in accordance with Washington State law and conditional upon receipt of a Sexual Misconduct Disclosure Form from prior Washington State employer(s), where employment was in a school setting, indicating that no sexual misconduct materials were found in the records of such employer(s) pursuant to RCW 28A.400 and WAC 180-87-080.*

**I recommend the Board of Directors accept the following:**

**Certified:** **Kenyah Thomas**, English teacher at Pullman High School, resignation effective December 20, 2024

**Kason Tibbs** as leave replacement math teacher at Lincoln Middle School beginning January 6, 2025, through April 25, 2025

**Classified:** **Burcu Gunasti**, itinerant head cook, transfer to head cook at Lincoln Middle School

**I recommend the Board of Directors approve the following supplemental/stipend payments:**

**Maryum Ajaz** as support assistant wrestling coach at Pullman High School

**Chris Engle** as head girls basketball coach at Lincoln Middle School

**Mateja Loncar**, assistant girls basketball coach at Lincoln Middle School, resignation

**Rozalyn Strong**, assistant activities manager at Lincoln Middle School, resignation

**Kim Turner** as assistant girls basketball coach at Lincoln Middle School

**For Your Information:**

# Coversheet

## Personal/Professional Services Contract Report

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	C. Personal/Professional Services Contract Report
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Report - Contracts 1.8.2025.pdf

# MEMORANDUM

TO: Board of Directors

FROM: Bob Maxwell, Superintendent  
Dagny Myers, Human Resources Director

DATE: January 8, 2025

SUBJECT: **Professional/Personal Services Contract Report**

*Employment with the District will be conditional upon the district's receipt of a criminal conviction history record that is clear of any convictions, adjudications, protective orders, final decisions, or criminal charges in accordance with Washington State law and conditional upon receipt of a Sexual Misconduct Disclosure Form from prior Washington State employer(s), where employment was in a school setting, indicating that no sexual misconduct materials were found in the records of such employer(s) pursuant to RCW 28A.400 and WAC 180-87-080.*

**I recommend the Board of Directors approve the following Professional/Personal Services Contracts:**

**Petra's Educational Consulting** to provide in-person professional development training on standards-based goal writing for the district's special education teachers, January 8, 2025, through February 28, 2025, \$1,200.00.

**Annette Schraufnagel** to officiate at Pullman High School swim meets for the 2024-2025 season, services to be completed no later than June 13, 2025, \$20.00 per hour.

**Washington State School for the Blind**, amendment to contract to provide an Orientation and Mobility Instructor for on-site consultation and/or direct services for District blind/low vision students during the 2024-2025 school year, increase of service time from up to .5 days per month to up to 1 day per month, \$7,320.00.

# Coversheet

## Warrants

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	D. Warrants
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Payroll Warrant Authorization Form_December 2024.pdf CK Summaries 1.8.25.pdf Addtl CK Summary 1.8.25.pdf



Payroll Office  
Pullman School District No. 267  
240 SE Dexter St  
Pullman WA 99163  
Phone: 509.334.9395  
Fax: 509.334.0375

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## **PAYROLL WARRANT AUTHORIZATION**

The Board of Directors of Pullman School District No. 267, Whitman County, Washington, hereby authorizes the payment of payroll warrant numbers [26735380](#) to [26735413](#) inclusive, with payroll amounting to [\\$3,033,185.10](#) issued [12/31/2024](#) on the account of the General Fund.

Said warrants have been signed by the Secretary of the Board of Directors by order of said Board.

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Secretary

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President of Board of Directors

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$85,911.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26735379 through 26735379, totaling \$85,911.60

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
26735379	Avista Utilities	12/20/2024	85,911.60

1	Computer	Check(s) For a Total of	85,911.60
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	85,911.60
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	85,911.60
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	85,911.60

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	85,911.60	85,911.60



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$68.75. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26735415 through 26735415, totaling \$68.75

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735415	Kovanda, Rachel Cathy	01/09/2025	68.75
1	Computer	Check(s) For a Total of	68.75

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	68.75
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	68.75
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	68.75

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	68.75	68.75

Ap-PHS ASB

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$9,213.75. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26735416 through 26735426, totaling \$9,213.75

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735416	Cheslek, Joshua Forrest	01/09/2025	82.70
26735417	Coachcomm	01/09/2025	4,905.00
26735418	D&J Sports of Washington	01/09/2025	389.52
26735419	Game One	01/09/2025	80.93
26735420	Josten's	01/09/2025	962.55
26735421	M&M Schock LLC	01/09/2025	80.00
26735422	Northwest Engraving Services L	01/09/2025	53.95
26735423	Pullman School District	01/09/2025	445.00
26735424	Pullman School Dist - Revolvin	01/09/2025	1,020.00
26735425	US Foods, Inc.	01/09/2025	465.10
26735426	Washington FFA Association	01/09/2025	729.00

11	Computer	Check(s) For a Total of	9,213.75
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	11	Computer	Checks For a Total of	9,213.75
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	9,213.75
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	9,213.75

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-362.50	0.00	9,576.25	9,213.75

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$59.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 242500081 through 242500083, totaling \$59.03

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500081	Claassen, Katelyn Jamie	01/09/2025	31.89
242500082	El Chabib, Zena	01/09/2025	5.23
242500083	Lee, Ann Marie	01/09/2025	21.91
3	ACH	Check(s) For a Total of	59.03

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	3	ACH	Checks For a Total of	59.03
	0	Computer	Checks For a Total of	0.00
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	59.03
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	59.03

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	59.03	59.03



GF ACH

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$3,967.73. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 242500084 through 242500089, totaling \$3,967.73

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500084	ESD 112	01/09/2025	80.00
242500085	Haramoto, Kameron	01/09/2025	50.00
242500086	Heiszler, Matthew David	01/09/2025	50.00
242500087	Maxwell, Robert L	01/09/2025	475.00
242500088	NCS Pearson, INC	01/09/2025	1,969.85
242500089	US Linen and Uniform	01/09/2025	1,342.88

6	ACH	Check(s) For a Total of	3,967.73
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	6	ACH	Checks For a Total of	3,967.73
	0	Computer	Checks For a Total of	0.00
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	3,967.73
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,967.73

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	3,967.73	3,967.73



GF Rem

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$584.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26735427 through 26735432, totaling \$584.40

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735427	Barbour, Angela Marie	01/09/2025	136.68
26735428	Bromley, Daniel Patrick	01/09/2025	45.23
26735429	Carter, Arron Hyrum	01/09/2025	152.81
26735430	Gordon, Kelci Joy	01/09/2025	156.00
26735431	Lopez, Autumn M	01/09/2025	54.28
26735432	Manis, Kristina	01/09/2025	39.40

6	Computer	Check(s) For a Total of	584.40
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	6	Computer	Checks For a Total of	584.40
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	584.40
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	584.40

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	584.40	584.40

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$181,703.63. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26735433 through 26735488, totaling \$181,703.63

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735433	Brenda, Merry	01/09/2025	343.71
26735434	Broken Winds LLC	01/09/2025	180.00
26735435	Broughton, Alexandra D	01/09/2025	2,200.00
26735436	Bryson Sales & Service	01/09/2025	1,739.88
26735437	Building Blocks Pediatric Ther	01/09/2025	792.00
26735438	CDW Government LLC	01/09/2025	1,186.90
26735439	Charlies Produce	01/09/2025	58.60
26735440	City Of Pullman	01/09/2025	7,974.62
26735441	City of Pullman Water	01/09/2025	100.87
26735442	Coleman Oil Company LLC	01/09/2025	1,911.02
26735443	Community Child Care Center	01/09/2025	3,046.33
26735444	Consolidated Electric	01/09/2025	1,560.73
26735445	Dept Of Retirement Systems	01/09/2025	1,777.49
26735446	Dunlap, Ryan D	01/09/2025	50.00
26735447	Envoy Plan Services, Inc.	01/09/2025	17.50
26735448	First Step Internet	01/09/2025	105.00
26735449	Forest Wrecker Service	01/09/2025	1,390.00
26735450	Four Star Supply Co., Inc	01/09/2025	338.07
26735451	Gordon, Alexander J	01/09/2025	50.00
26735452	HD Supply Facilities Maint	01/09/2025	713.50
26735453	HD SUPPLY	01/09/2025	2,494.89
26735454	Heritage Wheel & Tire	01/09/2025	138.72
26735455	Huddle Up Care Inc	01/09/2025	5,775.00
26735456	King County Director's Assoc	01/09/2025	4,427.30
26735457	Kramer, Roberta Jo	01/09/2025	150.00
26735458	Kuhl Auto Parts, LLC	01/09/2025	257.27
26735459	Leader Services	01/09/2025	282.80
26735460	LessonPix Inc.	01/09/2025	26.93
26735461	Level 3 Communications, LLC	01/09/2025	379.09
26735462	LinguaLinx, Inc.	01/09/2025	296.46
26735463	Lionbridge Technologies Inc.	01/09/2025	3.57
26735464	LKJ Pizza LLC	01/09/2025	1,349.80
26735465	Moscow-Pullman Bldg. Supply	01/09/2025	988.80

Check Nbr	Vendor Name	Check Date	Check Amount
26735466	NEWESD 101	01/09/2025	44,428.77
26735467	Northwest Auto Parts	01/09/2025	2.56
26735468	Otis Elevator Co	01/09/2025	836.21
26735469	Palouse Locksmith	01/09/2025	135.93
26735470	Patriot Fire	01/09/2025	5,334.57
26735471	Pollestad, Juston B	01/09/2025	150.00
26735472	Pullman Regional Hospital	01/09/2025	2,300.00
26735473	Pullman Disposal	01/09/2025	7,257.41
26735474	Pullman School Dist - Revolvin	01/09/2025	211.50
26735475	Radio Palouse Inc	01/09/2025	500.00
26735476	Redinger Fire & Security LLC	01/09/2025	4,274.15
26735477	Refrigeration Supplies Distrib	01/09/2025	1,742.41
26735478	RWC Group	01/09/2025	208.95
26735479	SAGE Publications Inc.	01/09/2025	1,893.65
26735480	Stevens - Clay PS	01/09/2025	11,023.80
26735481	True Measure Collaborative	01/09/2025	2,500.00
26735482	US Foods, Inc.	01/09/2025	37,407.59
26735483	WA ST Center for Childhood Dea	01/09/2025	1,125.00
26735484	Walter E Nelson Co	01/09/2025	2,324.76
26735485	Washington State School for th	01/09/2025	12,352.50
26735486	Wexler Trucking	01/09/2025	731.36
26735487	Whitman County Landfill	01/09/2025	760.66
26735488	Yellow Barn Occupational Thera	01/09/2025	2,095.00
56	Computer	Check(s) For a Total of	181,703.63



	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	56	Computer	Checks For a Total of	181,703.63
Total For	56	Manual, Wire Tran, ACH & Computer Checks		181,703.63
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		181,703.63

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	116.50	181,587.13	181,703.63

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,671.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 242500091 through 242500091, totaling \$2,671.52

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500091	BMO Corporate Mastercard	01/10/2025	2,671.52
1	ACH	Check(s) For a Total of	2,671.52

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	2,671.52
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	2,671.52
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,671.52

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	2,671.52	2,671.52

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$9,143.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 242500092 through 242500092, totaling \$9,143.21

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500092	BMO Corporate Mastercard	01/10/2025	9,143.21
1	ACH	Check(s) For a Total of	9,143.21



	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	9,143.21
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	9,143.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	9,143.21

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-14.68	0.00	9,157.89	9,143.21

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$26,374.39. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 242500093 through 242500093, totaling \$26,374.39

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500093	BMO Corporate Mastercard	01/10/2025	26,374.39
1	ACH	Check(s) For a Total of	26,374.39

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	26,374.39
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	26,374.39
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	26,374.39

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-36.11	0.00	26,410.50	26,374.39

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,086.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 242500090 through 242500090, totaling \$1,086.00

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500090	BMO Corporate Mastercard	01/10/2025	1,086.00
1	ACH	Check(s) For a Total of	1,086.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	1,086.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	1,086.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,086.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-26.96	0.00	1,112.96	1,086.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 8, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$8,489.15. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26735489 through 26735489, totaling \$8,489.15

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735489	City of Pullman Water	01/09/2025	8,489.15
1	Computer	Check(s) For a Total of	8,489.15

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	8,489.15
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	8,489.15
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	8,489.15

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	8,489.15	8,489.15

# Coversheet

## Student Transfer Requests

**Section:** IV. Consent Agenda  
**Item:** E. Student Transfer Requests  
**Purpose:**  
**Submitted by:**  
**Related Material:** 2025 01.08 Regular Board Meeting - Student Transfer Requests.pdf



# SCHOOL BOARD MEETING

## STUDENT TRANSFER REQUESTS



January 08, 2025

## TRANSFER REQUESTS 2024-2025

### Released to PSD

- P. Nicholson, Grade 9, Released from Colfax School District – New

### Released from PSD

- No requests at this time

### Rescinded (Revoked)

- A. Linger, Grade 1, Rescinded from Insight School of Washington in the Quillayute Valley School District
- I. Stately, Grade 8, Rescinded from Washington Virtual Academy in the Omak School District

# Coversheet

## Budget Status Report

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	F. Budget Status Report
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	November 2024 Budget Status Report.pdf

3wa6amswal2.p 18-4  
05.24.10.00.01PULLMAN SCHOOL DISTRICT #267  
2024-2025 Budget Status Report

12/10/24

Page:1  
4:18 PM10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of November, 2024

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	5,817,000	310,562.91	2,091,181.91		3,725,818.09	35.95
2000 Local Support Non Tax	873,850	62,952.80	353,812.76		520,037.24	40.49
3000 State Revenue-General Purpose	26,969,312	1,457,221.65	6,028,034.15		20,941,277.85	22.35
4000 State Revenue-Special Purpose	6,957,089	340,090.20	1,442,569.67		5,514,519.33	20.74
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
6000 Federal Revenue-Special Purpose	2,208,724	209,553.16	268,612.09		1,940,111.91	12.16
7000 Other School Districts	24,000	.00	.00		24,000.00	0.00
8000 Other Entities	515,500	.00	.00		515,500.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>43,365,475</b>	<b>2,380,380.72</b>	<b>10,184,210.58</b>		<b>33,181,264.42</b>	<b>23.48</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	23,922,816	1,851,830.24	6,182,343.64	15,593,498.18	2,146,974.18	91.03
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	5,356,610	444,149.06	1,359,311.21	3,913,823.08	83,475.71	98.44
30 Vocational Ed Instruction	1,619,215	132,119.71	412,714.64	1,038,069.52	168,430.84	89.60
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Education Instruction	2,173,492	153,592.06	476,800.69	1,312,071.16	384,620.15	82.30
70 Other Instruction Programs	752,390	5,713.49	24,165.20	51,455.34	676,769.46	10.05
80 Community Services	39,000	.00	.00	0.00	39,000.00	0.00
90 Support Services	10,904,431	806,209.15	3,332,571.35	6,535,066.10	1,036,793.55	90.49
<b>Total EXPENDITURES</b>	<b>44,767,954</b>	<b>3,393,613.71</b>	<b>11,787,906.73</b>	<b>28,443,983.38</b>	<b>4,536,063.89</b>	<b>89.87</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,402,479-	1,013,232.99-	1,603,696.15-		201,217.15-	14.35
F. <u>TOTAL BEGINNING FUND BALANCE</u>	3,467,707		4,242,571.87			
G. <u>GLS 896, 897, 898 ACCOUNTING</u> <u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	2,065,228		2,638,875.72			

**I. ENDING FUND BALANCE ACCOUNTS:**

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restricted for Unequalized Dedu	0	.00
G/L 821 Restricted for Carryover of Res	0	37,926.49
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	3,311	7,550.18
G/L 845 Restricted for Self Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Commitd to Min Fnd Bal Policy	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	1,288,180-	631,425.81-
G/L 891 Unassigned Min Fnd Bal Policy	3,350,097	3,224,824.86
<b><u>TOTAL</u></b>	<b>2,065,228</b>	<b>2,638,875.72</b>

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05.24.10.00.01PULLMAN SCHOOL DISTRICT #267  
2024-2025 Budget Status Report

12/10/24

Page:1  
4:18 PM20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of November, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	255,000	11,718.58	78,905.96		176,094.04	30.94
2000 Local Support Non-Tax	114,800	9,810.98	36,915.41		77,884.59	32.16
3000 State Revenue-General Purpose	0	.00	.00		.00	0.00
4000 State Revenue-Special Purpose	0	.00	.00		.00	0.00
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
6000 Federal Revenue-Special Purpose	0	.00	.00		.00	0.00
7000 Other School Districts	0	.00	.00		.00	0.00
8000 Other Entities	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>369,800</b>	<b>21,529.56</b>	<b>115,821.37</b>		<b>253,978.63</b>	<b>31.32</b>
<b>B. EXPENDITURES</b>						
10 Sites	0	12,000.00	12,000.00	0.00	12,000.00-	0.00
20 Buildings	2,138,800	.00	13,644.12	0.00	2,125,155.88	0.64
30 Equipment	255,686	13,238.47	40,447.37	4,443.22	210,795.41	17.56
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	4,500	.00	.00	0.00	4,500.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>2,398,986</b>	<b>25,238.47</b>	<b>66,091.49</b>	<b>4,443.22</b>	<b>2,328,451.29</b>	<b>2.94</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>2,029,186-</b>	<b>3,708.91-</b>	<b>49,729.88</b>		<b>2,078,915.88</b>	<b>102.45-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>2,479,149</b>		<b>2,564,458.65</b>			
<b>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</b>	<b>XXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>449,963</b>		<b>2,614,188.53</b>			

**I. ENDING FUND BALANCE ACCOUNTS:**

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	35,830	1,702,953.54
G/L 862 Committed from Levy Proceeds	255,000-	9,745.55-
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted From Federal Proceed	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fee	0	.00
G/L 869 Restricted from Undistributed P	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	669,133	920,980.54
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 449,963	 2,614,188.53

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05.24.10.00.01PULLMAN SCHOOL DISTRICT #267  
2024-2025 Budget Status Report

12/10/24

Page:1  
4:18 PM30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of November, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	7,119,300	430,734.91	2,901,000.69		4,218,299.31	40.75
2000 Local support Non-Tax	85,000	14,441.32	46,533.50		38,466.50	54.75
3000 State Revenue-General Purpose	0	.00	.00		.00	0.00
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>7,204,300</b>	<b>445,176.23</b>	<b>2,947,534.19</b>		<b>4,256,765.81</b>	<b>40.91</b>
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	4,680,000	.00	.00	0.00	4,680,000.00	0.00
Interest on Bonds	2,560,116	.00	.00	0.00	2,560,116.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	10,000	.00	1,400.00	0.00	8,600.00	14.00
<b>Total EXPENDITURES</b>	<b>7,250,116</b>	<b>.00</b>	<b>1,400.00</b>	<b>0.00</b>	<b>7,248,716.00</b>	<b>0.02</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</b>	<b>45,816-</b>	<b>445,176.23</b>	<b>2,946,134.19</b>		<b>2,991,950.19</b>	<b>&lt; 1000-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>3,984,549</b>		<b>3,811,793.58</b>			
<b>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</b>	<b>XXXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>3,938,733</b>		<b>6,757,927.77</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	3,938,733		6,757,927.77			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>3,938,733</b>		<b>6,757,927.77</b>			

3wa6amswal2.p 18-4  
05.24.10.00.01PULLMAN SCHOOL DISTRICT #267  
2024-2025 Budget Status Report

12/10/24

Page:1  
4:18 PM40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of November, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	236,105	9,217.67	76,624.79		159,480.21	32.45
2000 Athletics	153,970	11,700.92	65,384.82		88,585.18	42.47
3000 Classes	13,400	.00	.00		13,400.00	0.00
4000 Clubs	125,900	12,880.69	74,971.00		50,929.00	59.55
6000 Private Moneys	7,000	120.00	120.00		6,880.00	1.71
<b>Total REVENUES</b>	<b>536,375</b>	<b>33,919.28</b>	<b>217,100.61</b>		<b>319,274.39</b>	<b>40.48</b>
<b>B. EXPENDITURES</b>						
1000 General Student Body	258,725	2,256.82	13,389.85	12,089.85	233,245.30	9.85
2000 Athletics	233,307	11,437.29	37,629.08	22,077.75	173,600.17	25.59
3000 Classes	13,640	.00	.00	0.00	13,640.00	0.00
4000 Clubs	209,055	41,896.17	55,923.30	10,812.70	142,319.00	31.92
6000 Private Moneys	7,000	.00	.00	0.00	7,000.00	0.00
<b>Total EXPENDITURES</b>	<b>721,727</b>	<b>55,590.28</b>	<b>106,942.23</b>	<b>44,980.30</b>	<b>569,804.47</b>	<b>21.05</b>
<b>C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)</b>	<b>185,352-</b>	<b>21,671.00-</b>	<b>110,158.38</b>		<b>295,510.38</b>	<b>159.43-</b>
<b>D. TOTAL BEGINNING FUND BALANCE</b>	<b>543,116</b>		<b>525,766.31</b>			
<b>E. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</b>	<b>XXXXXXXXX</b>		<b>.00</b>			
<b>F. TOTAL ENDING FUND BALANCE C+D + OR - E)</b>	<b>357,764</b>		<b>635,924.69</b>			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	357,764		635,924.69			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>357,764</b>		<b>635,924.69</b>			



3wa6amswal2.p 18-4  
05.24.10.00.01PULLMAN SCHOOL DISTRICT #267  
2024-2025 Budget Status Report

12/10/24

Page:1  
4:18 PM90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of November, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Non Tax	21,000	2,368.85	7,373.98		13,626.02	35.11
3000 State Revenue-General Purpose	0	.00	.00		.00	0.00
4000 State Revenue-Special Purpose	553,391	.00	.00		553,391.00	0.00
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Entities	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</b>	574,391	2,368.85	7,373.98		567,017.02	1.28
<b>B. 9900 TRANSFERS IN FROM GF</b>	0	.00	.00		.00	0.00
<b>C. Total REV./OTHER FIN. SOURCES</b>	574,391	2,368.85	7,373.98		567,017.02	1.28
<b>D. EXPENDITURES</b>						
Type 30 Equipment	686,000	.00	.00	160,916.00	525,084.00	23.46
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond/Levy Issuance and/or Electi	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	686,000	.00	.00	160,916.00	525,084.00	23.46
<b>E. OTHER FIN. USES TRANS. OUT (GL 536)</b>	0	.00	.00			
<b>F. OTHER FINANCING USES (GL 535)</b>	0	.00	.00			
<b>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</b>	111,609-	2,368.85	7,373.98		118,982.98	106.61-
<b>H. TOTAL BEGINNING FUND BALANCE</b>	644,526		651,880.55			
<b>I. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</b>	XXXXXXXXX		.00			
<b>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</b>	532,917		659,254.53			

**K. ENDING FUND BALANCE ACCOUNTS:**

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	532,917	659,254.53
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
 <b><u>TOTAL</u></b>	 532,917	 659,254.53

# Coversheet

## Overnight Field Trip Request

<b>Section:</b>	IV. Consent Agenda
<b>Item:</b>	G. Overnight Field Trip Request
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Overnight Field Trip Request - LMS Science Bowl JAN 31-FEB 1 25.pdf Overnight Field Trip Request - PHS Golf - MAR 2024.pdf

**Pullman School District Form****2320F**

Page 1 of 1

**Overnight Field Trip Request**Teacher/Group Requesting: Haugen - Science Bowl

Please fill in the following information as part of the approval process and submit to the superintendent's office:

1. Number of students involved: up to 15
2. Purpose of trip: Compete at Regionals
3. Destination: Boise, ID

Is this a result of competition: ☒ Yes ☐ No

4. Housing (Motel, Private Houses, etc.):

Hotel

5. Number of chaperones:
- me + 2+ parents

Names of chaperones:

Roseanne August

6. Cost and method of payment (including any cost to students):

☒ ASB ☐ Principal ☐ Fund Raiser ☐ Other \_\_\_\_\_Cost to student: \$ 25.00 Total Cost: \$ \_\_\_\_\_  
for hotel + 2 dinners (they only pay for a small part of hotel)

7. Date(s) and time of departure and return:
- 9 AM

Leave Fri Jan 31, Compete & Return Sat Feb 1 by midnight

8. Insurance implications: \_\_\_\_\_

9. Method of transportation:

☐ School Bus ☐ Charter Bus ☐ Private Vehicles ☐ Rental Vehicles☐ Other (i.e. airplane, train, etc.) School VanSignature of Advisor/Coach: Marla HaugenSignature of Building Principal: [Signature]Signature of Superintendent: [Signature]

Board Action: \_\_\_\_\_ Date: \_\_\_\_\_

## Pullman School District Form

2320F

Page 1 of 1

Overnight Field Trip RequestTeacher/Group Requesting: PHS Girls & Boys Golf

Please fill in the following information as part of the approval process and submit to the superintendent's office:

1. Number of students involved: 10, 5 each team2. Purpose of trip: Golf Invitational Tournament3. Destination: Walla WallaIs this a result of competition: ☐ Yes ☒ No

4. Housing (Motel, Private Houses, etc.):

Hotel: La Quinta Inn & Suites by Wyndham, Walla Walla5. Number of chaperones: 2

Names of chaperones:

John WillyEric Martin

6. Cost and method of payment (including any cost to students):

☒ ASB ☐ Principal ☐ Fund Raiser ☐ Other \_\_\_\_\_Cost to student: \$ 150 Total Cost: \$ 1500

7. Date(s) and time of departure and return: \_\_\_\_\_

3/10/24, 6:30am - 3/11/24, 6:00pm8. Insurance implications: NA

9. Method of transportation:

☐ School Bus ☐ Charter Bus ☐ Private Vehicles ☐ Rental Vehicles☒ Other (i.e. airplane, train, etc.) 2 school vansSignature of Advisor/Coach: [Signature]Signature of Building Principal: [Signature]Signature of Superintendent: [Signature]

Board Action: \_\_\_\_\_ Date: \_\_\_\_\_

## Coversheet

### 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited

**Section:** V. Action Items  
**Item:** A. 3205 Sex Discrimination and Sex-Based Harassment of Students  
Prohibited  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
ES 3205 Sex Discrimination-Sex Based Harassment of Students 12.11.24.pdf  
3205 Sex Discrimination and Harassment of Students 12.11.24.pdf



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***3205 Sex Discrimination & Sex-Based Harassment of Students***

**Executive Summary**

**December 11, 2024**

***Roberta Kramer***

*Assistant Superintendent*

**Background:**

Given the recent updates to Federal Title IX language, multiple changes have been made to Policy 3205. Beyond the policy's name change, other changes include definitions and the development of two separate procedures to 1) address investigations and related responses and 2) outline training processes and notice of the policy and procedures.

**Recommended Board Action:**

Approval of Policy 3205 Sex Discrimination & Sex-Based Harassment of Students Prohibited as presented.

**Motion to Approve**

I move to approve Policy 5011 Sex Discrimination & Sex-Based Harassment of Students Prohibited as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

3205

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## STUDENTS

### Sexual-Sex Discrimination and Sex-Based Harassment of Students Prohibited

The Pullman School District Board of Directors is committed to a positive and productive education free from discrimination, ~~including sexual harassment~~. ~~The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws.~~ This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

#### **I.—Definitions**

~~The district has jurisdiction over complaints of sex discrimination, including sex-based~~ For purposes of this policy, ~~sexual harassment, pursuant to means unwelcome conduct or communication of a sexual nature.~~ Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the ~~Federal law Title IX of District even if the alleged harasser the~~ Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

~~This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.~~  
~~is not a part of the school staff or student body.~~

The district prohibits ~~sexual harassment~~sex discrimination of students by other students, employees, or third parties involved in school district activities. ~~The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.~~

~~For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.~~

#### **I. Definitions**

~~"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.~~

The term "sexual harassment" ~~includes the following, which Title IX defines at 34 C.F.R. § 106.2~~may include:

- ~~"Quid pro quo harassment,"~~
- ~~"Hostile environment harassment," and~~
- ~~Specific offenses~~acts of sexual assault, dating violence, domestic violence, or stalking;

The term ~~"unwelcome sexual harassment"~~ is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical or gender directed conduct or communication ~~of a sexual nature between two or more individuals if:~~

- a. ~~Submission to~~ that conduct or communication is condition of obtaining an education or
- b. ~~A factor in decisions affecting that individual's education; or~~
- a.c. ~~The conduct or communication has the purpose or effect of substantially interfering~~ interferes with an individual's educational performance or ~~of creates-creating~~ an intimidating, hostile, or offensive ~~educational~~ environment.;



# Pullman School District Board Policy

3205

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- ~~unwelcome sexual advances;~~
- ~~unwelcome requests for sexual favors;~~
- ~~sexual demands when submission is a stated or implied condition of obtaining an educational benefit;~~
- ~~sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.~~

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), gender-inclusive schools (Policy 3211), and district employees (Policy 5011) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

~~A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.~~

## II. Investigation and Response

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

If the district knows, or reasonably should know, that ~~sex discrimination has occurred~~~~sexual harassment has created a hostile environment~~, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that ~~sexual~~ sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the ~~sexual-sex-based~~ harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging ~~sexual harassment~~sex discrimination that come to the attention of the district, ~~either formally or informally~~. The district will take these steps every time a complaint, alleging ~~sexual harassment~~sex discrimination comes to the attention of the district, ~~either formally or informally~~.

Allegations of criminal misconduct ~~will be reported to law enforcement~~ and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve ~~sexual-sex-based~~ harassment.

# Pullman School District Board Policy

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Engaging in ~~sex-based sexual~~ harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in ~~sex-based sexual~~ harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

## III. Retaliation and False Allegations

~~Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited. It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.~~

It is a violation of this policy to knowingly report false allegations of ~~sexual harassment sex discrimination~~. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex discrimination occurred under the Superintendent's procedure.

## IV. Staff Responsibilities and Training

The superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees. formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

~~Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.~~

~~District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.~~

## ~~H.~~ Notice and Training

The superintendent will also develop ~~procedures materials~~ to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of ~~sexual sex-based~~ harassment. The procedures can be found at 3205P.2.

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, sexual harassment recognition and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their

# Pullman School District Board Policy

3205

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~~name or title, office address, email address, prevention and telephone number. the elements of this policy will be included in staff, student, and regular volunteer orientation.~~

This policy and the procedure, which includes the complaint process, will be **conspicuously** posted in each district building in a place **available-accessible** to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and ~~conspicuously~~ posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the ~~District's~~ district's Title IX coordinator and provide contact information, including the coordinator's email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

## VI. V. Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers, and parents in the review process.

### Cross References:

Board Policy, <a href="#">3207/P</a>	Prohibition of Harassment, Intimidation, and Bullying <a href="#">of Students</a>
Board Policy, <a href="#">3210/P</a>	Nondiscrimination
Board Policy, <a href="#">3211/P</a>	Gender-Inclusive Schools
Board Policy, <a href="#">3241/P</a>	Student Discipline
Board Policy, <a href="#">5010/P</a>	Nondiscrimination and Affirmative Action
Board Policy, <a href="#">5011/P</a>	<del>Sexual Harassment</del> <a href="#">Sex Discrimination and Sex-Based Harassment</a> of District Staff Prohibited

### Legal Reference:

<a href="#">RCW 49.60</a>	<a href="#">Washington Law Against Discrimination</a>
20. U.S.C. 1681-1688	
WAC 392-190-058	Sexual Harassment
RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
<a href="#">2024 Title IX Regulations at 34 C.F.R. 106 – 106 et seq.</a>	
<a href="#">WAC 162-32-040</a>	<a href="#">Harassment</a>

### Management Resources

[Policy & Legal News, August 2024](#)  
 Policy & Legal News, August 2020  
 Policy alert, July 2015  
 Policy & Legal News, December 2014  
 Policy & Legal News, October 2010

### Classification: Essential

**Adoption Date: December 11, 2019**

**Revised Date: September 9, 2020**

# Coversheet

## 3241 Student Discipline

<b>Section:</b>	V. Action Items
<b>Item:</b>	B. 3241 Student Discipline
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 3241 Student Discipline 12.11.24.pdf 3241 Student Discipline 12.11.24.pdf



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***3241 Student Discipline***

**Executive Summary**

**December 11, 2024**

***Roberta Kramer***

*Assistant Superintendent*

**Background:**

Policy 3241 Student Discipline was highlighted in the September 2024 Policy Alert. Policy 3241 has been aligned with the most recent WSSDA sample policy.

Per the WSSDA Policy Alert the policy has been revised to reflect changes mandated by OSPI's emergency rules, focusing on terminology, discipline procedures, and classroom exclusions. These updates aim to align policies with state rules while offering districts the ability to tailor certain definitions and procedures to local practices. Further updates are anticipated as OSPI refines its regulations.

**Recommended Board Action:**

Approval to revise Policy 3241 Student Discipline as presented.

**Motion to Approve**

I move to approve the revisions to Policy 3241 Student Discipline as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

3241

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## STUDENTS

### Student Discipline

#### I. INTRODUCTION/PHILOSOPHY/PURPOSE

The Pullman School District Board of Directors focuses on the educational achievement of ~~each~~ **and** every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. ~~“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline.~~ The board intends that this policy and procedure be implemented in a manner that supports **a** positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- A. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- B. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- C. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- D. Providing educational services that students need to complete their education without disruption;
- E. Facilitating collaboration between school personnel, students, parents or guardians, and families to support successful reentry into the classroom following a suspension or expulsion;
- F. Ensuring fairness, equity, and due process in the administration of discipline;
- G. Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success; and
- H. Providing a safe environment for all students and for district employees.

#### II. RIGHTS AND RESPONSIBILITIES/DISTRICT COMMITMENT

The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- A. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; **and**
- B. Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

- A. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
- B. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of

# Pullman School District Board Policy

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- religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- C. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- D. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
- E. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

## III. DEVELOPMENT AND REVIEW

Accurate and complete reporting of all disciplinary actions, including the associated student-level information; ~~and behavioral violations, and other forms of discipline the district considered or attempted,~~ is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The district will ensure that school principals confer with certificated building employees at least annually to ~~develop and/or review building the district's~~ discipline standards and review the fidelity of ~~their~~ implementation. ~~of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families and the community. Each school will:~~

~~Establish behavioral expectations with students and proactively teach expectations across various school settings.~~

~~Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.~~

~~Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.~~

~~Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.~~

-

~~School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other board policies. A school's building discipline standards must be annually approved by the assistant superintendent.~~

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

- A. Focus on prevention to reduce the use of exclusionary discipline practices;
- B. Allow the exercise of professional judgment and skill sets; and
- C. May be adapted to individual student needs in a culturally responsive manner.



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School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

- A. School.
- B. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
- C. Behavioral violation.
- D. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The district will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The district will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the district will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

~~The district will support each school's PBIS or building leadership team to:~~

- ~~A. set at least one goal annually for improving equitable student outcomes;~~
- ~~B. create an actions plan or plans;~~
- ~~C. evaluate previous goals and action plans; and~~
- ~~D. revise goals and action plans, based on evaluations.~~

~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

## IV. DISTRIBUTION OF POLICIES AND PROCEDURES

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. ~~At the building level, schools will annually provide the current~~



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~~building discipline standards, developed as stated above, to all school personnel, students, and parents or guardians, which may require language assistance for students, parents, and families, with limited English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.~~

## V. APPLICATION

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

### Cross References

Board Policy, <a href="#">2121</a>	Substance Abuse Program
Board Policy, <a href="#">2161</a>	Special Education and Related Services for Eligible Students
Board Policy, <a href="#">2162</a>	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy, <a href="#">3122</a>	Excused and Unexcused Absences
Board Policy, <a href="#">3210</a>	Nondiscrimination
Board Policy, <a href="#">3244</a>	Prohibition of Corporal Punishment
Board Policy, <a href="#">3520</a>	Student Fees, Fines, or Charges
Board Policy, <a href="#">4210</a>	Regulation of Dangerous Weapons on School Premises
Board Policy, <a href="#">4218</a>	Language Access Plan

### Legal References

42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
Chapter 392-400	WAC Pupils
WAC 392-190-048	Access to course offerings – Student discipline
Chapter 28A.320	RCW Provisions applicable to all districts
Chapter 28A.600	RCW Students
RCW 28A.400.110	Principal to assure appropriate student discipline – Building discipline standards – Classes to improve classroom management skills
RCW 28A.400.100	Principals and vice principals – Employment of – Qualifications – duties
Chapter 28A.225	RCW Compulsory school attendance and admission
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching – Scope – Responsibilities – Penalty
RCW 9.41.280	Possessing dangerous weapons on school facilities – Penalty - Exceptions

### Management Resources

[2024 – September Policy Alert](#)  
 2023 – July Issue  
 2021 – February Issue  
 2019 – April Policy Alert  
 2010 – June Issue  
 2014 – August Issue  
 2014 – December Issue  
 2016 – July Policy Issue  
 2018 – August 2018 – August Policy Issue

### **Classification: Essential**

Adoption Date: December 10, 2014  
 Revision: April 8, 2015  
 Revision: March 13, 2019  
 Revised Date: June 12, 2019  
 Revised Date: July 28, 2021  
 Revised Date: October 13, 2021  
 Revised Date: February 14, 2024

# Coversheet

## 3420 Anaphylaxis Prevention and Response

<b>Section:</b>	V. Action Items
<b>Item:</b>	C. 3420 Anaphylaxis Prevention and Response
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 3420 Anaphylaxis Prevention and Response 12.11.24.pdf 3420 Anaphylaxis Prevention and Response 12.11.24.pdf



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## ***3420 Anaphylaxis Prevention and Response***

**Executive Summary**

**Bob Maxwell**

***Superintendent***

*December 11, 2024*

### **Background:**

Policy 3420 Anaphylaxis Prevention and Response was highlighted in the October 2024 Policy and Legal News and is based on HB 1608 - Expanding access to anaphylaxis medications in schools. Per the Policy and Legal News, this legislation requires the secretary of health or the secretary's designee to issue a statewide standing order prescribing epinephrine and epinephrine autoinjectors to any school district or school for use by a school nurse or other designated trained school personnel. Additional provisions related to permitting the use of epinephrine and epinephrine autoinjectors in schools and sanctioned excursions are included.

The policy has been revised to align with WSSDA's most recent sample policy.

### **Recommended Board Action:**

Approve revisions to Policy 3420 Anaphylaxis Prevention and Response.

### **Motion to Approve**

I move to approve the revisions to Policy 3420 Anaphylaxis Prevention and Response.

☐ Approved

☐ Not Approved

Date: \_\_\_\_\_

Board Secretary Signature: \_\_\_\_\_

# Pullman School District Board Policy

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## STUDENTS

### **Anaphylaxis Prevention and Response**

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and may require follow-up care by an allergist/immunologist.

The Pullman School District Board of Directors expects school administrators, teachers, and support staff to be informed and aware of life-threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, dairy, bee or other insect stings, latex, and some medications. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life-threatening allergic reaction even without a history of such.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel. The plan shall be distributed to appropriate staff based on the students' needs and the staff's level of interaction with the student as determined in the health plan.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take reasonable precautions to reduce the risk of exposure to allergens for students ~~a student with a history of anaphylaxis coming into contact with the offending allergen in school.~~

The district may maintain at designated school locations a supply of epinephrine or nasal spray based on the number of students enrolled at the school. Undesignated epinephrine or nasal spray must be obtained with a prescription in the name of the school by a licensed health professional within the scope of their prescribing authority and must be accompanied by a standing order protocol for their administration. Prescriptions and standing orders may be obtained from a community Licensed Health Care Provider or through a statewide standing order from the Secretary of Health or designee.

In the event a student with a current prescription for epinephrine on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine to respond if the student's supply is not immediately available. In the event a student without a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 28A.210.380 and RCW 28A.210.383.

The school's supply of epinephrine auto injectors or nasal spray does not negate parent/guardian responsibility to ensure that they provide the school with appropriate medication and treatment orders pursuant to RCW 28A.210.320 if their student is identified with a life-threatening allergy.

The superintendent will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);  
OSPI's current Guidelines for the Care of Students with Anaphylaxis.

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2. A simple and standardized format for emergency care plans is utilized;
3. A protocol is in place to ensure emergency care plans are current and completed and distributed to appropriate staff;
4. Medication orders are clear and unambiguous;
5. Training and documentation is a priority; and
6. Each school's supply of epinephrine, if any, is maintained pursuant to manufacturer's instructions and district medication policy and procedures.

## Cross References:

Board Policy, <a href="#">3416</a>	Medication at School
Board Policy, <a href="#">3418</a>	Response to Student Injury or Illness
Board Policy, <a href="#">3419</a>	Self-Administration of Asthma and Anaphylaxis Medications

## Legal References:

WAC 392-380	Public School Pupils – Immunization Requirement and Life-Threatening Health Condition
RCW 28A.210.383	Anaphylaxis – Policy Guidelines – Procedures – Reports
<u>RCW 28A.210.383</u>	<u>Epinephrine and epinephrine autoinjectors (EPI pens) – School supply - Use</u>

## Management Resources:

Policy News, October 2024  
~~OSPI, March 2009 Guidelines for the Care of Students with Anaphylaxis~~  
 Policy News, August 2018  
 Policy News, December 2013  
 Policy News, August 2012  
 Policy News, February 2009      Anaphylaxis Prevention Policy Required

## Classification: Essential

**Adoption Date:** March 25, 2009

**Revised Date:** May 12, 2021

# Coversheet

## 3424 Opioid Related Overdose Reversal

<b>Section:</b>	V. Action Items
<b>Item:</b>	D. 3424 Opioid Related Overdose Reversal
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 3424 Opioid-Related Overdose Reversal 12.11.24.pdf 3424 Opioid Related Overdose Reversal 12.11.24.pdf



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***3424 Opioid-Related Overdose Reversal***

**Executive Summary**

**Bob Maxwell**

***Superintendent***

*December 11, 2024*

**Background:**

Policy 3424 Opioid-Related Overdose Reversal has been revised to align with the WSSDA sample policy that was highlighted in the October 2024 Policy and Legal News. The revisions are based on SB 5804 which requires all public schools to adopt an opioid overdose policy and stock reversal medication, like naloxone. This expands beyond just high school to all schools.

Per the Policy and Legal News, the revisions emphasize allowing students to carry naloxone without a prescription to ensure access during school and extracurricular activities, enhanced training for personnel, and improved storage options. Additionally, the policy introduces measures for emotional support following overdose incidents and recommends streamlined restocking procedures.

Overall, these changes aim to enhance school preparedness and promote safety for students and staff.

**Recommended Board Action:**

Approve revisions to Policy 3424 Opioid-Related Overdose Reversal.

**Motion to Approve**

I move to approve the revisions to Policy 3424 Opioid-Related Overdose Reversal.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

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## STUDENTS

### Opioid-Related Overdose Reversal

~~(This policy becomes effective in the 2020-2021 school year)~~

The Pullman School District Board of Directors recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its schools~~at the high school~~.

SSB 5804 amended RCW 28A.210.390. The the district ~~has authority to~~must obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will seek at least one set of opioid reversal medication doses for each of its schools. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each school. Documentation of good faith effort must be kept on file the high school.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- ~~A.●~~ A school nurse,
- ~~B.●~~ School personnel who become designated trained responders, or
- ~~C.●~~ A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. ~~If a district high school does not have a full time school nurse or trained health care clinic staff, the~~The district shall identify at least one member of each ~~high school's~~ personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals and those who obtain opioid overdoses reversal medication over-the-counter, must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

-Administration of the district's opioid overdose reversal medication will be performed by designated, trained, district personnel as needed. However, "RCW 69.41.095 allows for "any person" (including students) to lawfully possess, store, deliver, distribute, and administer an opioid overdose reversal medication that has been properly prescribed and/or authorized. The board further recognizes that:

- incidences of opioid overdoses are increasing in communities and schools,
- naloxone is highly unlikely to cause harm if administered when not needed,
- students may carry naloxone at school in order to have access to it outside of school, and



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- delay in administering naloxone for suspected overdose or delay activating emergency medical services could cause severe harm.

Therefore, neither the district nor its schools will pursue disciplinary action for students or personnel solely for possession or good faith administration of naloxone. Naloxone will not be confiscated from students.

Students who exhibit concern for the risk of overdose for themselves or others shall be counseled on the availability of behavioral health supports and instructed of the district policy and procedure for opioid overdose response, and the importance of summoning adult help and emergency services for any suspected overdose.

If any type of overdose is suspected, including an opioid-related overdose, district staff will call 9-1-1 and alert a first responder emergency services. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the Washington Department of Health steps for administering naloxone for a suspected opioid-related overdose.

## Cross References:

Board Policy <a href="#">3416/P</a>	Medication at School
Board Policy <a href="#">3418/P</a>	Response to Student Injury or Illness
<u><a href="#">Opioid-Related Overdose Policy Guidelines &amp; Training in the School Setting</a></u>	

## Legal References:

Chapter 69.50.315 RCW	Drug Related Overdose
Chapter 69.50.315 RCW	Health Screening and Requirements
Chapter 28A.210 RCW	Health Screening and Requirements

## Management Resources:

[Policy News – October 2024](#)  
 OSPI, January 2020, Opioid-Related Overdose Policy  
 Guidelines and Training in the School Setting

## Classification: Essential

**Adoption Date:** March 11, 2020

## Coversheet

### 5011 Sex Discrimination and Sex-Based Harassment of District Staff Prohibited

**Section:** V. Action Items  
**Item:** E. 5011 Sex Discrimination and Sex-Based Harassment of District Staff Prohibited  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
ES 5011 Sex Discrimination-Sex Based Harassment of District Staff 12.11.24.pdf  
5011 Sex Discrimination-Harassment of Dist Staff 12.11.24.pdf



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## ***5011 Sex Discrimination & Sex-Based Harassment of District Staff***

**Executive Summary**

**December 11, 2024**

***Roberta Kramer***

*Assistant Superintendent*

### **Background:**

Pullman School District's Policy 5011 has been aligned with WSSDA's recent version that defines sex-based discrimination. Consistent with the Title IX regulation, policy 5011 establishes a commitment to a workplace free from sex-based discrimination and harassment, ensuring a respectful and inclusive environment for all employees, applicants, and participants in district activities. This policy aligns with Title IX and Washington State laws, prohibiting discrimination based on sex, gender identity, sexual orientation, and related characteristics.

The policy includes procedures for reporting, investigating, and addressing incidents of sex-based harassment, with designated responsibilities assigned to district staff and the Title IX Coordinator. Any retaliation against individuals reporting harassment is strictly prohibited, and knowingly filing false complaints is subject to disciplinary action. The district requires training on harassment prevention for staff, students, and volunteers, and information on this policy is widely accessible, ensuring compliance with federal and state regulations. An annual review process, led by the superintendent, evaluates the policy's effectiveness and recommends improvements.

### **Recommended Board Action:**

Approval of Policy 5011 Sex Discrimination & Sex-Based Harassment of District Staff  
Prohibited as presented.

### **Motion to Approve**

I move to approve Policy 5011 Sex Discrimination & Sex-Based Harassment of District Staff  
Prohibited as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

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## PERSONNEL

### **Sexual Sex Discrimination and Sex-Based Harassment of District Staff Prohibited**

The Pullman School District Board of Directors is committed to a positive and productive working environment free from discrimination, including sex-based discrimination and sexual harassment. This commitment extends to all employees, applicants for employment, and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the district school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

This policy is developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

Consistent with the Title IX regulation, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

1. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
2. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

### **I. Definitions**

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- "Quid pro quo harassment,"
- "Hostile environment harassment," and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term "sexual harassment" is also prohibited under state law as defined at W.A.C. 392-190-056 and includes For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group

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~~of students or adults and will be investigated by the district even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.~~

~~Under federal and state law, the term "sexual harassment" includes:~~

- ~~• acts of sexual violence;~~
- ~~• unwelcome sexual or gender directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;~~
- ~~• unwelcome sexual advances;~~
- ~~unwelcome~~ requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if;
  - ~~a. Submission to that conduct or communication~~sexual demands when submission is condition of a stated or implied obtaining employment work opportunity or other benefit;
  - ~~b. sexual demands where submission or rejection is a factor in decisions~~a work or other school-related decision affecting that individual's employment; or an individual;
  - ~~c. the conduct or communication has the purpose or effect of substantially interfering with an individual's employment or of creating an intimidating, A "hostile, or offensive educational environment.~~

~~Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law as defined at RCW 49.60.040 and WAC 162.32-040.~~

~~For the purpose of these definitions, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.~~

~~The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.~~

~~The district has also developed other specific related policies" for district employees to comply with its obligations under State and Federal laws, including Title IX, and an employee is created where the unwanted conduct is sufficiently severe or pervasive to create an inclusive and welcoming a-work environment, including Policy 5010 Nondiscrimination and Affirmative Action, and 5404 Family Medical and Maternity Leave, that a reasonable person would consider intimidation, hostile, or abusive.~~

## II. Investigation and Response

~~The superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.~~

~~If the district knows, or reasonably should know, that sex-based discriminationsexual harassment has occurredcreated a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sex-basedsexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sex-basedsexual harassment, eliminate the hostile environment, prevent its occurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority every time a report, complaint, and grievance alleging sex-basedsexual harassment comes to the attention of the district, either formally or informally.~~

~~Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not~~

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interfere with an ~~ongoing~~~~on-going~~ criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve ~~sex-based~~~~sexual~~ harassment.

Engaging in ~~sex-based discrimination~~~~sexual harassment~~ will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in ~~school~~ district activities. Anyone else who engages in ~~sex-based discrimination~~~~sexual harassment~~ on ~~district~~~~school~~ property or ~~district workspaces~~~~at school activities~~ will have their access to school property and activities restricted, as appropriate.

## III. Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the superintendent's procedure. ~~Retaliation~~ against any person who makes or is a witness in a ~~sex-based discrimination~~~~sexual harassment~~ complaint ~~is prohibited~~ and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of ~~sex-based discrimination~~~~sexual harassment~~. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex-based discrimination occurred under the superintendent's procedure.

## IV. Staff Responsibilities and Training

The superintendent will develop and implement a procedure that identifies the roles, formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities, and training under this policy.

~~Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Assistant Superintendent, who serves as the Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

~~This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements of the Title IX Coordinator and school employees, and procedures of Policy 3205 and Procedure 3205P.~~

~~The Reports of discrimination and discriminatory harassment will be referred to the district's Assistant Superintendentsuperintendent will also, who serves as the Title IX or Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Director of Special Services who serves as the Section 504 Coordinator.~~

## V. ~~Notice and Training~~

~~The superintendent will develop materialsprocedures to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-basedsexual harassment.~~

## V. District Notice

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed

# Pullman School District Board Policy

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to the district's Title IX coordinator. The Title IX coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

~~This policy sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy~~ and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place ~~accessible~~available to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and ~~conspicuously~~ posted ~~throughout~~ in each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX ~~coordinator~~Coordinator and provide contact information, including the ~~coordinator's~~Coordinator's email address.

~~Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.~~

## VI. Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers, and parents in the review process.

### Cross References:

Board Policy, <del>3205/P</del>	<del>Sexual Harassment of Students Prohibited</del>
Board Policy, <del>3207/P</del>	<del>Prohibition of Harassment, Intimidation and Bullying</del>
Board Policy, <u>3210/P</u>	Nondiscrimination
Board Policy, <u>3211/P</u>	Gender-Inclusive Schools
Board Policy, <u>3421/P</u>	Child Abuse and Neglect
Board Policy, <u>5010/P</u>	Nondiscrimination and Affirmative Action

### Legal References:

RCW 28A.640.020	Regulations, guidelines to eliminate discrimination
WAC 392-190-056-058	Sexual Harassment
20 U.S.C. 1681-1688	

### Management Resources:

<u>Policy News, August 2024</u>	
Policy News, June 2022	
Policy News, June 2021	
Policy Alert, July 2015	
Policy News, December 2014	
Policy News, October 2011	Policy Manual Revisions

**Classification:** Essential

Adoption Date:	June 8, 1994
Revision Date:	November 13, 1996
Revision Date:	April 14, 1999 (was 5013)
Revision Date:	June 11, 2014
Revision Date:	December 11, 2019
Revision Date:	October 13, 2021
<b>Revision Date:</b>	<b>August 10, 2022</b>

## Coversheet

### 6550 Capital Threshold for Leases and Subscription-Based Information Technology Arrangements

**Section:** V. Action Items  
**Item:** F. 6550 Capital Threshold for Leases and Subscription-Based Information  
Technology Arrangements  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Exec Summary Policy 6550 Capitalization Threshold for Leases and SBITAs.pdf  
6550 Cap Threshold-Leases-SBITA 12.11.24.pdf





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*Policy 6550 – Capitalization Threshold for Leases and SBITAs*

**Executive Summary**

**December 11, 2024**

By: Diane Hodge  
Finance Director

**Background:**

The Office of Management and Budget (OMB) has released updated final regulations for the Uniform Grant Guidance, which take effect on October 1, 2024. A significant change includes raising the capitalization threshold for equipment from \$5,000 to \$10,000 per unit. Currently, our capitalization threshold is \$25,000, equivalent to the cost of a five-year lease. Under the new regulations, this threshold will increase to \$50,000 for leases and subscription-based IT arrangements (SBITAs).

**Recommended Board Action:**

I recommend the board approve increasing the capitalization threshold in Policy 6550, Lease Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs) from \$25,000 to \$50,000 for individual leases.

**Motion to Approve**

I move that we approve the capitalization threshold in Policy 6550, Lease Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs) from \$25,000 to \$50,000 for individual leases as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

**6550**

Page 1 of 1

## MANAGEMENT SUPPORT

### **Capitalization Threshold for Leases and Subscription-Based Information Technology Arrangements (SBITAs)**

The Pullman School District Board of Directors acknowledges that the Governmental Accounting Standards Board (GASB) has issued Statements 87 and 96, covering Leases and Subscription-Based Information Technology Arrangements (SBITAs). Within the guidelines of these Statements, the district may establish a liability threshold for reporting either a lease or a SBITA that are considered to be *de minimis* when compared to the district's financial capacity. These leases or SBITAs must have a maximum possible term of greater than one year to be included.

For the purpose of this policy, the following definitions are used, in accordance with the Statements referenced above:

1. A *lease* is a contract which conveys control of the right to use another entity's nonfinancial asset for the time specified in the contract for an exchange or exchange-like transaction.
2. A *subscription-based information technology arrangement (SBITA)* is a contract that conveys the right to use another entity's software, alone or in combination with tangible capital assets, for the time specified in the contract for an exchange or exchange-like transaction.

The value of leases or SBITAs under this policy will be determined using the methodology outlined in the original Statements and current accepted industry practice. Each lease or SBITA will be considered individually.

For capitalization purposes, those leases or SBITAs with total payments that equal or exceed ~~\$25,000~~**\$50,000** and have a maximum possible term in excess of one year will be capitalized and recorded as a liability on the district's Schedule of Long-Term Liabilities in accordance with the Accounting Manual for School District in the State of Washington. Any lease or SBITA that does not meet this threshold, or which has a maximum term of less than one year, will not be reported on the district's Schedule of Long-Term Liabilities.

#### **Legal References:**

GASB Statement No. 87, Leases, Issued 06/17

GASB Statement No. 96, Subscription-Based Information Technology Arrangements, Issued 05/20

#### **Management Resources:**

*Policy News*, July 2023

*Policy News*, December 2023

#### **Classification: Encouraged**

**Adoption Date:** October 11, 2023

**Revised Date:** March 27, 2024

# Coversheet

## 6600 Transportation

<b>Section:</b>	V. Action Items
<b>Item:</b>	G. 6600 Transportation
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 6600 Transportation 12.11.24.pdf 6600 Transportation 12.11.24.pdf



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**6600 Transportation**

**Executive Summary**

**December 11, 2024**

***Juston Pollestad***

*Executive Director of Operations*

**Background:**

The district's transportation policy has been updated to incorporate revisions recommended by the Washington State School Directors' Association (WSSDA) in October, based on Senate Bill 5891.

Key updates include:

1. Student Transportation with Infants: Eligible students are now permitted to transport their infants on district-provided school buses or other transportation vehicles.
2. School Bus Trespass: The policy addresses school bus trespassing, now defined as a gross misdemeanor. It includes unlawful entry, actions posing a substantial risk of harm, or causing significant disruption to bus operations. To enhance safety and security, the district will implement educational programs and awareness campaigns for students, parents, and the community, emphasizing the importance of compliance and the legal consequences of trespassing.

These updates ensure compliance with legislative requirements and prioritize safety for all stakeholders.

**Recommended Board Action:**

Approval of Policy 6600 Transportation as presented.

**Motion to Approve**

I move to approve Policy 6600 Transportation as presented.

☐ Approved

☐ Not Approved

Date: \_\_\_\_\_

Board Secretary Signature: \_\_\_\_\_

# Pullman School District Administrative Policy

6600

Page 1 of 3

## MANAGEMENT SUPPORT

### Transportation

~~1.0~~ **I.** The district may provide transportation to and from school for a student:

- ~~1.1~~ **A.** Whose residence is beyond the one-mile radius from the school to which the student is assigned;
- ~~1.2~~ **B.** Whose walking route to school is hazardous;
- ~~1.3~~ **C.** Whose disability prevents ~~him/her~~ them from walking or providing for their own welfare while walking; or
- ~~1.4~~ **D.** Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

At the request of an eligible student, the district may allow the student to transport their infant on a school bus or other student transportation vehicle provided by the district. The infant must be transported in a rear-facing child restraint system as defined in the federal motor vehicle safety standards found in 49 C.F.R. § 572.213. If the district denies the student's request to transport their infant by school bus, the district must authorize other arrangements for individual transportation in accordance with RCW 28A.160.030. For purposes of this paragraph, "eligible student" means any student served by the transportation program of the district or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting their own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

The district's transportation program ~~shall~~ will comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent or designee is authorized to permit a parent/guardian of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available. ~~Participants in extracurricular activities who attend other schools may ride a bus when it is mutually agreeable between both districts and a cost saving can result.~~

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

### ~~2.0~~ **II. Routes and Schedules**

The superintendent or designee ~~shall~~ will be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

# Pullman School District Administrative Policy

6600

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The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors ~~shall~~will be considered in establishing bus routes:

~~2.1~~ A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference ~~shall~~will be given to that route more directly serving the largest number of students.

~~2.2~~ B. Location of bus stops may be determined by such factors as student safety, economy and efficiency. Students may be required to walk up to one ~~radius~~-mile from their home to their bus stop provided that the walking route is safe; ~~and~~-

~~2.3~~ C. School schedules ~~shall~~will be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The district ~~shall~~will apply for state transportation apportionment funds and ~~shall~~will maintain the records required obtaining such funding.

## ~~3.0~~ III. Emergency Routes and Schedules

The district ~~shall~~will develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's or designee's judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules ~~shall~~will be distributed to parents with instructions on how to obtain emergency information.

~~If roads are closed to buses but not to private vehicles, the district may be necessary to continue to operate the instructional programs of the schools without providing busany school buses running. Under these conditions it will be necessary for all rural and in-town parents and students to provide their own transportation until the roads are again open to school.~~

## IV. School Bus Trespass

It is a gross misdemeanor for individuals to enter or remain unlawfully on a school bus, do any act that creates a substantial risk of harm to passengers or the driver, and cause a substantial interruption or impairment of services rendered by the bus. This doesn't apply to enrolled students, law enforcement officers or other authorized personnel engaged in the performance of their official duties, individuals with written consent from the district allowing them to enter or remain on the school bus, and emergency situations where entering the bus is necessary to protect the safety or wellbeing of students or others.

The district will implement educational programs and awareness campaigns to inform students, parents, and the community about the importance of maintaining safety and security on school buses. These initiatives will highlight the potential criminal consequences of school bus trespassing.

If the district receives the funds to do so, it will affix placards warning of the consequences of school bus trespassing to the outside of all its school buses so they are easily visible

Legal References:

# Pullman School District Administrative Policy

6600

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~~RCW 28A.160 Transporting of children to school or school activities~~ ~~Transporting of elderly~~ ~~Insurance~~

RCW 28A.160.020 Authorization for private school students to ride buses--Conditions

RCW 28A.160.030 Authorizing individual transportation or other arrangements ~~Pupils must provide their own transportation, when~~

WAC 392-141 Transportation ~~Authority and State Reimbursement~~ State allocation for operations

WAC 392-172 ~~A-204-02095~~ Transportation (~~Handicapped~~Special Education)

RCW 28A.160.160 Student transportation allocations – Definitions

RCW 28A.160.240 Transportation of infants

RCW 9A.52.092 School Bus Trespass

~~WAC 392-172-035 Definitions of “free appropriate, public education,” “adult student,” “handicapped student,” “parent,” and “school district”~~

## Management Resources

Policy News, October 2024

## Classification: Encouraged

**Adoption Date:** April 14, 1999

# Coversheet

## 6801 Capital Assets/Theft-Sensitive Assets

<b>Section:</b>	V. Action Items
<b>Item:</b>	H. 6801 Capital Assets/Theft-Sensitive Assets
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Exec Summary Policy 6801 - Capital Assets Theft Sensitive Assets.pdf 6801 Capital Assets-Theft Sensitive 12.11.24.pdf





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*Policy 6801 – Capital Assets Theft Sensitive Assets*

**Executive Summary**

**December 11, 2024**

By: Diane Hodge  
Finance Director

**Background:**

The Office of Management and Budget (OMB) has released updated final regulations for the Uniform Grant Guidance, which take effect on October 1, 2024. A significant change includes raising the capitalization threshold for equipment from \$5,000 to \$10,000 per unit.

**Recommended Board Action:**

I recommend the board approve Policy 6801, Capital Assets Theft Sensitive Assets to increase the capitalization threshold from \$5,000 to \$10,000.

**Motion to Approve**

I move that we approve Policy 6801, Capital Assets Theft Sensitive Assets as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

**6801**

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## MANAGEMENT SUPPORT

### Capital Assets/Theft-Sensitive Assets

#### **I. Capital Assets**

The Pullman School District Board of Directors expects the district to maintain a comprehensive capital assets record-keeping system. The goal of the capital assets program is to protect the district against losses that would significantly affect the district's students, staff, property, budget or the ability of the district to continue to fulfill its stewardship responsibilities.

For purpose of this policy, "capital assets" shall mean land, improvements to land, easements, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure and all other tangible and intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period which:

- A. Retains its shape and appearance with use;
- B. Is nonexpendable, meaning if the item is damaged or some of its parts are lost or worn out, it may be more feasible to repair it than to replace it with an entirely new item.
- C. It does not lose its identity when incorporated into a more complex unit;
- D. Is valued no less than ~~\$5,000~~10,000 unless a lesser amount is set by the district; and
- E. Has a life expectancy of at least one year.

Federal law requires a physical inventory of federally-funded assets of any value at least once every two years. Reconciled inventory reports shall be provided to the board. Such report shall identify lost, damaged or stolen capital assets. Missing capital assets will be removed from district property records by a vote of the board.

No equipment shall be removed for personal or non-school use.

#### **II. Theft-Sensitive Assets and Durable Assets**

For purposes of this policy, "theft-sensitive" are those items identified by the district as most subject to loss (e.g., audio-visual equipment, laptop computers, digital cameras). The district should establish procedures for internal controls and conduct an annual inventory of theft-sensitive assets. The District will also inventory on an annual basis those items classified as Durable Assets defined as assets with a value less than ~~\$5,000~~10,000 and generally not identified as small and attractive assets. Durable assets would include classroom furnishings, office furnishings and property not identified on the established list of small and attractive district assets.

The board will be provided a report identifying equipment not accounted for in the annual inventory. This equipment will be removed from the district property records through school board action annually.

The Superintendent shall develop procedures to implement this policy, including maintenance requirements and sales procedures to ensure the highest possible return.

#### **Cross References:**

Board Policy [6570](#) Property and Data Management  
 GASB 87 – Accounting for Leases  
 School District Accounting Manual (SDAM) Chapter 3

#### **Legal References:**

RCW 28A.335.090 Conveyance and acquisition of property — Management — Appraisal  
 34 CFR § 80.32 Uniform Administrative requirements for grants and cooperative agreements to state and local governments  
 Equipment  
 7 CFR § 3015, 3016 Agriculture

# Pullman School District Board Policy

**6801**

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45 CFR § 92.32

Health and Human Services

Office of Management and Budget (OMB) Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments, Attachment B(19)

**Management Resources:**

*Policy News*, June 2008

Capital Assets/Theft-Sensitive Assets

*Policy News*, April 2006

Fixed Assets

**Classification: Essential**

**Adoption Date:** January 31, 2001

**Revised Date:** January 26, 2011

**Revised Date:** November 12, 2014

**Revised Date:** August 24, 2022

**Revised Date:** October 11, 2023

# Coversheet

## Psychology Text Adoption

<b>Section:</b>	VI. Discussion Items
<b>Item:</b>	A. Psychology Text Adoption
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	ES Psychology Text Adoption 1.8.25.pdf



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***Psychology Text Adoption***

**Executive Summary**

**January 8, 2025**

***Roberta Kramer***

*Assistant Superintendent*

**Background:**

Pullman High School offers Psychology as a dual credit college in the high school course. The text for this course is outdated. To align the course with University of Washington standards, the text reviewed was the latest edition of the text we had adopted in the past. The text, Psychology in Your Life W.W. Norton and Company (2022), is recommended to the board for approval. This text was approved by the Curriculum Advisory Committee on December 9, 2024 and was made available for public review on December 17 and 18, 2024.

**Recommended Board Action:**

Approval of the Psychology text, Psychology in Your Life.

**Motion to Approve**

I move that we approve Psychology in Your Life, for use in the Psychology class at Pullman High School.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Coversheet

## Board Communication Plan

<b>Section:</b>	VI. Discussion Items
<b>Item:</b>	B. Board Communication Plan
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	ES Board Communication Plan.pdf Board of Directors Communication Plan 2024-2025 DRAFT.pdf



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***School Board Directors Communication Plan***

**Executive Summary**

**December 23, 2024**

***By Bob Maxwell***

*Superintendent*

**Background:**

During the December 4, 2024 Board Work Session, which included a presentation on Communication Strategies for School Leaders. The board of directors discussed developing a communication plan to enhance internal and external communication within the district.

This communication plan is designed to address identified potential gaps and opportunities in district communication. By implementing these strategies, the Pullman School District can build stronger relationships with stakeholders, increase transparency, and support the district's goals more effectively.

**Recommended Board Action:**

I recommend approval of the Board Communication Plan.

**Motion to Approve**

I move to approve the Board Communication Plan as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

June - December **2024**

# Board of Directors Communication Plan



June

September

October

November

December

**End of Year Staff BBQ & Presentation**

"Why are we in a Budget Bind?"

[Community Update Article](#)

"Curious About School Funding?"

**State of the District Presentations**

PTA/PTO/Booster Clubs

[Supt. Newsletter](#)

"Addressing Funding Crisis in Public Education"

**Superintendent Op. Ed.**

Spokesman Review

**Joint Meeting with Superintendent, Board, & Eastern WA Legislators**

**Staff Meeting Presentations**

"School Funding Dilemma"

**Joint Communication to Staff from Supt. and Board**

[Supt. Newsletter](#)

Statewide Core Issues - WA School Funding

**Board Program Report**

Elem. School Improvement Plans

**Board Program Report**

Classified Employee Award  
Year-End Finance Report  
Secondary SIP Plans  
WSSDA Conference

• **Board Liaison:**

- Provides Spring PTA-PTO-Booster Club Report

• **Staff Weekly Report** - 3:00pm, Thursdays

- **Family Weekly Report** - 4:00pm, Fridays

• **Superintendent Monthly Newsletter**

- Board of Directors Information Section, submit 2 business days before the last business day of the month



January - May **2025**



# Board of Directors Communication Plan

January

**Finance Committee Meeting**

February

**Finance Committee Meeting**

March

**Finance Committee Meeting**

April

**Finance Committee Meeting**

May

**Finance Committee Meeting**

**Community Update Article**

Nathan Roberts

**Community Update Article**

Arron Carter

**Community Update Article**

Amanda Tanner

**Community Update Article**

District - Juston Pollestad

**Community Update Article**

Nathan Roberts

**Staff Meeting Presentations**

*Supt & Board Member*

**Joint Communication to Staff**

**from Supt. and Board**

**Board Listening Session**

Topic: School Finances/Budget

**Joint Communication to Staff**

**from Supt. and Board**

**Chamber of Commerce  
Presentation**

*State of the District/Aquatic Center*

**Presentation to ASB &  
Student Ambassadors**

**Communication about  
School/District Website  
Change**

**Communication about  
School/District Website  
Change**

**Legislative Conference**

*Superintendent*

**Enrollment for Next School**

**Year Opens**

**CEE Survey?**

**Budget & Post Legislative Session Update**

PTA/PTO/Booster Clubs

**Budget & Legislative Update Presentation**

PTA/PTO/Booster Clubs

**Staff Meeting Presentations**

Post Legislative Session & Budget Impacts Update

**Board Program Report**

Board Operating Protocols  
Supt. Evaluation

**Board Program Report**

Board Goals & Strategic Plan  
Supt. Contract Renewal  
Board Financial Disclosures

**Board Program Report**

National Board Cert. Teachers

**Board Program Report**

Dedicated Teacher/Team Award

**Board Program Report**

Review Board Calendar  
Filing Open Board Positions

• **Board Liaison:**

- Provides Spring PTA-PTO-Booster Club Report

• **Staff Weekly Report** - 3:00pm, Thursdays

- **Family Weekly Report** - 4:00pm, Fridays

Powered by BoardOnTrack

• **Supt. Monthly Newsletter w/Board Feature**

- Board of Directors Information Section, submit 2 business days before the last business day of the month

June - October **2025**



# Board of Directors Communication Plan

June

**Finance Committee Meeting**

July

August

September

Oct

**Community Update Article**

Amanda Tanner

*\*District Cover Page*

**Community Update Article**

Craig Nelson

**Community Update Article**

Arron Carter

**Community Update Article**

TBD

*\*District Cover Page*

**Community Update Article**

TBD

**EOY Staff Presentation**

Budget Impacts Update

**Annual School Board Retreat**

*with Finance Update*

**Board Listening Session**

**Reminder Communication  
about School/District Website  
Change**

**New District ParentSquare  
Website Launches July 1**

**Reminder: Enrollment for Next  
School Year**

**Board Program Report**

Summary of SIP Progress  
Supt EOY Evaluation

**Board Program Report**

Board Committee Rep. Assigned  
Budget: Presentation

**Board Program Report**

Affirmative Action  
Budget: Public Hearing

**Board Program Report**

Program Compliance

**Board Program Report**

Elem. School Improvement Plans

• **Board Liaison:**

- Provides Fall PTA-PTO-Booster Club Report

• **Staff Weekly Report** - 3:00pm, Thursdays

- **Family Weekly Report** - 4:00pm, Fridays

• **Supt. Monthly Newsletter w/Board Feature**

- Board of Directors Information Section, submit 2 business days before the last business day of the month

# Coversheet

## 1101F Board Operating Protocols - Annual Review

<b>Section:</b>	VI. Discussion Items
<b>Item:</b>	C. 1101F Board Operating Protocols - Annual Review
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 1101F Board Operating Protocols - Annual Review 1.8.25.pdf 1101F Operating Principles-Board Protocol 2.14.24.pdf



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## ***1101F Board Operating Protocols - Annual Review***

**Executive Summary**

**January 8, 2025**

***Board of Directors***

### **Background:**

Annually, the Board reviews and agrees upon Board Operating Protocols (1101F).

### **Recommended Board Action:**

No action necessary. Board review and discussion only. The document is available to be signed unless action is taken.

### **Motion to Approve**

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

**BOARD OF DIRECTORS****OPERATING PRINCIPLES/BOARD PROTOCOL**

**For the purpose of enhancing teamwork among members of the board and between the board and the superintendent, we, the members of the Pullman School District Board of Directors do hereby commit individually and collectively to the following operating principles:**

**[\[RCW 28A.150.230\]](#)**

- 1. We place student interests first.** The board will represent the needs and interests of all children in our district. The continuous improvement of student learning is our primary goal. (Policies 1000 & 1005)
- 2. We strive to govern effectively.** The Board will utilize its membership in the Washington State School Directors' Association (WSSDA) and will engage in professional development activities to improve its practice, while being guided by the Washington School Board Standards as a model. (Policies 1820, 1822, & 1830)
- 3. We conduct open public meetings and we encourage public input.** The board will adhere to Washington's Open Public Meeting Act and will encourage public comment at all regular board meetings. Board meeting notes and agendas are published in advance and the board posts agendas so the public can stay informed about the board's actions and provide input during the decision-making process. (Policy 1400)
- 4. We state clear goals and use those goals as a basis for evaluation.** The board will work with the superintendent to set clear goals and will use these goals for self-evaluation and evaluation of the superintendent. The board and superintendent will set clear goals for the Pullman School District. (Policy 1810)
- 5. We make efficient board decisions and hold effective board meetings.** Board members will adequately prepare themselves for meetings. When a board member needs additional information, the board member should contact either the superintendent or board president prior to the meeting. (Policies 1400 & 1400P, 1220)
- 6. We adhere to an agenda and avoid surprises at meetings.** The board agrees to ask the board president to place an item on the agenda with sufficient notice before the next. In the rare case that an item should be added, modified, or amended to the agenda at the time of the meeting, the chair will follow Robert's Rules of Order (latest edition). (Policies 1101, 1400 & 1400P, 1420 & 1420P)
- 7. We consider superintendent input.** The superintendent is the chief executive officer of the district and should give information, make recommendations, proposals or suggestions on most matters that come before the board. (Policy 1620)
- 8. We demonstrate civility.** The board recognizes the importance of good conduct at meetings and agrees to avoid words and actions that create a negative impression on an individual, the board, or the district. While we encourage debate and differing points of view, we will do so with care, respect and civility. (Policies 1101)
- 9. The board acts as a body.** The board gives every member a say as they represent their constituents, but not necessarily their way. Individual board members do not have authority; only

# Pullman School District

# 1101F

Page 2 of 3

the boards as a whole has authority. Once the board has made a decision, individual board members will not undermine that decision through words or actions. The board president or the board's designee will communicate the position(s) of the board on all issues. (*Policy 1101*)

10. **We conduct closed sessions only for appropriate subjects.** The board conducts executive sessions only when specific needs arise and only to discuss those issues allowed by state statute (i.e., to consider a real estate matter, to review negotiations, to evaluate a personnel matter, or to consult with legal counsel). Board members will be sensitive to the legal ramifications of their meeting and comments and will maintain confidentiality of information discussed. Executive sessions will remain focused on the topic for the executive session as identified. (*Policies 1410 & 1410P*)
11. **We are involved in the district.** When board members serve on various district committees, attend committee meetings, or meet with members of the community their role shall be as "liaison" to the board. We will be active members in our community through attendance at school functions, district meetings, and community events. As community liaisons we will be mindful of our words and actions so as to build and maintain a positive image for the district. We will demonstrate good listening skills and exhibit respect when addressed by the public. (*Policy 1005*)
12. **We are advocates for students and public schools.** In addition to overseeing district policy, the board may take positions on broader issues to advance the welfare of students and/or public education in general. (*Policy 1105*)
13. **We represent the values our community holds for their schools.** The board ensures that district information and decisions are communicated community-wide. In its decision-making, the board seeks and considers input from a diverse range of perspectives. Individual board members endeavor to hear and understand perspectives that differ from their own, and take into account systemic inequities and personal circumstances that affect how community members can contribute their perspectives. (*Policies 4001, 4110, 4120, & 4220*)
14. **We handle inquiries, concerns and complaints with care.** Board members support and uphold the district's policies for handling and resolving concerns related to district administration, programs, or personnel. Individual board members should contact the superintendent and/or board president directly when they hear concerns in the community regarding issues relating to district administration, programs or personnel. The board will handle public concerns in a tactful, orderly and effective way (that is, by listening to the individual's concern, explaining the process for handling concerns, expressing appreciation to the individual for expressing concern, and assuring the individual that the concern will be forwarded to the board as a whole or the superintendent). All personnel complaints and criticisms received individual board members should be directed to the board president and superintendent. When complaints or concerns about the superintendent are received by individual board members, they should be shared immediately or with the entire board in executive session. The board will act as a body on any follow-up action to investigate those concerns. No individual board member will take action. Should the board determine it necessary, the board will identify an independent, third-party to investigate concerns. (*Policy 4220*)
15. **We practice the governance role.** The board will emphasize planning, policy making, accountability, and communication rather than becoming involved in the management of the schools. The Pullman School District Board of Directors governs the district through policy. (*Policy 1310*)

# Pullman School District

**1101F**

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Governance responsibilities are described below:

LEADERSHIP TEAM ROLES	
SCHOOL BOARD = Governance Team (Guides/Directs)	SUPERINTENDENT = Management Team (Administers, Operates)
Decides What	Decides How
Requests Information	Seeks and Provides Information
Considers Issues	Provides Recommendations
Creates, Reviews, Adopts Policy	Recommends, Implements Policy
Approves & Reviews Plans	Implements Plans
Monitors Progress	Reports Progress
Contracts with Personnel, Supervises & Evaluates Superintendent	Supervises & Evaluates Personnel
Approves & Reviews Budget	Formulates Budget
Represents Public Interests	Acts in Public Interest

**We, the members of, the Pullman School District Board of Directors hereby commit to these operating principles:**

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 Board Member

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 Board Member

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 Board Member

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 Board Member

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 Board Member

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 Superintendent

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 Date

*Approved by Board on February 13, 2019*

*Revised Date: January 27, 2021*

*Revised Date: January 11, 2023*

*Revised Date: February 14, 2024*

# Coversheet

## 3141 Nonresident Students

<b>Section:</b>	VI. Discussion Items
<b>Item:</b>	D. 3141 Nonresident Students
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 3141 Nonresident Students 1.8.25.pdf 3141 Nonresident Students 1.8.25.pdf





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***3141 Non-Resident Students***

**Executive Summary**

**January 8, 2025**

***By Bob Maxwell***

*Superintendent*

**Background:**

To align Pullman School District's Policy 3141 "Non-Resident Students," with the Washington State School Directors' Association (WSSDA)'s current model policy language and update language per legal counsels recommendation. In addition, 3141F Out-of-District Transfer Form has been updated to include a Choice Student Contract as a new section to the form.

**Recommended Board Action:**

I recommend approval of Policy 3141.

**Motion to Approve**

I move to approve Policy 3141 as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

3141

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## STUDENTS

### Non-Resident Students

The Pullman School District Board of Directors annually will inform parents of the inter-district enrollment options and parental involvement opportunities. Information on inter-district acceptance policies will be provided to nonresidents on request. Providing online access to the information satisfies the requirements of this policy unless a parent or guardian specifically requests information to be provided in written form. The district will not charge any transfer fees or tuition costs for enrolling eligible nonresident students.

Consistent with [Chapter 28A.225 RCW](#), any prospective student who resides outside the district may apply to attend a school in the district or may file the parental declaration of intent to provide home-based instruction and enroll for ancillary services. All applications for nonresident attendance or home-based instruction will be considered on an equal basis.

A parent (or guardian) will apply for admission on behalf of ~~his or her~~their child by completing the Annual Request for Release and Application for Nonresident Admission (Form 3141F) located on the district website. The superintendent will develop an application form which contains information including, but not limited to, the current legal residence of the child and the school district in which ~~he or she is~~they are currently enrolled or receiving home-based instruction, basis for requesting release from the resident district and the specific building and grade level (elementary), course offerings (secondary) in which the student desires to be enrolled if accepted by the district.

The district must use the Standard Choice Transfer System in the Education Data System (EDS) to process those requests for student transfer enrollment into online or alternative learning experience programs or schools.

A student who resides in a district that does not operate a secondary program will be permitted to enroll in secondary schools in this district in accordance with state law and regulation relating to the financial responsibility of the resident district.

### **I. Standards for accepting or rejecting an application**

~~1.0~~ The ~~Superintendent~~superintendent or the superintendent's designee will accept or reject an application for nonresident admission based upon the following standards:

~~1.1~~ A. Whether acceptance of a nonresident student would result in the district experiencing ~~significant a~~ financial hardship, which may include, but is not limited to, consider of:

~~("financial hardship" does not include routine programmatic costs associated with serving additional disabled or non-disabled students);~~

~~1.2~~ 1. Whether ~~in~~ the grade level or class at the building in which the student desires to be enrolled has the capacity or space for additional students; and/or

2. Whether appropriate educational programs or services are available to improve the student's condition as stated in ~~requesting the~~ release from ~~his or her~~their district of residence;

~~1.3~~ B. Whether the student's disciplinary records indicate a history of violent or disruptive behavior or gang membership (a gang means a group of three or more persons with identifiable leadership that on an ongoing basis regularly conspires and acts in concert mainly for criminal purposes).

~~1.4~~ C. Whether the student has been expelled or suspended from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission of expelled students; and

~~1.5~~ D. Whether enrollment of a nonresident student would conflict with a district innovation academy cooperative under [RCW 28A.340.080](#).

~~1.6~~ E. Whether the student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

# Pullman School District Board Policy

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## **II. Admission or denial: Notice of decision and appeal of decision**

The superintendent or the superintendent's designee, in a timely manner will provide all applicants with written notification of the approval or denial of a nonresident student's enrollment application. If the student is to be admitted, the superintendent or the superintendent's designee will notify the resident district and make necessary arrangements for the transfer of student records.

When a student is accepted, the student and the parent or guardian must sign the Pullman School District Choice Student Contract in Section III of Form 3141F Annual Request for Release and Application for Nonresident Admission. The contract sets out the standards for continued acceptance in the district.

Acceptance is for one year only.

If the application is denied, the superintendent or superintendent's designee will notify the parent or guardian within 45 days from receipt of the parent's application. The notification will include of the reason(s) for denial and inform the parent or guardian of their right to appeal the district's denial decision to the Superintendent of Public Instruction or his or her designee as detailed in [RCW 28A.225.230](#).

~~The parent or guardian may appeal the denial to the district's superintendent or designee. Within five business days of receipt of the parent's appeal submission, the superintendent or designee will provide the parent with a written notification of the final appeal decision to either grant or deny the student's admittance into the district.~~

## **III. Revocation of Acceptance**

A student's acceptance may be revoked at any time if the student fails to meet the standards described in the Choice Student Contract. Additionally, the district may revoke the student's acceptance if the student's application materials include false, inaccurate, or incomplete information.

Once the district decides to revoke the student's acceptance, it will provide written notice of the revocation to the resident school district and the student's parent or guardian. The notice of revocation will specify the reason for revoking acceptance and notify the student's parent or guardian of the right to appeal. The same appeal procedures that apply to denials of applications apply to decisions to revoke acceptance.

The resident school district becomes responsible for the nonresident student's education once it receives written notice of the revocation.

## **IV. Children of full-time employees**

1. Pursuant to [RCW 28A.225.225](#), a nonresident student who is the child of a full-~~time~~ ~~or part-time~~ certificated or classified employee will be permitted to enroll:
  - a. At the school to which the employee is assigned.
  - b. At a school forming the district's kindergarten through twelfth grade continuum which includes the school to which the employee is assigned; or
  - c. At a school in the district that provides early intervention services pursuant to [RCW 28A.155.065](#) and/or preschool services pursuant to [RCW 28A.155.070](#), if the student is eligible for such services.
2. The district may reject the application of a student who is the child of a full-~~time~~ ~~or part-time~~ employee if:
  - a. Disciplinary records or other evidence supports a conclusion that the student has a history of convictions, violent or disruptive behavior or gang membership; or

# Pullman School District Board Policy

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- b. The student has been expelled or suspended from a public school for more than ten consecutive days (however, the district's policies for allowing readmission of expelled or suspended students and the required reengagement procedures under this rule must apply uniformly to both resident and nonresident applicants seeking admission, pursuant to [RCW 28A.225.225\(2\)\(b\)](#)); or
- c. Enrollment of the nonresident child would displace a child who is a resident of the district- (however, if a nonresident student is the child of a full-time employee and has been enrolled under Section 1 above, the student must be permitted to remain enrolled in the school or in the district's kindergarten through twelfth-grade continuum); or
- d. The student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

- ~~3. If a nonresident student is the child of a full or part time employee and has been enrolled under Section 1 above, the student must be permitted to remain enrolled at the same school or in the district's kindergarten through twelfth grade continuum until:~~
  - ~~a. The student completes their schooling; or~~
  - ~~b. The student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.~~

## Cross Reference:

Board Policy 3120 Enrollment ~~and Attendance Records~~

## Legal References:

RCW 28A.225.220 Adults, children from other districts, agreements for attending school --Tuition  
 RCW 28A.225.225 Applications from ~~school employees' children~~, nonresident students, or students receiving home-based instruction to attend district school — School employees' children -- Acceptance and rejection standards — Notification.  
 RCW 28A.225.240 Apportionment of credit  
 RCW 28A.225.290 Enrollment options information booklet  
 RCW 28A.225.300 Enrollment options information to parents  
 WAC 392-137 Finance--Nonresident attendance

## Management Resources:

*Policy News*, September 1999 School safety bills impact policy  
*Policy News*, June 2003 Enrolling children of School Employees  
 2015 - October Policy Issue  
[2018 -- December Policy Issue](#)

## Classification: Essential

**Adoption Date:** June 19, 1990

**Revised:** March 25, 1992

**Revised:** July 14, 1993

**Revised:** July 10, 1996

**Revised:** May 12, 1999

**Revised:** August 23, 2000

**Revised:** November 12, 2014

Revised: November 8, 2017

Revised: January 23, 2019

# Coversheet

## 5270 Resolution of Staff Complaints

<b>Section:</b>	VI. Discussion Items
<b>Item:</b>	E. 5270 Resolution of Staff Complaints
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	ES 5270 Resolution of Staff Complaints 1.8.25.pdf 5270 Resolution of Staff Complaints 1.8.25.pdf



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***Resolution of Staff Complaints Policy 5270***

**Executive Summary**

**December 23, 2024**

***By Bob Maxwell***

*Superintendent*

**Background:**

To align Pullman School District's Policy 5270, "Resolution of Staff Complaints," with the Washington State School Directors' Association (WSSDA)'s current model policy language. This update ensures compliance with best practices, legal standards, and a consistent framework for resolving staff complaints effectively and equitably.

**Recommended Board Action:**

I recommend approval of Policy 5270.

**Motion to Approve**

I move to approve Policy 5270 as presented.

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

5270

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## PERSONNEL

### Resolution of Staff Complaints

The Pullman School District Board of Directors recognizes the importance of establishing reasonable and effective means for resolving difficulties which may arise among staff, to reduce potential areas of grievances and to establish and maintain recognized two-way channels of communication ~~among and~~ between supervisory personnel and staff.

~~The board will expedite the process for all concerned parties. Staff are may urged to~~ use the administrative procedures ~~whenever they feel that a district action has to~~ allege a violation of existing district policies and procedures that has directly aggrieved them. The procedures are established to ~~secure~~ provide a proper and equitable solution to a complaint at the lowest possible supervisory level and to facilitate an orderly procedure within which solutions may be pursued.

~~A complaint may be a claim by a staff member based upon alleged violation, misinterpretation or a misapplication of existing district policies or administrative procedures.~~

~~All documents, communications and records dealing with the processing of a grievance shall be maintained in a separate file and shall not be kept in the personnel file of the aggrieved.~~

A complaint shall mean a written claim by a staff member that alleges a violation of existing district policies or procedures that has directly aggrieved them.

---

### Management Resources

Policy and Legal News -- October 2015

**Adoption Date: March 24, 2010**

## Coversheet

### Policy Governance-Based Superintendent Evaluation Proposal - 1630 Superintendent Evaluation

**Section:** VI. Discussion Items  
**Item:** F. Policy Governance-Based Superintendent Evaluation Proposal - 1630  
Superintendent Evaluation  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
ES Policy Governance-Based Supt Eval Proposal 1630 1.8.25.pdf  
1630 Governance-Based Superintendent Eval DRAFT 1.8.25.pdf  
1630 APPENDIX BOARD MONITORING-SUPT PERFORMANCE SCHEDULE.pdf





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***Policy Governance-Based Superintendent Evaluation Proposal - 1630***

**Executive Summary**

**January 8, 2025**

***Nathan Roberts***

*Board President*

**Background:**

The Board has been reviewing WSSDA's superintendent evaluation processes and has tentatively agreed to pilot a new approach outlined by WSSDA and reflected in this policy revision. This updated process emphasizes aligning the superintendent's performance with Board policies, as envisioned in the strategic plan and within established policy guidelines. It incorporates ongoing monitoring through internal reports, external assessments, and direct Board inspections, culminating in biannual and formal annual reviews. These reviews aim to provide constructive feedback, assess compliance, and inform future goals and performance standards.

**Recommended Board Action:**

**Motion to Approve**

☐ Approved

☐ Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Pullman School District Board Policy

1630

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## BOARD OF DIRECTORS

### Evaluation of the Superintendent

~~The superintendent will have the opportunity for confidential conferences with the Board on at least two occasions during each school year, for the purpose of aiding the superintendent in their performance. The Board may discuss with the superintendent their performance at any time during the year when the Board deems it necessary.~~

~~The Board shall conduct performance reviews of the superintendent in executive session no later than January 31 and June 15 of each contract year. The superintendent will be evaluated on the mutually agreed upon standard(s) contained in the Washington Standards Based Superintendent Evaluation (WSBSE) and/or selected goal(s) identified to implement the district's strategic plan/Pullman Promise.~~

~~The June evaluation will be held in executive session and will be an informal discussion with the superintendent regarding their performance and goals. The Board President will summarize input provided by each board member and provide a final signed evaluation to the superintendent after the executive session.~~

~~At either the January performance review or the June evaluation, the superintendent may add at their discretion any information that will enable the Board to more thoroughly evaluate the performance of the superintendent.~~

#### I. Background:

The Superintendent performance assessment should be conducted on an ongoing basis with regular feedback between the Board and the Superintendent. Progress on "organizational results" should be reported on and be evident throughout the academic year. The superintendent will have the opportunity for confidential conferences with the board biannually for the purpose of aiding the superintendent in their performance. There should be no surprises at the biannual performance review meetings.

#### II. Policy:

Systematic monitoring of the Superintendent's job performance will be measured against the expected Superintendent job outputs including:

1. Organizational accomplishment of Board Policies. The Policies criteria relate to the short and long-term results which the superintendent is expected to achieve. The Superintendent's reasonable interpretation of policies should include the most important short-term results/milestones for the year. The outcomes in the interpretation should not be exclusively short-term; they should also include key milestone results in a longer-term strategic journey.
2. Organizational operation within the risk boundaries established in the Board's *Executive Limitations* policies.

Monitoring of the Superintendent's job performance will be solely against these expected job outcomes.

# Pullman School District Board Policy

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## Accordingly:

Monitoring will be used to demonstrate the degree to which Board policies are being met. Information that does not contribute directly to this purpose is not considered monitoring data.

The Board will acquire monitoring data on the Superintendent's performance, i.e. on achievement of policies and Executive Limitations policies by one or more of three methods:

- a. By **internal report**, in which the Superintendent provides performance data on the Board stated policy criteria demonstrating achievement of/compliance with Board policy such that a majority of the Board believes that a reasonable interpretation of the policy has been achieved.
- b. By **external report**, in which an external, impartial third party selected by the Board assesses compliance with Board policies. Such reports must assess executive performance only against policies of the Board, not those of the external party, unless the Board has previously indicated that party's opinion to be the standard.
- c. By **direct Board inspection**, in which the Board directly assesses compliance with the appropriate policy criteria. This can be completed by a Board Member, a Board Committee, or the Board as a whole. This is a Board inspection of documents, activities or circumstances directly by the Board which allows a prudent person test of policy compliance. Such an inspection is only undertaken at the instruction of the Board, and with the Superintendent's knowledge.

In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted and achieved the Board policy being monitored. The Board will make the final decision as to whether a Superintendent interpretation is reasonable and whether the evidence demonstrates achievement of/compliance with the policy. The Chair will gather individual Board member input regarding each Board member's analysis of the reasonableness of the interpretation and the rationale for why the Board member believes the evidence shows or does not show policy achievement /compliance. The Board Chair will draft an overall Board response document for Board consideration/approval. The Board will then provide the Superintendent a Monitoring Response Document outlining the Board's assessment of performance on that specific Board policy topic.

All policies that instruct the Superintendent will be monitored on schedule according to a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend upon the schedule and method outlined in Appendix 1.

In conjunction with the conclusion of the Board's annual planning cycle (July), each January, and June the Board will conduct a formal annual evaluation of the performance of Superintendent. This formal evaluation will be conducted by cumulating the regular monitoring data provided throughout the year. A written summary evaluation document will be prepared by the Board Chair, compiling the content of ongoing Board decisions outlined in the Board response documents and the related Board motions regarding acceptance or non-acceptance of Monitoring Reports. This summary will identify performance trends evidenced by the data. The Superintendent will review the document with the Board in Executive Session, if necessary. The report will be signed by the Superintendent and the Board Chair. The evaluation document will consist of:

# Pullman School District Board Policy

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- a. Findings generated during the year from monitoring the Board's policies and *Executive Limitations*.
- b. Conclusions as to whether each achievement/compliance has been achieved (or whether reasonable progress has been made toward its achievement) and whether the Superintendent has operated within the boundaries established in Executive Limitation policies.

As part of the annual board retreat, the Board and superintendent will mutually identify the standard(s) and/or develop particular goals, and/or policies and executive limitations for the superintendent for the upcoming school year. ~~Adjusting resources for the purpose of closing achievement gaps among students and measuring the effectiveness of such strategies is a standing superintendent performance goal.~~

The Board on the basis of the evaluation may renew or extend the superintendent's contract for periods up to three years, and may award a performance bonus for successful completion of adopted goals/achievement(s) compliance.

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**Adoption Date:** January 9, 1991

**Editorial Revision:** December 9, 1998

**Revised:** January 2004

**Revised:** August 25, 2021

## Pullman School District Board Appendix 1

1630

**BOARD MONITORING OF SUPERINTENDENT PERFORMANCE SCHEDULE**

<b>Mandatory Policy Title</b>	<b>Method</b>	<b>Frequency</b>
<a href="#">Annual Review: 1101F Board Operating Protocols</a>		<a href="#">Annually</a>
<a href="#">Executive Session: 1630 Superintendent Evaluation</a>		<a href="#">Biannually</a>
<a href="#">Social Media Policy 4309/P</a>		<a href="#">Annually</a>
<a href="#">Annual Review: Graduation Policy 2410/P</a>		<a href="#">Annually</a>
<a href="#">Annual WIAA Enrollment Resolution</a>		<a href="#">Annually</a>
<b><u>Executive Limitations</u></b>		
<b><u>Human Resources Related Policies</u></b>		
<a href="#">Collective Bargaining Agreements</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">District Choice Report</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Human Resources Report</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">CEE Data Review (every five years)</a>	<a href="#">External Report</a>	<a href="#">Every 2-5 years</a>
<a href="#">Certificated Staffing</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<b><u>Student Related Policies</u></b>		
<a href="#">Professional Learning Communities Updates</a>	<a href="#">Internal Report</a>	<a href="#">At least biannually</a>
<a href="#">School Improvement Plans</a>	<a href="#">Internal Report</a>	<a href="#">At least biannually</a>
<a href="#">Alternative Learning Experiences</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Program Compliance</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Highly Capable Services Report</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">CTE Program/Perkins Grant Approval</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Assessment Results</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">LMS/PHS Course Approvals for Next School Year</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">LMS/PHS Course Guides for Next School Year</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<b><u>Financial and Asset Protections</u></b>		
<a href="#">Uncollected Non-Tax Revenue</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Risk Management Program</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Application for Basic Education Allocation</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Year-End Finance Report</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Inventory Loss/Write-Off</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Enrollment Projections</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">LMS/PHS Fee Schedules for Next School Year</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Maintenance/Facilities/Asset Preservation Program</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">School Meal Prices</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Food Service Bid Awards</a>	<a href="#">External Report</a>	<a href="#">(as needed)</a>
<a href="#">Dairy Bid</a>	<a href="#">External Report</a>	<a href="#">(as needed)</a>
<a href="#">Fuel Bid Awards</a>	<a href="#">External Report</a>	<a href="#">(as needed)</a>
<a href="#">Approve: ASB Fundraisers and Clubs</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Preschool RFP</a>	<a href="#">External Report</a>	<a href="#">(as needed)</a>
<b><u>Communication, Support, and Compliance</u></b>		
<a href="#">PTA/PTO/Boosters</a>	<a href="#">Internal Report</a>	<a href="#">At least biannually</a>
<a href="#">PSD Family &amp; Student Handbook for Next School Year</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">LMS/PHS Athletics &amp; Activities Handbook for Next School Year</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">School Showcases</a>	<a href="#">Internal Report</a>	<a href="#">At least biannually</a>
<a href="#">LMS &amp; PHS Student Ambassadors</a>	<a href="#">Internal Report</a>	<a href="#">At least biannually</a>
<b><u>Reports</u></b>		
<a href="#">Curriculum Adoption Update, Cycle &amp; Development</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>
<a href="#">Special Education Services Update</a>	<a href="#">Internal Report</a>	<a href="#">Annually</a>

# Pullman School District Board Appendix 1

1630

<u>Transportation Services</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Technology Services</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Nutrition Services Program Update</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Visual/Performing Arts</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Summer Athletic &amp; Activities Program</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Sustainability Committee</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Community Engagement Board and Attendance</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Wellness &amp; Workforce Mental Health Committee</u>	<u>Internal Report</u>	<u>Every Two Years</u>
<u>LMS and PHS Athletics and Activities, Title IX</u>	<u>Internal Report</u>	<u>Annually</u>
<u>ELD Program</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Summer School</u>	<u>Internal Report</u>	<u>Annually</u>
<u>Safety</u>	<u>Internal Report</u>	<u>Annually</u>

# Coversheet

## Policy Revision: 1630 Superintendent Evaluation

<b>Section:</b>	VI. Discussion Items
<b>Item:</b>	G. Policy Revision: 1630 Superintendent Evaluation
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	ES Policy Revision 1630 Supt Evaluation 1.8.25.pdf 1630 Superintendent Eval 1.8.25 - Policy Revision.pdf 1630P Superintendent Eval NEW - Policy Revision.pdf



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## ***Policy Revision - 1630 Superintendent Evaluation***

**Executive Summary**

**January 8, 2025**

***Arron Carter***

*Board Director*

### **Background:**

Suggested revisions to the superintendent evaluation policy and procedure to conduct three performance reviews of the superintendent annually: two informal reviews by October 31 and January 31, and a formal evaluation by June 15, based on an expanded annual review of all state standards.

### **Recommended Board Action:**

### **Motion to Approve**

☐ Approved

☐ Not Approved

Date: \_\_\_\_\_

Board Secretary Signature: \_\_\_\_\_



# Pullman School District Board Policy

1630

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## BOARD OF DIRECTORS

### Evaluation of the Superintendent

The superintendent will have the opportunity for confidential conferences with the Board on no less than at least three ~~two~~ occasions during each school year, for the purpose of aiding the superintendent in their performance. The Board may discuss with the superintendent their performance at any time during the year when the Board deems it necessary.

The Board shall conduct three standards-based performance reviews ~~with~~of the superintendent in executive session each year. Two informal conferences will be completed prior to no later than October 31 and January 31, and a formal evaluation to be completed prior to June 15 of each contract year. The superintendent will be evaluated on the mutually agreed upon standard(s) contained in the Washington Standards-Based Superintendent Evaluation (WSBSE) and ~~or~~ selected goal(s) identified to implement the district's strategic plan/Pullman Promise.

The June evaluation will be held in executive session and will be a ~~n-in~~ formal discussion with the superintendent regarding their performance and goals. The Board President will summarize input provided by each board member and provide a final signed evaluation to the superintendent after the executive session.

At either the October or January performance review or the June evaluation, the superintendent may add at their discretion any information that will enable the Board to more thoroughly evaluate the performance of the superintendent.

As part of the annual board retreat, the Board and superintendent will mutually identify the standard(s) for evaluation and ~~or~~ develop particular themes/goals for the superintendent for the upcoming school year. Adjusting resources for the purpose of closing achievement gaps among students and measuring the effectiveness of such strategies is a standing superintendent performance goal.

The Board, on the basis of the evaluation, may terminate, renew, or extend the superintendent's contract for periods up to three years, and may award a performance bonus for successful completion of adopted goals.

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**Adoption Date:** January 9, 1991

**Editorial Revision:** December 9, 1998

**Revised:** January 2004

**Revised:** August 25, 2021

# Pullman School District Board Policy

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## BOARD OF DIRECTORS

### Evaluation of the Superintendent

#### I. Criteria

The criteria for the standards-based evaluation of the superintendent shall be determined at the annual School Board retreat, and shall be based on the Washington Standards-Based Superintendent Evaluation which included the following standards:

- Standard 1—Mission, Vision, and Core Values
- Standard 2—Equity and Cultural Responsiveness
- Standard 3—Curriculum, Instruction, and Assessment
- Standard 4—Community of Care and Support for Students
- Standard 5—Professional Capacity of School Personnel
- Standard 6—Meaningful Engagement of Families and Community
- Standard 7—Operations and Management
- Standard 8—Collaboration with the Board

Themes and goals for each of these standards shall be established for the basis of the performance reviews. Additional performance goals to implement the district's strategic plan/Pullman Promise can be mutually agreed upon by the Board and the superintendent at this time.

#### II. Objectives

The annual evaluation of the superintendent shall be scheduled for June of each year. Informal performance reviews will be conducted in October and January of each year. It is anticipated that a substantial portion of the evaluative criteria shall consist of performance objectives set forth at the annual School Board retreat.

The Board recognizes that a tension exists between giving the superintendent feedback that represents a unified Board opinion and exposing the superintendent to the range of opinions on the board without diluting or confusing that unified opinion. Different Boards and different superintendents may feel comfortable with differing techniques to address this issue.

One technique, listed here as an example only and not as any sort of expectation or requirement, would be:

- Any score in the lowest or highest category given by any board member requires an explanatory comment;
- Those comments would be included on the evaluation summary that is given to the superintendent by the Board President or designee;
- The Board President or designee has freedom to summarize the overall opinion of the Board for any category as well. The intention here would be to permit the

# Pullman School District Board Policy

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Board President to develop a good synthesis of Board opinion, but also expose the superintendent directly to those opinions that were on either end of the performance spectrum.

## III. Timeline

An informal performance review will be held before October 31 to evaluate progress. The Board may discuss areas of proficiency and/or areas where adjustment and improvement are needed. The superintendent may discuss areas of success or areas where setbacks have been encountered. A 360° review of the superintendent may also be requested after the October performance review if additional input is desired before the January performance review.

For the January performance review, the Board and superintendent would likely need to adhere to the following schedule to ensure the evaluation conference occurs in January.

- A. Before winter break:
  1. Superintendent provides the Board with data sufficient to enable them to evaluate performance of the established standards and goals.
  2. Copies of then-existing evaluation forms are distributed to each Board member and to the superintendent.
- B. Before January 5: Board members return their evaluations, and superintendent returns a self-evaluation on the same type of form to the Board President.
- C. January 5-15: Board President aggregates reviews, creates a composite that also shows the superintendent's score for themselves in each category, and prepares a draft of aggregated/summarized comments to accompany review. The Board President can get help from whichever board members they choose for this work.
- D. Before January 31: Executive Session for Board to review comments of other Board members, self-evaluation of superintendent, draft aggregated/summarized comments prepared by Board President, and discuss whether any modifications should be made.
- E. Before February 1: Board meets with superintendent to review aggregated, composite evaluation document, compare it with superintendent's self-evaluation, review composite comments, discuss areas where perceptions differ, and agree on a plan for focus going forward. Parties may want to have a second meeting to facilitate coming up with the best possible follow-up plan.
- F. February 15: Executive Session to discuss superintendent's performance, including results of meeting with superintendent and the Board. At this time, it will be determined if the intention of the Board is to terminate, renew, or extend the superintendent's contract for periods of up to three years.

The June evaluation will be held in executive session and will be a formal discussion with the superintendent regarding their performance and goals. The review schedule can be similar to the one previously described for the January review if deemed necessary. The superintendent shall provide the Board with data sufficient for them to evaluate

## Pullman School District Board Policy

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performance of the established standards and goals two weeks prior to the executive session. The Board President will summarize input provided by each board member during the executive session and a draft evaluation shall be reviewed by each Board member. After approval of the draft, a final signed evaluation will be provided to the superintendent by the Board President.

# Coversheet

## Administrative Requirements Update

<b>Section:</b>	VII. Informational Items
<b>Item:</b>	A. Administrative Requirements Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	January Administrative Requirements Update.pdf



**Pullman School District**  
**240 SE Dexter St.**  
**Pullman, WA 99163**

## Monthly Administrative Requirements

### January:

- ☐ ELD Program Report to Board (Roberta Kramer)
  - *Person(s) Responsible: Assistant Superintendent*
- ☐ Technology Services Program Report to Board
  - *Person(s) Responsible: Technology Supervisor*
- ☐ Plan joint meeting with PPD
  - *Person(s) Responsible: Executive Director of Operations*
- ☐ Audit Preparation
  - *Person(s) Responsible: Administrative Staff*
- ☐ Repositories Notification
  - *Person(s) Responsible: Finance Director*
- ☐ Begin preparing budget for next school year
  - *Person(s) Responsible: Finance Director, Superintendent & Principals*
- ☐ SIRS Report
  - *Person(s) Responsible: Human Resources Manager*
- ☐ Prepare Family and Student Handbooks for Next School Year (Elementary/Secondary Principals prepare and finalize addendums)
  - *Person(s) Responsible: Superintendent's Office & Principals*
- ☐ January 16 or Preceding Friday – Temperance and Good Citizenship Day:
  - *RCW 28A.230.150 states that on Jan 16 of each year or the preceding Friday when the 16th falls on a non-school day, each public school will observe Temperance and Good Citizenship Day. The original language of the 1923 Washington State law included specific language regarding education of the effects of alcohol and drug use; however this language was removed when the law was revised in 1969. While many interpret "temperance" to mean prohibition, as defined above, instruction on "temperance" may include information about prohibition, but it is not a specific requirement of the law. The 2013 Leg. added the expectation that Temperance and Good Citizenship Day include opportunities in our schools for eligible students to register to vote at school. Many districts recognize this day by discussing temperance in connection with good citizenship, specifically addressing self-restraint. This idea of self-restraint is closely tied with many of the activities associated with Martin Luther King, Jr. Day. For example, a district may choose to discuss the accomplishments of peaceful, nonviolent protests in the civil rights movement of the 1960s. With the 2013 addition, schools will be encouraged to support eligible students to register to vote.*

### February:

- ☐ Yearly OSHA Report (Joe, Diane)
  - *Person(s) Responsible: Executive Director of Operations & Finance Director*
- ☐ Prepare Parent and Student Handbooks for Next School Year (Elementary/Secondary Principals prepare and finalize addendums)
  - *Person(s) Responsible: Superintendent's Office & Principals*
- ☐ Nutrition Services Program Report to Board
  - *Person(s) Responsible: Executive Director of Operations & Nutrition Services Supervisor*
- ☐ Course Approvals for Next School Year
  - *Person(s) Responsible: Secondary Principals*

# Coversheet

## Expense Claim Audit - Community Update Board Schedule

<b>Section:</b>	VII. Informational Items
<b>Item:</b>	B. Expense Claim Audit - Community Update Board Schedule
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Expense Claim Audit Comm Update Schedule.pdf



## BOARD DIRECTOR SCHEDULES

### Expense Claim Audit Schedule

Month	Reviewer
August 2024	Amanda Tanner
September	Lisa Waananen Jones
October	Craig Nelson
November	Nathan Roberts
December	Arron Carter
January 2025	Amanda Tanner
February	Lisa Waananen Jones
March	Craig Nelson
April	Nathan Roberts
May	Arron Carter
June	Amanda Tanner
July	Lisa Waananen Jones

### Community Update Board Report Schedule

Month	Submitter	Deadline
September 2024	District – Bob	Need by end of July
October	Nathan Roberts	Need by end of August
November	Lisa Waananen Jones	Need by end of September
December	Craig Nelson	Need by end of October
January 2025	District – Roberta	Need by end of November
February	Arron Carter	Need by end of December
March	Amanda Tanner	Need by end of January
April	District – Juston	Need by end of February
May	Nathan Roberts	Need by end of March
June	Amanda Tanner	Need by end of April
July	Craig Nelson	Need by end of May
August	Arron Carter	Need by end of June

*\*Please provide article from principal or staff member (please, not too “school-specific”) about 500 words and photos if applicable.*



# Coversheet

## Board Calendar

<b>Section:</b>	VII. Informational Items
<b>Item:</b>	C. Board Calendar
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	2024-2025 Board Meeting Content Calendar 11.8.24.pdf

**PULLMAN SCHOOL DISTRICT****2024-2025 BOARD OF DIRECTORS MEETING CALENDAR**

**Regular Meetings start at 6:30 p.m. in the Pullman High School Board Room**  
**Work Sessions start at 4:30pm at the designated location**

Additional meetings may be scheduled as needed in accordance with the Open Public Meetings Act.  
*Meeting Content Subject to Change*

**August 7 - Work Session at District Office**

- Board of Distinction Application

**August 14 – Regular Board Meeting**

- 2024-2025 Assessment Plan
- Budget Hearing
- Adopt School District Budget

**August 28 – Regular Board Meeting**

- Employee Agreements
- Grant Program Notification
- Report: Annual Affirmative Action Plan

**September – Superintendent/Board attends staff and PTA/PTO/Booster Meetings****September 4 – Work Session at Kamiak Elementary**

- School Showcase: Kamiak Elementary
- 2024-2025 Board Professional Development Plan
- Professional Learning Communities (PLC) Update and/or Board Training

**September 11 – Regular Board Meeting**

- School Showcase: Sunnyside Elementary
- Report: Summer School
- Report: ALE
- Report: Program Compliance
- Uncollected Non-Tax Revenue

**September 25 – Regular Board Meeting**

- Report: Highly Capable Services Report

**September – WSSDA Legislative Assembly****October 2 – Work Session at Franklin Elementary**

- School Showcase: Franklin Elementary
- Elementary Principals Present 2024-2025 School Improvement Plans

**October 9 – Regular Board Meeting**

- School Showcase: Jefferson Elementary
- Application for Basic Education Allocation
- Report: District Choice Report
- Report: Risk Management Program

**October 23 – Regular Board Meeting**

- Report: LMS & PHS Student Ambassadors
- Report: Curriculum Adoption Update, Cycle & Development
- Report: Sustainability Committee Update
- Review Classified Employee Award Nominations

**November 6– Work Session at Lincoln Middle School**

- School Showcase: Lincoln Middle School
- Secondary Principals Present 2024-2025 School Improvement Plans
- Professional Learning Communities (PLC) Board Training

**November 13 – Regular Board Meeting**

- School Showcase: Sunnyside Elementary
- Approve: 2024-2025 School Improvement Plans
- Present Classified Employee Award
- Report: Year-End Finance Report
- Report: Special Education Services Update

**November 21-23, 2024 – Annual WSSDA Conference****December 4 – Work Session at District Office**

- Communication Strategies for School Leaders Workshop with J. Marie**

**December 11 – Regular Board Meeting**

- School Showcase: Jefferson Elementary
- Report: Inventory Loss/Write-Off
- Report: Transportation Services
- Report: Human Resources Report
- Report: CTE Program/Perkins Grant Approval
- Report: Assessment Results (*subject to change*)
- Elect Board President and VP (*biennial*)
- Oath of Office for New or Re-Elected Board Members (*as needed*)

**January 8 – Regular Board Meeting**

- School Showcase: Franklin Elementary
- Report: Technology Services
- Annual Review: 1101F Board Operating Protocols

**January 22 – Regular Board Meeting**

- School Showcase: Kamiak Elementary
- Executive Session: Superintendent Evaluation

**February – WSSDA Legislative Conference****February 5– Work Session at Jefferson Elementary**

- School Showcase: Jefferson Elementary
- Board Goals & Strategic Plan Review
- WSSDA Conference Reflections
- Board Policy and/or Professional Development Workshop

**February 12 – Regular Board Meeting**

- School Showcase: Lincoln Middle School
- Report: Scratch Cooking/Nutrition Services Program Update

### February 26 – Regular Board Meeting

- Executive Session: Superintendent Contract Renewal – *Due March 1st*
- Board Financial Disclosures Due End of the Month (*Reminder*)
- Enrollment Projections

### March 5 – Work Session at Sunnyside Elementary

- School Showcase: Sunnyside Elementary
- Board Policy and/or Professional Development Workshop
- Alternative Learning Experiences Update

### March 12 – Regular Board Meeting

- School Showcase: Pullman High School
- Report: Visual/Performing Arts
- Annual Review: Social Media Policy 4309/P
- LMS/PHS Fee Schedules for Next School Year
- LMS/PHS Course Approvals for Next School Year

### March 26 – Regular Board Meeting

- School Showcase: Kamiak Elementary
- Recognize National Board-Certified Teachers
- Report: Maintenance/Facilities/Asset Preservation Program
- Reports: Administrative Intern Projects
- Report: Curriculum Adoption Update

### April 2 – Work Session at District Office (*Tentative*)

- Board Policy and/or Professional Development Workshop

### April 16 – Regular Board Meeting

*\*Please note, this meeting is scheduled for the 3<sup>rd</sup> Wednesday of the month due to the scheduling of Spring Break.*

- Review Dedicated Teacher/Teaching Team Award Nominations
- LMS/PHS Course Guides for Next School Year
- Discussion: Summer Athletic & Activities Program
- PSD Family & Student Handbook for Next School Year
- LMS/PHS Athletics & Activities Handbook for Next School Year

### April 30 – Regular Board Meeting

*\*Please note, this meeting is scheduled for the 5<sup>th</sup> Wednesday of the month due to the scheduling of Spring Break.*

- School Showcase: Franklin Elementary School
- Review Dedicated Teacher/Teaching Team Award Nominations
- Approve: Summer Athletic & Activities Program
- Report: Sustainability Committee

### May 7 – Work Session at District Office

- CEE Data Review (*every five years*)
- Board Self-Assessment Review Workshop

### May 14 – Regular Board Meeting

- Certificated Staffing
- Curriculum Adoptions (*as needed*)
- Annual WIAA Enrollment Resolution
- Present Dedicated Teacher/Teaching Team Award
- Review Annual Board Meeting Calendar
- Filing Period for Open School Board Positions (*as needed*)
- Preschool RFP (*as needed*)

### May 28 – Regular Board Meeting

- School Showcase: LMS & PHS Student Ambassadors
- Annual Review: Graduation Policy 2410/P

### June 4 – Work Session at District Office

- School Improvement Plans – Elementary & Secondary Principals Present Summary of 2023-2024 Progress

### June 11 – Regular Board Meeting

- Executive Session: Superintendent End-of-Year Evaluation
- Report: Safety
- Report: Summer School
- Report: ELD Program
- Report: Special Education Services Update

### June 25 – Regular Board Meeting

- Report: Professional Learning Communities (PLC) Summary
- Report: LMS and PHS Athletics and Activities, Title IX (*every three years, next report 2026*)
- Report: Wellness & Workforce Mental Health Committee
- Approve: ASB Fundraisers and Clubs
- Classified Staffing

### July – School Board Advance

- Board members send their Committee/Rep interests to the Board President for upcoming school year
- Board President Appoints Committee/Rep Roles

### July 9 – Regular Board Meeting (*Tentative*)

### July 23 – Regular Board Meeting

- Grants
- Report: Community Engagement Board and Attendance
- School Meal Prices
- Food Service Bid Awards (*as needed*)
- Dairy Bid (*as needed*)
- Fuel Bid Awards (*as needed*)
- Budget Presentation

*Approved: May 22, 2024  
Updated: June 13, 2024  
Updated: November 8, 2024*

# Coversheet

## Procedures

**Section:** VII. Informational Items

**Item:** E. Procedures

**Purpose:** FYI

**Submitted by:**

**Related Material:**

3205P1 Sex Discrimination and Harassment of Students Prohibited 1.8.25.pdf

3205P2 Sex Discrimination and Harassment of Students Prohibited 1.8.25.pdf

3211P Gender-Inclusive Schools 1.8.25.pdf

4130P Title I Part A Parent-Family Engagement 1.8.25.pdf

4311P School Safety-Security Srvcs Prog 1.8.25.pdf

5011P Sex Discrimination-Harassment of Dist Staff 1.8.25.pdf

5270P Resolution of Staff Complaints 1.8.25.pdf

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## STUDENTS

### **Sexual-Sex-Based Discrimination and Sex-Based Harassment of Students Prohibited - Grievance**

~~The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.~~

~~This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.~~

~~The district is committed to providing an educational environment that is free from sex discrimination, sex-based harassment, and retaliation for engaging in any protected activity as required by Federal and State laws for all students.~~

~~The district has jurisdiction over these complaints pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.~~

~~This procedure sets forth the district's process for receiving, investigating, and resolving reports or complaints of sex discrimination. It is designed to provide for a prompt, thorough, and equitable investigation of complaints and to take appropriate steps to resolve such situations. If sex discrimination is found to have occurred, the district must also take immediate action to eliminate the discrimination, prevent its reoccurrence, and address its effects.~~

~~Under Washington State law, anyone may file a complaint with the district alleging any action that Federal, State, or local sex-based nondiscrimination laws and regulations would prohibit. However, the grievance procedure below was developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex discrimination, including those that prohibit sex-based harassment. As discussed in Section III.B, the district will assess complaints under this procedure and may refer them to other district policies and procedures.~~

**I. Title IX Coordinator, who can be reached at: ~~Investigator, and Decision-maker~~**

Roberta Kramer, Ed.D  
Assistant Superintendent  
240 SE Dexter St., Pullman, WA 9916.3  
Phone: (509) 332-3144  
Email: rkramer@psd267.org

~~The district will designate and authorize one employee to act as "Title IX Coordinator" to coordinate the district's state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.~~

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~~The Title IX coordinator's name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district's nondiscrimination statement.~~

~~Any individual designated as Title IX Coordinator, an investigator, or decision maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against the individual(s) who made the complaint ("complainant(s)") or the individual(s) reported to be the perpetrator of the conduct that could constitute sexual harassment ("respondent(s)") in general or individually, and must receive training on the following:~~

- ~~A. The definition of sexual harassment under Title IX and state law;~~
- ~~B. The scope of the district's education program or activity;~~
- ~~C. How to conduct an investigation and grievance process and informal resolution process;~~
- ~~D. How to serve impartially;~~
- ~~E. Their responsibilities chapter WAC 392-190-WAC; and~~
- ~~F. How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.~~

~~District investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.~~

~~District decision makers must also receive training on any technology to be used during hearings if the district provides for a hearing, and on issues of relevance of questions and evidence, including the requirement that questions and evidence about a complainant's sexual predisposition or prior sexual conduct are not relevant unless 1) such questions and evidence is offered to prove that someone other than the respondent committed the alleged conduct or 2) questions and evidence concerning specific incidents of the complainant's prior sexual behavior with respect to the respondent is offered to prove consent.~~

~~Any training materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website.~~

## I. Definitions

A. "Complainant," as defined by Federal law, Title IX, means a student, employee, or other person who was participating or attempting to participate in a District education program or activity who is alleged to have been subjected to sex discrimination.

In some instances, the person who files a complaint may not be the student, employee, or other person who was alleged to have been subjected to sex discrimination. In those cases, the person who filed the complaint is referred to as the "Complaint Requestor," and the student, employee, or person subjected to the alleged sex discrimination is referred to as "the Complainant" in documents related to the complaint.

B. "Complaint" means an oral or written request to the district that can be objectively understood as a request the district investigate and determine whether alleged sex discrimination occurred.

C. "Party" or "Parties" means a Complainant(s) or Respondent(s).

D. "Prohibited Conduct" means legally prohibited sex discrimination and harassment. Specific prohibited conduct is defined in Section VI below.



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- E. “Remedies” means appropriate measures provided after the district determines that sex discrimination occurred to restore or preserve a Complainant or any other person’s equal access to the recipient’s education program or activity.
- F. “Respondent” means a person who is alleged to have violated the district’s prohibition of sex discrimination and can be a student, employee, or other third party. (If the complaint is not against an individual or group of individuals but is based solely on a policy or practice of the district, it will be considered a complaint of sex discrimination against the district. Parts of this procedure that apply to a “Respondent” will not apply, but all other parts of the procedure will be applied.)
- G. “Student with a disability” means a student who is an individual with a disability as defined in Section 504 of the Rehabilitation Act of 1973 (Section 504) or a child with a disability as defined in the Individuals with Disabilities Education Act (IDEA).
- H. “Written notice” means written or electronic notice in a language the party can understand, which may require language assistance for parties with limited English proficiency in accordance with Title VI of the Civil Rights Act. The term parties include the parent(s)/guardian(s) of any minor student.

## ~~II.~~ Notice of Sexual Harassment Policy and Procedure

- ~~• Information about the district’s sexual harassment policy and complaint procedure will be easily understandable and conspicuously posted in each school building, be reproduced in each student, staff, volunteer, and parent handbook. This notice will be provided in a language that each parent and guardian can understand.~~
- ~~• In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at 240 SE Dexter St, Pullman, WA 99163.~~

## ~~III.~~ Responding to Notice or Report of Sex Discrimination Sexual Harassment

Upon receipt of notice, reports, or knowledge about alleged sex discrimination, including sex-based harassment, the district will take steps, as necessary, to address information that is reported to it by others to the extent that it is feasible to do so while maintaining the confidentiality of the affected student or employee.

The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible ~~sexual harassment~~sex discrimination. This includes ~~informal and formal~~verbal or written reports made to any ~~staff member~~employee, including anonymous complaints.

Upon notice of possible sex discrimination, employees sexual harassment, ~~staff~~ will always notify the Title IX Coordinator. ~~In addition, in the event of an alleged sexual assault, the school principal will immediately inform law enforcement and notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.~~

~~Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. Additionally, staff employees will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual-sex-based harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.~~

The district will make every effort to protect Parties' privacy. However, in the event of an alleged sexual assault of a minor (under age 18) student or employee, the school principal will immediately inform law enforcement consistent with mandatory reporting requirements at RCW 26.44.

In the event of an alleged sexual assault, the school principal will also immediately notify the student, parent or guardian, or employee of their right to file a criminal complaint with law enforcement and a sex-

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based harassment complaint with the district. With the consent of the student or employee or when there is a legal requirement to do so, the Principal may also help them contact law enforcement.

## **III. Supportive ~~measures~~ Measures, Notice of Applicable Policy/Procedure and Other Considerations**

Once the Title IX Coordinator has been notified of possible sex discrimination, the Title IX Coordinator (or a designee) will promptly contact the affected student or employee to:

- discuss the availability of supportive measures and consider their wishes with respect to supportive measures;
- explain the district's procedure and resolution options, including the informal resolution process if appropriate; and
- provide a copy of the applicable District policy and procedure, including the district's grievance procedure.

### A. Supportive Measures

Upon notice of allegations of sex discrimination, a district administrator will offer and coordinate supportive measures as appropriate for the Complainant and Respondent.

At the time that supportive measures are offered, if a complaint has not been filed, the district will provide written notice that the Complainant may file a complaint with the district at any time. The administrator will work with a party to ensure that their wishes are considered with respect to any planned and implemented supportive measures.

If a Complainant does not want to file a complaint or engage in informal resolution options, a reported concern may be resolved by offering and, upon request, providing supportive measures (only). The administrator will document any supportive measures provided, and provide that information to the Title IX Coordinator.

~~must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party.~~

### 1. Providing Supportive ~~measures~~ Measures may include:

Supportive measures are designed to protect the safety of the parties or the district's educational environment. They also provide support during the informal resolution process and grievance process. They are designed to restore or preserve access to the district's education program or activity. They are offered without fee or charge to the Parties, and must not unreasonably burden either party.

Supportive measures cannot be imposed against a Respondent for punitive or disciplinary reasons.

Supportive measures are available to both parties and may vary depending on what is reasonably available, but may include:



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- a. A request that an administrator address allegations by meeting with the Respondent(s) (with or without the Complainant) to discuss concerning behavior, school policies, and expectations. Such a conversation must be non-disciplinary, non-punitive, and Respondent(s) cannot be required to attend such meetings, nor are they required to provide any information if they attend. If it takes place, the conversation will be documented.
- ~~a-b.~~ An opportunity for a Complainant student or employee, upon request and voluntarily, to meet with an Administrator and an alleged harasser ~~the complainant~~ to explain to the alleged harasser that their conduct is unwelcome, offensive, or inappropriate, either in writing or face-to-face;
- ~~b-c.~~ A written statement from a Complainant student or employee to an staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- ~~e-d.~~ A general public statement from an administrator in a building reviewing the district's sex-based sexual-harassment policy without identifying the Complainant ~~complainant~~;
- ~~d-e.~~ Developing a safety plan; adjustments;
- ~~e.~~ Modifications of work or class schedules;
- f. Mutual restrictions on contact between the parties;
- g. Increased security and monitoring of certain areas of the campus or school building; ~~i~~ or
- ~~h.~~ Providing staff employee and/or student training;
- i. Remote or alternative learning environments for students or leaves of absence for employees;
- j. Counseling or a referral to the Employee Assistance Program;
- k. Changes in class or extracurricular or any other activity;
- l. Modifications of work or class schedules, including extensions of deadlines and other course-related either there is or is not a comparable alternative; and
- ~~h-m.~~ Training and education programs related to sex discrimination or harassment.

-If either party is a student with a disability, the Title IX Coordinator may consult, as appropriate, with an individual or office designated to provide support to students with disabilities about how to comply with Section 504 or the IDEA in the implementation of supportive measures.

For allegations other than sex-based harassment or retaliation, the district is not required to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

## 2.Privacy and Supportive Measures

To ensure the parties' privacy, the district must not disclose supportive measures to anyone other than the people to whom they apply about the supportive measures, including the other party.

- Except, the district may disclose some information to carry out the purposes of supportive measures, including to address conduct that reasonably may constitute sex discrimination. For example, the district may need to tell specific staff, the other party, or a third party of a supportive measure to implement or document it. But the district may not need to disclose why the supportive measure is being provided.

- The following are other exceptions that may apply:

1. A person with the legal right to consent to the disclosure provides written consent.
2. The information is disclosed to a parent, guardian, or other authorized legal representative of the person at issue.
3. As required by laws, regulations, or to comply with State or Federal grant awards or other funding agreement.
4. When required by Federal, State or local law, including FERPA, and those laws do not conflict with Title IX.

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Application of State laws may prohibit disclosure even where permissible under those exceptions. As stated in Policy 3230 Searches of Students and Student Privacy, Washington State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in.

Additionally, as stated in Procedure 3211P, information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to others may violate privacy laws. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

### **3. District Modification or Termination of Supportive Measures**

As appropriate, the district may modify or terminate supportive measures at the conclusion of an informal resolution or investigation process, or the district may continue them beyond that point.

### **4. Opportunity for Modification or Reversal of Supportive Measures**

The district must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

If either party wants to modify or reverse the district's decision to provide, deny, modify, or terminate supportive measures applicable to them, they may request an opportunity for modification or reversal from the building principal who serves as the Supportive Measure Review Administrator.

## **B. Title IX Coordinator Determinations and Explanation of Applicable Policies**

### **1. Who Can File Under this Procedure**

For complaints of sex-based harassment, these people also have the right to file complaints under this procedure:

- a person who meets the definition of "Complainant" above,
- a parent, guardian, or other authorized legal representative of the Complainant,
- or the Title IX Coordinator
- 

For other forms of sex discrimination that are not sex-based harassment, the following people have the right to make a complaint under this procedure:

- a person who meets the definition of "Complainant" above,
- a parent, guardian, or other authorized legal representative of the Complainant,
- the Title IX Coordinator,
- any student or employee, or
- any other person participating or attempting to participate in a district education program or activity at the time of the alleged sex discrimination.

If an individual wishes to file a sex-based discrimination complaint, but does not fit this definition, they should use the process for students at 3210P or the process for employees or applicants at 5010P.

If a person filed a complaint of sex-based harassment but does not have the right to make that type of complaint, the Title IX Coordinator or designee will inform the person, in writing, that the district cannot proceed with an investigation. The notice will also state that the district will treat the complaint as a report of sex-based harassment and take steps, as necessary, to address the information to the

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extent that it is feasible to do so while maintaining the confidentiality of the affected student or district employee.

## 2. Determining What Procedure Applies

The Title IX Coordinator or a designee will determine what procedure applies. If the sex discrimination alleged occurred prior to August 1, 2024, and is not ongoing, the Title IX Coordinator will inform the affected student or district employee of the policies and procedures in effect at the time of the alleged discriminatory act or conduct and proceed accordingly under those.

If the alleged sex-based discriminatory act or conduct occurred on or after August 1, 2024, this procedure will apply.

When ongoing sex-based harassment is alleged, the district will consider the totality of circumstances and, therefore, will look at all incidents of alleged harassment and apply the policy that was in place on the date of the latest incident of harassment.

If more than one discriminatory event is alleged or other types of discrimination are alleged, the district will consider each alleged discriminatory act and may apply different policies to each event or may apply a single policy provided it is the policy that provides the highest level of due process.

## C. Other Considerations

### 1. Students with Disabilities

If either party is a student with a disability, the Title IX Coordinator or a designee will consult with one or more members, as appropriate, of the student's Section 504 or Individualized Education Program (I.E.P.) team to determine how to comply with Section 504 and IDEA requirements throughout the implementation of this grievance procedures.

### 2. Discipline Prohibit Until Determination

A Respondent who is accused of sex discrimination under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions or other actions that are not supportive measures against the Respondent until the district has determined that the Respondent was responsible for the sex discrimination at the conclusion of the grievance process.

### 3. Emergency Removals for Alleged Sex-Based Harassment under Title IX

The district may remove a student Respondent from school on an emergency basis consistent with Policy and Procedure 3241 Student Discipline and the associated student discipline regulations for emergency expulsion *provided* that the district:

- (1) undertakes an individualized safety and risk analysis,
- (2) determines that an imminent and serious threat to the health or safety of a Complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and

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(3) provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

Such removal does not modify any rights of students under the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

The district may also place an employee Respondent on administrative leave from employment responsibilities during the grievance process. Such leave does not modify any rights under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

## **IV. Informal Resolution**

If a report or notice provided to the district alleges sex discrimination by an individual or group of individuals, the parties may elect to participate in an informal resolution process with a district designee trained on impartiality and the district's informal resolution processes.

The purpose of informal resolution is to provide the parties with an opportunity to resolve the allegations and reach a mutually acceptable resolution without an investigation and determination of responsibility under Section V.G below.

It is not necessary to pursue informal resolution before filing a complaint and requesting an investigation under Section V below.

Either party may request informal resolution at any time, including after a complaint has been filed but before a complaint determination is issued under Section V.G below.

The informal resolution process is at the discretion of the district's Title IX Coordinator or a designee. However, as required by Federal law, the district does not allow informal resolution for allegations that an employee engaged in sex-based harassment of a district student.

The process requires the parties' voluntary, written consent. Before beginning the informal resolution process the parties must receive notice that explains:

1. the allegations,
2. the requirements for the process,
3. the right to withdraw from the process and to start or continue the grievance process (described in Section V) any time prior to reaching agreement,
4. if a resolution agreement is reached the parties will be prevented from start or continuing the grievance process of the same allegations,
5. potential terms that can be requested or offered, include but are not limited to restrictions on contact or participation in programs, activities, attendance at specific events,
6. notice that any agreement is only binding on the parties, and
7. what information will be kept and how the district could disclose information in grievance procedures if that process is resumed.

### **A. Accepted Responsibility by the Respondent**

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The Respondent may accept responsibility for any or all of the allegations at any point during the involuntary resolution process. If the Respondent indicates an intent to accept responsibility for all allegations that violate district policy, the ongoing investigation process will be paused, and the Title IX Coordinator will determine whether informal resolution is an option.

If informal resolution is available, an Informal Resolution Facilitator will determine whether all parties and the district are able to agree, in writing, on responsibility, restrictions, sanctions, restorative measures, and/or remedies.

This informal resolution is not subject to appeal once all parties indicate their written agreement to all resolution terms.

When a signed, written resolution agreement is reached, the Superintendent will accept a finding that the Respondent is in violation of the district's policy and accept agreed-upon restrictions and remedies. The appropriate sanction(s) or responsive actions will be promptly implemented by the Title IX Coordinator and appropriate administrators to effectively stop the discrimination or harassment, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

When the parties or the district cannot agree on all terms of accepted responsibility by the Respondent, the parties can attempt informal resolution between the parties or proceed with a complaint.

## **B. Informal Resolution Between the Parties**

The purpose of informal resolution between the parties is to provide the parties an opportunity to reach a mutually acceptable resolution without an agreed upon finding of responsibility or an investigation and determination of responsibility under Section V.G below.

The parties will have forty-five days to engage in the informal resolution process, unless there is a good cause for extension.

If a complaint was filed, the Title IX Coordinator has discretion to determine if an investigation will be paused, limited, or continued during the informal resolution process.

If the parties agree to a resolution at the conclusion of the informal resolution process, they will not be able to initiate or resume a complaint under Section V.B. concerning the same allegations.

If either party withdraws from the informal resolution process or the process has not concluded within forty-five calendar days without a good cause extension, then the Informal Resolution Facilitator or Title IX Coordinator will end the informal resolution process.

When the informal resolution process ends without a resolution agreement between the parties:

- (1) If no complaint was filed, the Title IX Coordinator will provide written notice to the parties and remind the Complainant of the right to file a complaint.
- (2) If a complaint was filed and the Complainant has not withdrawn the entire complaint in writing, the Title IX Coordinator will provide the parties with written notice that the complaint, in whole or part, will be investigated and a determination issued under Section V.G of this procedure.

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## C. Mediation with the District for Complaints of General Discrimination

The district may not require the waiver of the right to an investigation and adjudication of a complaint of sex discrimination as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process.

If the complaint does not have an individual Respondent because it concerns a policy or practice of the district, at any time during the complaint procedure, the district may, at its own expense, offer mediation. The Complainant and the District may agree to extend the complaint process deadlines to pursue mediation.

The purpose of mediation is to provide both the Complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. Either party may terminate mediation at any time during the mediation process. It may not be used to deny or delay a Complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

- (1) Be an employee of any school district, public charter school, or other public or private agency that is providing education-related services to a student who is the subject of the complaint being mediated; or
- (2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district solely because they serve as a mediator.

If the parties reach an agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions, including both verbal statements and any written notes or documents, that occurred during the course of mediation will remain confidential and privileged and may not be used as evidence in any subsequent complaint, due process hearing, or civil proceeding. However, the following will not be considered privileged and may be disclosed as necessary or required by law, such as:

- Any resulting written agreement signed by all the parties;
- Threats of violence or plans to commit or conceal a crime;
- Unreported child abuse that falls under mandatory reporting requirements; and
- Other exceptions to privilege are spelled out in Washington's Uniform Mediation Act at RCW 7.07.050.

The agreement must be signed by the Complainant and a district representative who has the authority to bind the district.

## V. Grievance/Complaint Procedure

### A. Basic Requirements of the District's Sex discrimination Grievance Procedures

#### 1. Equitable Treatment and No Conflicts of Interest or Bias

The district will treat Complainants and Respondents equitably.

The district presumes that the Respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.



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The district requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

## **2. Extension of Timeframes**

The district's process allows for the reasonable extension of timeframes on a case-by-case basis when agreed to by the Complainant or if exceptional circumstances related to the complaint investigation require an extension of the time limit.

## **3. Privacy and Personally Identifiable Information**

The district will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to:

- a. obtain and present evidence, including by speaking to witnesses;
- b. consulting with their family members or confidential resources such as medical providers, therapists, sexual assault resource centers, or others; or
- c. otherwise preparing for or participating in the grievance procedures.

As stated in Policy 3230 Searches of Students and Student Privacy, Washington State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in.

The district must not disclose personally identifiable information (PII) obtained while complying with this procedure except in the following circumstances:

- a. To carry out the purposes of the district's obligations under this procedure, including to investigate and take other actions to address conduct that reasonably may constitute sex discrimination in a district education program or activity;
- b. When the district has obtained prior written consent from a person with the legal right to consent to the disclosure;
- c. When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose PII is at issue;
- d. As required by State or Federal law, regulations, or the terms and conditions of a State or Federal award, including a grant award or other funding agreement; or
- e. To the extent such disclosures are not otherwise in conflict with State or Federal laws, when required by State or local law, such as when there is reasonable cause to believe that a child has suffered sexual abuse (RCW 26.44.030), or when permitted under FERPA, 20 U.S.C. 1232g, or its implementing regulations, 34 C.F.R. part 99.

## **4. Prohibition of Retaliation**

Retaliation is prohibited from the district, a student, or an employee or other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity. Retaliation includes student-to-student retaliation.

## **5. Credibility Determinations**

Credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

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## 6. Relevant Evidence

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. “Relevant” means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

## 7. Impermissible Evidence

The following types of evidence and questions seeking that evidence are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- a. Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- b. A party’s or witness’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the district obtains that party’s or witness’s voluntary, written consent for use in its grievance procedures; and
- c. Evidence that relates to the Complainant’s sexual interests or prior sexual conduct, unless evidence about the Complainant’s prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant’s prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant’s consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

## B. Grievance/Complaint Process when a Complaint is Received

If the district receives a complaint under this procedure, the Title IX Coordinator will ensure the complaint is evaluated and, if appropriate, investigated.

If the Title IX Coordinator has a conflict of interest, they will delegate their authority to participate in this process as necessary to avoid any potential conflicts of interest.

Upon receipt of a complaint, if they have not already been offered, the Title IX Coordinator will offer supportive measures to both parties. If necessary, the Title IX Coordinator may gather additional information from the Complainant to understand the parties involved, the conduct allegedly constituting sex discrimination, and the date and location of the alleged incident(s), if known.

## C. Dismissal of a Complaint

The district may dismiss a complaint of sex discrimination if the district determines:



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1. T) he district is unable to identify the Respondent after taking reasonable steps to do so.
2. The Respondent is not participating in the district's education program or activity and is not employed by the district.
3. The Complainant provided voluntary, written notice that they want to withdraw any or all of the allegations in the complaint, the Title IX Coordinator declines to open a complaint, and any allegations that were not withdrawn (if any), even if proven, would not constitute sex discrimination under Title IX.
4. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination. Before dismissing such a complaint, the district will make reasonable efforts to clarify the allegations with the Complainant.
5. The district determines that the complaint lacks sufficient detail to objectively understand what sex-based discriminatory acts are alleged, and when and where they occurred. Before dismissing the complaint for lack of sufficient detail, the district will provide the Complainant with notice, in writing, of what information is needed and that the district may dismiss the complaint if the information is not received within ten (10) calendar days. Such a dismissal will not prevent the Complainant from filing other complaints in the future.

Upon dismissal, the district will promptly notify the Complainant of the basis for the dismissal in writing. If the dismissal occurs after the Respondent has been notified of the allegations, then the district will also simultaneously notify the Respondent of the dismissal and the basis for the dismissal.

The district will provide the Complainant with notice of the opportunity to appeal the dismissal of a complaint within ten (10) calendar days of the dismissal decision by submitting a written notice of appeal to:

Dr. Bob Maxwell  
Pullman Public Schools Superintendent  
Address: 240 SE Dexter St., Pullman, WA 99163  
Email: rmaxwell@psd267.org  
Phone: (509) 332-3581

The dismissal notice will also specify that the dismissal may be appealed based on the following:

1. procedural irregularity that would change the outcome,
2. new evidence that would change the outcome and that was not reasonably available when the dismissal was made, and/or
3. the Title IX Coordinator or decisionmaker had a conflict of interest or bias for or against either party that would change the outcome.

When a complaint is dismissed, the district will, at a minimum:

1. offer supportive measures to the Complainant as appropriate
2. offer supportive measures to the Respondent, as appropriate, if the Respondent was notified of the allegations and
3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Dismissal does not preclude action under another district policy or procedure.

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## **D. Dismissal Appeal Process**

If the dismissal is appealed, the district will use the Level Two Appeal as described in Section V.H for the appeal of the dismissal.

The district will notify the parties of any dismissal appeal, including notice of the allegations if notice was not previously provided to the Respondent.

1. Implement appeal procedures equally for the parties;
2. Ensure that the decisionmaker for the appeal (1) has been trained consistent with the Title IX regulations and (2) did not take part in any investigation of the allegations or the dismissal of the complaint;
3. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
4. Notify the parties of the result of the appeal and the rationale for the result.

## **E. Notice of Allegations:**

The district will acknowledge receipt of the formal complaint by providing the following written notice to the parties:

1. A copy of the district's sex discrimination complaint procedure and, if appropriate, any informal resolution process available.
2. Notice of the allegations of sex discrimination available at the time of the notice with sufficient information to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s), if known.
3. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of the evidence and, upon request, an equal opportunity to access such evidence.
4. Notice that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sex discrimination is made at the conclusion of the investigation process.
5. Notice of the district's prohibition of retaliation and any provision in student conduct policies and procedures that prohibit false statements or submitting false information.

The district may consolidate complaints of sex discrimination against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against another party when the allegations of sex discrimination arise out of the same facts or circumstances. However, the district will not consolidate complaints if consolidation violates the Family Educational Rights and Privacy Act (FERPA) and the District has not obtained prior written consent from the parents or eligible students to the disclosure of their education records. This determination will be made on a case-by-case basis.

If, in the course of an investigation, the district decides to investigate additional allegations of sex discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the district will notify the parties of the additional allegations.

## **F. Investigation:**

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The district will provide for adequate, reliable, and impartial investigation of a complaint. The investigator must be trained, impartial, and without a conflict of interest or bias for or against either party.

## 1. Time for Investigation

A decision based on a prompt, thorough, and effective investigation will be issued within 30 days of the complaint, unless the parties agree or there are exceptional circumstances related to the complaint that warrant an extension. In the event an extension is needed, the district will provide written notice to the parties of the reason for the extension and the anticipated response date within the following thirty days (and for every thirty days after that) until a decision is issued.

## 2. Standard of Proof

The district adopts preponderance of the evidence as the standard of proof it will use in reaching decisions regarding complaints. The burden is on the district—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

## 3. Investigation Requirements

Once an investigation is started, the Title IX Coordinator will appoint an Investigator(s) to conduct it. The Investigators may be any properly trained Investigator. The district's investigator can be the Title IX Coordinator, another investigator, the District's Superintendent, or someone hired by the district.

The investigation of a sex discrimination complaint must:

- a. Include a prompt and thorough investigation into the allegations in the complaint.
- b. Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility.
- c. Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.
- d. Review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- e. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- f. Provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible. This process is described below.
- g. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by a parent, guardian, legal representative, or other adult of their choice.

The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.

## 4. Witness' and Parties' Rights

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Student Complainants, Respondents, and witnesses, and witnesses from outside the district's community cannot be required to participate in investigation or resolution processes but are encouraged to cooperate with the district's investigations and to share what they know about a Complaint.

Staff (not including Complainant and Respondent) are required to cooperate with and participate in the district's investigation and resolution process. If an employee represented by a union reasonably concludes that discipline could result from information provided during an interview, the employee shall be entitled to union representation during the interview. If the employee reasonably determines during the interview that discipline could result, the interview shall be suspended until representation is available.

## 5. Review of Evidence Prior to Determination

At least ten (10) days prior to a determination regarding responsibility, the district shall provide the parties with a report that provides equal written notice as to the findings of the investigation and provides a fair summary of any relevant evidence that is directly related to the allegations raised in the complaint and obtained as part of the investigation. The notice shall inform the parties that:

- The report findings will be provided to the decisionmaker
- They are being given an accurate description of the evidence and, upon request, they have an equal opportunity to inspect and review relevant and not otherwise impermissible evidence.
- They have ten (10) days from receipt of the notice to review the description of the evidence, request to review the evidence, and submit a written response for the decisionmaker to consider prior to making a decision.
- Both parties are being given an equal opportunity to ask specific, relevant questions about the evidence or identify areas where they believe further investigation is necessary.
- Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant or unless they concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the parties request to inspect and review the relevant evidence, the district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures.

- Disclosures of information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized. However, the district may redact information if it has not received voluntary, written consent to disclose information that is privileged or was made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional made in connection with the provision of treatment to the party.

## G. Level One – Superintendent's Response and Decision

At the conclusion of the investigation and within thirty (30) calendar days of receipt of the complaint, the Superintendent or a designee must issue a written determination of responsibility regarding the alleged sex discrimination.

Prior to issuing a decision, the District's Superintendent or designee will objectively review all evidence gathered in the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

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If the investigator was not the District's Superintendent or designee, nothing in this procedure prohibits them from making findings or recommending any decision or remedies. However, the District's Superintendent or designee will not be bound by the recommendations and is responsible for the determination of responsibility and remedies, if any. The District's Superintendent or designee may also question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination prior to issuing their determination.

The decision will be issued within 30 days unless otherwise agreed to by the Complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will provide written notice to the parties and the anticipated response date.

## 1. Determination of Whether Sex Discrimination Occurred

After an investigation and evaluation of all relevant and not otherwise impermissible evidence, the District decisionmaker will use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.

The Superintendent must issue written notice to the parties at the same time. The written notice must include:

- a. Identification of the allegations potentially constituting sex discrimination under Title IX regulations;
- b. Findings supporting the determination;
- c. An application of the district's policy prohibiting sex discrimination to the facts and a statement of conclusion as to whether a preponderance of the evidence substantiated that the Complainant was subjected to sex discrimination;
- d. If sex discrimination was substantiated, then the decision must also include a determination regarding responsibility, any disciplinary or other sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the Complainant; and the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the Complainant and others, if appropriate; and
- e. Notice of the parties' right to appeal to the school board and the necessary filing information.

At the time the district responds to the parties, the district must send a copy of the response to the Office of the Superintendent of Public Instruction (OSPI).

Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Superintendent mailed a written decision unless a student is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

## 2. Disciplinary Sanctions and Remedies

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Following a determination that sex-based harassment occurred, the district may impose disciplinary sanctions. "Disciplinary sanctions" means consequences imposed on a Respondent following a determination under these grievance procedures that the Respondent violated the recipient's prohibition on sex discrimination. Disciplinary sanctions against students will be in accordance with 3241/3241P Student Discipline. Disciplinary sanctions against employees will be in accordance with 5281 Disciplinary Action or Discharge.

The district may also provide remedies. "Remedies" means measures provided, as appropriate, to a Complainant or any other person the district identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred.

Remedies may include but are not limited to:

- a. A continuation of supportive measures
- b. Referrals to counseling, health services, or the Employee Assistance Program
- c. Course and registration adjustments, such as retroactive withdrawals or changes in schedules
- d. Education to the individual and/or the community
- e. Permanent or temporary alteration of work arrangements for employees
- f. Provision of school safety escorts
- g. Climate surveys
- h. Policy modification and/or training
- i. Implementation of long-term contact limitations between the Parties
- j. Implementation of adjustments to academic deadlines, course schedules, etc.

## **H. Level Two – Appeal to the Board of Directors**

If a Complainant or Respondent(s) disagrees with the Superintendent's or designee's written decision, the disagreeing party may appeal the decision to the district's board of directors or a board designee by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the Complainant received the response.

### **1. Notice of Appeal and Hearing**

If the complaint involves a named Respondent, the district will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.

The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the Complainant and the Superintendent or for good cause.

### **2. Appeal Decisionmaker**

The board's appeal must be heard by an individual or group of individuals who are impartial and do not have any conflicts or bias for any of the parties. The appeal hearing officer/decisionmaker for the appeal must also be trained consistent with the requirements of Title IX, a Federal law, for appeal decisionmakers of sex discrimination.

The board may delegate its authority for the hearing/decision-making to an individual or group. However, the board cannot delegate its authority to the Superintendent or anyone under the



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Superintendent's authority. The board will also ensure that the appeal hearing officer/decisionmaker for the appeal is not an employee of the district, nor the same decisionmaker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator. An appeal hearing officer/decisionmaker for the appeal is not considered an employee of the district solely because they receive payment to serve as the appeal hearing officer/decisionmaker for the appeal.

### 3. The Appeal/Hearing Process

All parties will be allowed a reasonable, equal opportunity to present such witnesses and testimony as the board or its designee deems relevant and material in support of or challenging the outcome of the initial determination.

Unless otherwise agreed to by the appellant(s), the board or its designee will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the Complainant with a copy of the decision. The decision of the board will be provided in a language the Complainant can understand, which may require language assistance for Complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.

The decision will include notice of the Complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the Superintendent of public instruction.

### I. Level Three - Complaint to the Superintendent of Public Instruction

If the Complainant or Respondent disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the Complainant may file a complaint with the Superintendent of Public Instruction.

A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the Complainant received written notice of the board of directors' decision unless the Superintendent of Public Instruction grants an extension for good cause complaints may be submitted by mail, fax, electronic mail, or hand delivery.

A complaint must be in writing and include:

1. A description of the specific acts, conditions, or circumstances alleged to violate applicable anti-discrimination laws;
2. The name and contact information, including address, of the Complainant;
3. The name and address of the District subject to the complaint;
4. A copy of the district's complaint and appeal decision, if any; and
5. A proposed resolution of the complaint or relief requested.

If the allegations regard a specific student, the complaint must also include the name and address of the student or, in the case of a homeless child or youth, contact information.

Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may open an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the Superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, W.A.C. and will issue a written decision to the Complainant and the District that addresses each allegation in the complaint

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and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action, including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

## J. Level Four - Administrative Hearing

A Complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

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## VI. Definitions of Prohibited Conduct

The sections below describe the specific forms of legally prohibited sex discrimination, sex-based harassment, and retaliation that are also prohibited under District Policy. Speech or conduct protected by the First Amendment will not be considered a violation of the District's Policy, though supportive measures will be offered to those impacted.

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All offense definitions below encompass actual and/or attempted offenses.

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“Consent,” as defined in this policy, must be affirmative and consistent with RCW 28A.300.475, “affirmative consent means a conscious and voluntary agreement to engage in sexual activity as a requirement before sexual activity.”

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“Sex discrimination” means discriminatory different treatment with respect to a person's employment or participation in a District education program or activity based on sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. There are three types of sex discrimination, which are defined below: (A) different (or disparate) treatment, (B) disparate impact, d (C) sex-based harassment

-

A. “Different (or disparate) treatment discrimination” means any intentional differential treatment of a person or persons that is based on a person's actual or perceived sex and that:

- Excludes a person from participation in;
- Denies a person benefits of; or
- Otherwise adversely affects a term or condition of a person's participation in a Recipient program or activity

B. “Disparate Impact Discrimination” means policies or practices that appear to be neutral unintentionally result in a disproportionate impact on the basis of sex that:

- Excludes a person from participation in;
- Denies a person benefits of; or



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- Otherwise adversely affects a term or condition of a person's participation in a Recipient program or activity.

## **C. "Sex-based harassment" is a form of sex discrimination and means**

- sexual harassment and other harassment
  - on the basis of sex, including on the basis of
    - sex stereotypes,
    - sex characteristics,
    - pregnancy or related conditions,
    - sexual orientation, and
    - gender identity.

There are different types of sex harassment, including "quid pro quo harassment," "hostile environment harassment," and certain specific sexual offenses defined further below.

## **D. "Quid pro quo harassment"**

- An employee, agent, or other person authorized by the district
- to provide an aid, benefit, or service under the district's education program or activity
- explicitly or impliedly conditioning the provision of such an aid, benefit, or service
- on a person's participation in unwelcome sexual conduct.

## **E. "Hostile environment harassment," which is defined as**

- "Unwelcome sex-based conduct that,
- based on the totality of the circumstances,
- is subjectively and objectively offensive and
- is so severe or pervasive
- that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment)."

Because students and employees can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

1. The degree to which the conduct affected the Complainant's ability to access the recipient's education program or activity;
2. The type, frequency, and duration of the conduct;
3. The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
4. The location of the conduct and the context in which the conduct occurred; and
5. Other sex-based harassment in the recipient's education program or activity.

## **F. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. This includes:**

### **1. Rape:**

- Penetration by the Respondent, no matter how slight,
- of the vagina or anus,
- with any body part or object, or
- oral penetration by a sex organ of the Respondent,
- without the consent of the Complainant.

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## 2. Fondling:

- The touching of the private body parts of the Complainant (buttocks, groin, breasts) by the Respondent,
- for the purpose of sexual gratification,
- without the consent of the Complainant,
- including instances where the Complainant is incapable of giving consent because of their age or because of a temporary or permanent mental or physical incapacity.

## 3. Sodomy

- Oral or anal penetration,
- Of the Complainant by the Respondent
- without the consent of the Complainant,
- including instances where the Complainant is incapable of giving consent
  - because of their age or
  - because of their temporary or permanent mental or physical incapacity

## 4. Sexual Assault with an Object

- Respondent's use of an object or instrument
- to unlawfully penetrate, however slightly, the genital or anal opening
- of the body of the Complainant,
- without the consent of the Complainant,
- including instances where the Complainant is incapable of giving consent
  - because of their age or
  - because of their temporary or permanent mental or physical incapacity

## 5. Statutory Rape:

- Sexual intercourse,
- with a person who is under the statutory age of consent
  - \_\_\_\_\_
    - A person who is under age 16 OR
- A person under the age of 18 (16 or 17) if the other person is more than 5 years (60 months) older than them

## 6. Incest:

- Sexual intercourse,
- between persons who are related to each other,
- within the degrees wherein marriage is prohibited by Washington State law.

## 7. "Dating violence" means violence committed by a person:

- Who is or has been in a social relationship of a romantic or intimate nature with the victim and
- Where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship, (2) the

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type of relationship, and (3) the frequency of interaction between the persons involved in the relationship.

## **8. “Domestic violence” means felony or misdemeanor crimes committed by a person who:**

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

## **9. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:**

- Fear for the person’s safety or the safety of others; or
- Suffer substantial emotional distress.

Under State law, sex-based harassment may also be:

- acts of sexual violence
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic or other school-related decision affecting an individual.

## **G. “Retaliation” means intimidation, threats, coercion, or discrimination**

- against any person
- for the purpose of interfering with any right or privilege secured by Title IX or this procedure or
- because the person
  - reported information, made a complaint, was a witness or
  - provided information, assisted, or participated or
  - refused to participate in any manner
- in an investigation or appeal under Title IX or this process.

## **VII. Other Complaint Options**

Office for Civil Rights (O.C.R.), U.S. Department of Education

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O.C.R. enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R. within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

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For Complaints involving employee-on-employee conduct:  
Equal Employment Opportunity Commission (EEOC)  
Seattle Field Office

Federal Office Building  
909 First Avenue, Suite 400  
Seattle, WA 98104-1061

Phone 1-800-669-4000  
Fax 206-220-6911  
TTY 1-800-669-6820  
ASL Video Phone 844-234-5122

~~In response to notice of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects~~

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~~The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.~~

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~~A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for individual alleged to have engaged in sexually harassing conduct.~~

## IV. Confidentiality

~~A. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.~~

- ~~• If a complainant requests that their name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Assistant Superintendent who serves as the district's Title IX Compliance Coordinator for evaluation.~~

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- ~~B. The Assistant Superintendent should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.~~
- ~~C. If the complainant still requests that their name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have their name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.~~

## ~~V. Retaliation~~

~~Title IX and state law prohibit retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.~~

## ~~VI. Formal Complaint Process~~

### ~~A. Level One Complaint to District~~

~~Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized.~~

#### ~~1. Filing of Complaint~~

- ~~a. All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint.~~
- ~~b. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.~~
- ~~c. Complaints may be submitted by mail, fax, e-mail or hand-delivery to the Assistant Superintendent who serves as the district Title IX Coordinator at 240 SE Dexter St, Pullman, WA 99163, (509) 332-3144. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.~~

#### ~~2. Determining Whether to Incorporate Additional Title IX Complaint Procedures~~

~~The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.~~

~~Under Title IX, the term "sexual harassment" means:~~

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- ~~a. an employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;~~
- ~~b. conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or~~
- ~~c. "sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).~~

~~The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:~~

- ~~a. The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant's legal guardian, or by the Title IX Coordinator;~~
- ~~b. The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;~~
- ~~c. The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);~~
- ~~d. The alleged sexually harassing conduct occurred in the United States; and~~
- ~~e. The complainant is participating in or attempting to participate in the district's educational program or activity at the time.~~

~~If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation implementing the additional Title IX procedures. **Skip to Standard Complaint Process with Additional Title IX Requirements.**~~

~~If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation without implementing the additional Title IX procedures. **Continue to Standard Complaint Process.**~~

### **3.—STANDARD COMPLAINT PROCESS**

#### **~~a. Acknowledging a Complaint—Standard Complaint Process~~**

~~Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure in a language the complainant can understand.~~

#### **~~b. Investigating a Formal Complaint—Standard Complaint Process~~**

- ~~i. Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.~~
- ~~ii. When the investigation is completed, the investigator will compile a full written report of the complaint and the results of the investigation.~~

#### **~~c. Mediation—Standard Complaint Process~~**

~~At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.~~



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~~The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.~~

~~Mediation must be conducted by a qualified and impartial mediator who may not:~~  
~~1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.~~

~~If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.~~

## ~~d. Superintendent's Response to a Formal Complaint—Standard Complaint Process~~

- ~~i. The superintendent or their designee will respond in writing to the complainant and the respondent within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.~~
- ~~ii. The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).~~
- ~~iii. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named respondent or respondent(s), the coordinator will provide the respondent(s) with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.~~
- ~~iv. Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints~~

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~~through the appropriate collective bargaining agreement process or anti-discrimination policy.~~

- ~~v. The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.~~

~~Resume “Standard Complaint Process” at Level Two—Appeal to designate appropriate decision maker.~~

## ~~4. STANDARD COMPLAINT PROCESS WITH ADDITIONAL TITLE IX REQUIREMENTS~~

~~The following sections outline the process the district will take to respond to complaints of sexual harassment under state law and Title IX.~~

### ~~5. Acknowledging a Formal Title IX Complaint~~

~~The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator’s possession that they believe requires further investigation. The Coordinator will delegate their authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will offer supportive measures to both parties.~~

~~The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent(s) and complainant:~~

- ~~a. A copy of the school's discrimination complaint procedure in a language the parties can understand.~~
- ~~b. Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known; the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.~~
- ~~c. Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.~~
- ~~d. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.~~
- ~~e. Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.~~

### ~~6. Investigation of a Title IX Formal Complaint~~

~~The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district’s education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law (See Standard Complaint Process).~~

~~The district adopts preponderance of the evidence/clear and convincing evidence as the standard or proof it will use in reaching decisions regarding complaints.~~



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~~The district's investigation of a Title IX complaint must:~~

- ~~a. Include a prompt and thorough investigation into the allegations in the complaint.~~
- ~~b. Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.~~
- ~~c. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;~~
- ~~d. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;~~
- ~~e. Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;~~
- ~~f. Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;~~
- ~~g. Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.~~
- ~~h. At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.~~
- ~~i. After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.~~

~~The district's Title IX investigative and grievance process is not required to include investigative hearings.~~

## **~~VII. Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX~~**

~~A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.~~

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~~These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241—Student Discipline and the associated student discipline regulations for emergency expulsion.~~

## ~~VIII. Title IX Informal Resolution Process~~

~~At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent; the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, the district provide reasonably prompt time frames for the informal resolution process; and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.~~

~~A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process. The district will not offer an information resolution process unless a formal complaint is filed.~~

## ~~IX. Superintendent's Response to a Formal Title IX Complaint~~

~~At the conclusion of the investigation, the decision maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the parties in writing of the reason for the extension and the anticipated response date.~~

~~The superintendent's written determination must be issued to the parties simultaneously and must include the following:~~

- ~~A. Identification of the allegations potentially constituting sexual harassment under Title IX regulations;~~
- ~~B. A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~
- ~~C. Findings supporting the determination;~~
- ~~D. A summary of the results of the investigation;~~
- ~~E. Conclusions regarding the application of the district's code of conduct policies to the facts;~~
- ~~F. A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;~~
- ~~G. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and~~
- ~~H. If sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; and~~
- ~~I. Notice of the parties' right to appeal to a hearing officer and the necessary filing information.~~

~~The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.~~

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~~At the time the district responds to the parties, the district must send a copy of the response to the office of the superintendent of public instruction.~~

~~Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.~~

## **X. ~~Level Two Appeal to designee determined by the school district~~**

### **A. ~~Notice of Appeal and Hearing~~**

- ~~1. If the complainant or respondent(s) disagrees with the superintendent's or designee's written decision, the disagreeing party may appeal the decision by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.~~
- ~~2. If the complaint involves a named respondent, the District will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.~~
- ~~3. The district will ensure that the decision maker for the appeal is not the same decision maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;~~
- ~~4. The district will ensure that the decision maker for the appeal has received the training required for decision makers as required by this procedure.~~
- ~~5. The superintendent will ensure that a hearing commences by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.~~
- ~~6. Both parties will be allowed a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination.~~

### **B. ~~Decision on Appeal~~**

- ~~1. Unless otherwise agreed to by the complainant, the decision maker on appeal will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.~~
- ~~2. The written decision will describe the result of the appeal and the rationale for the result.~~
- ~~3. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.~~
- ~~4. The decision will be provided in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.~~

## **XI. ~~Level Three Complaint to the Superintendent of Public Instruction~~**

### **A. ~~Filing of Complaint~~**

- ~~1. If a complainant disagrees with the decision of the hearing officer, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.~~
- ~~2. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.~~

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- ~~3. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.~~

## ~~XII. Investigation, Determination and Corrective Action~~

- ~~A. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.~~
- ~~B. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.~~
- ~~C. All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.~~

~~A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.~~

## ~~XIII. Level Four Administrative Hearing, State Requirement~~

~~A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.~~

### ~~Other Complaint Options~~

#### ~~Office for Civil Rights (OCR), U.S. Department of Education~~

~~OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.~~

~~206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr~~

#### ~~Washington State Human Rights Commission (WSHRC)~~

~~WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.~~

~~1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov~~

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## **XIV. — Investigation Recordkeeping**

~~The district will maintain, for a period of seven years, records of all sexual harassment investigations.~~

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~~The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.~~

-

~~The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.~~

## **XV. — Training and Orientation**

~~A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this procedure and the corresponding policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of their responsibilities when on notice of sexual harassment, of the formal complaint procedures, and their roles and responsibilities under the policy and procedure.~~

-

~~Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.~~

-

~~Students will be provided with age appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.~~

-

~~As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:~~

- ~~A. Demands for sexual favors in exchange for preferential treatment or something of value;~~
- ~~B. Stating or implying that a person will lose something if he or she does not submit to a sexual request;~~
- ~~C. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;~~
- ~~D. Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;~~
- ~~E. Using derogatory sexual terms for a person;~~
- ~~F. Standing too close, inappropriately touching, cornering or stalking a person; or~~
- ~~G. Displaying offensive or inappropriate sexual illustrations on school property.~~

## **XVI. — Policy and Procedure Review**

~~Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.~~

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## STUDENTS

### Sex Discrimination and Sex-Based Harassment Prohibited - Implementation Procedure

The procedure is intended to set forth the implementation requirements of Policy 3205 and Policy 5011 to specify the district's obligations with respect to establishing an educational and work environment that does not tolerate sex discrimination, including sex-based harassment.

"Sex discrimination" means discrimination on the basis of sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy, or related conditions. Sex-based harassment is a form of sex discrimination.

The district prohibits sex discrimination, including sex-based harassment, of students by other students, employees, or third parties involved in school district activities.

The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

#### I. District Notice and Information

##### Publication of Notices

Information about the policy and procedure will be clearly stated and:

- conspicuously posted on the district's website.
- conspicuously posted throughout each school building.
- provided to each employee, and
- reproduced in each student, staff, volunteer, and parent handbook.

Such notices will:

- Include a statement that the recipient does not discriminate on the basis of sex and prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by the State and Federal law Title IX, including employment;
- State that inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, the Office for Civil Rights, or both;
- Identify the district's Title IX coordinator and provide contact information, including their name or title, office address, email address, and telephone number;
- How to locate the district's sex discrimination policy and grievance procedures;
- How to report information about conduct that may constitute sex discrimination; and
- How to make a complaint of sex discrimination.

If necessary, due to the format or size of any publication, the district may instead include in those publications a statement that the district prohibits sex discrimination, including sex-based harassment, in any education program or activity that it operates. It will also state that individuals may report concerns or questions to the Title IX Coordinator, and provide the location of the notice described above on the district's website.

In addition, copies of this policy and procedure, including the policies relating to employees, will be posted on the district website and in each district building in a place accessible to staff, students, parents, volunteers, and visitors.

At a minimum, sex discrimination, including sex-based harassment, recognition and prevention, and the elements of this policy will be included in staff, student, and regular volunteer orientation.



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Information about the district's sex discrimination and sex-based harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee, and reproduced in each staff, volunteer and parent handbook.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Pressuring a person for sexual favors
- Writing graffiti of a sexual nature on school property
- Distributing or displaying sexually explicit texts, emails or pictures
- Making unwelcome, offensive or inappropriate sexual comments, gestures, or jokes
- Making unwelcome comments about someone based on their sex, appearance, sexual orientation or gender identity or expression
- Unwelcome touching of a sexual nature or stalking a person
- Physical violence, including rape, sexual assault, dating violence, and domestic violence

## II. The Title IX Team

For the purposes of this section, the Title IX Team refers to the Title IX Coordinator, investigators, decisionmakers, appeal decisionmakers, informal resolution facilitators, and people with the authority to modify or terminate supportive measures.

### A. Roles of Members of the Title IX Team

Any individual designated with any of the following roles must not have a conflict of interest or bias for or against any of the parties:

**The Title IX Coordinator is the person authorized by the Superintendent to coordinate the district's federal state and sex discrimination and sex-based harassment regulation compliance efforts.**

The district's Title IX Coordinator can be reached at:

Roberta Kramer, Ed.D  
Assistant Superintendent  
240 SE Dexter St., Pullman, WA 99163  
Phone: (509) 332-3144  
Email: rkramer@psd267.org

**Person with authority to modify or terminate supportive measures** is an impartial employee and someone other than the employee who made the challenged supportive measure decision. They have the authority to modify or reverse a decision to provide, deny, modify, or terminate any supportive measure upon request of a party. Their decision will be based on a determination that the initial supportive measure decision the supportive measure was inconsistent with the definition of supportive measures under Title IX at 34 CFR 106.2.

**An informal resolution facilitator** is a person who has received the training provided to all employees. They must also be trained on the rules and practices associated with the district's informal resolution process(es) and on how to serve impartially, including avoiding conflicts of interest and bias. Any district designee for the informal resolution process cannot be the complaint investigator, decision-maker, or

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appeal decision-maker. Such designee must not have a conflict of interest or bias for or against either of the parties. However, a district designee for the informal process will not be considered biased solely because they are an employee of the district or are paid to serve as a facilitator in an informal resolution process.

**An investigator** is a person who is impartial and has been trained to investigate compliance with the district's sex discrimination grievance process as described in Procedure 3205P.2. The investigator can be the same person who serves as the Title IX Coordinator or the Decisionmaker of the sex discrimination complaint.

**The decisionmaker** is the Superintendent or a designee that reaches the final determination of responsibility for alleged Title IX sex discrimination, including sex-based harassment, will be the Superintendent or their designee. The decisionmaker can be the same person who serves as the Title IX Coordinator or the investigator of the sex discrimination complaint.

**The appeal decisionmaker** will be a member of the School Board or a School Board designee and cannot be the Superintendent or an employee of the district.

## **B. Training for the Title IX Team**

All investigators, decisionmakers, employees with authority to modify or terminate supportive measures, and other employees responsible for implementing the recipient's grievance procedures must be trained on the following topics to the extent related to their responsibilities:

- The definition of sex-based harassment under Title IX and state law;
- The scope of the district's education program or activity;
- How to conduct an investigation, the grievance process, and the informal resolution process;
- How to serve impartially;
- Their responsibilities under chapter WAC 392-190 WAC; and
- How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.

Investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

The decisionmaker and appeal decisionmaker must also receive training on issues of relevance of questions and evidence, including the requirement that questions and evidence about a Complainant's sexual predisposition or prior sexual conduct are not relevant unless 1) such questions and evidence are offered to prove that someone other than the Respondent committed the alleged conduct or 2) questions and evidence concerning specific incidents of the Complainant's prior sexual behavior with respect to the Respondent is offered to prove consent.

Appeal decisionmakers must also receive training on any technology to be used during in-person or virtual hearings.

In addition to training requirements for all employees described above, the Title IX Coordinator and any designees under the Title IX Coordinator must be trained on:

- the responsibilities of the Title IX Coordinator,
- specific responsibilities for ensuring equal opportunity to pregnant and parenting students,
- the provision of supportive measures,
- the District's recordkeeping requirements, and
- any other training necessary to coordinate the recipient's compliance with Title IX.



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## III. Compliance Responsibilities

The Title IX Coordinator's name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district's nondiscrimination statement.

The Title IX Coordinator will inform the district community, including people who report sex discrimination, of the district's responsibilities under Policy 3205 and related policies and procedures. These include policies for pregnant and parenting students (Policy 3206), gender-inclusive schools (Policy 3211), and district employees (Policy 5210) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school communities.

The Title IX Coordinator will ensure the district has a process for facilitation of supportive measures for all students, staff, and people attempting to enroll or participate in district programs that report sex discrimination. In addition to the Title IX Coordinator, the process for supportive measures will include another district employee who is not a subordinate of the Title IX Coordinator to address requests for rescinding or modifying supportive measures.

The Title IX Coordinator will ensure the district has a process and system in place to provide support and modifications to pregnant and parenting students, staff, and people attempting to enroll or participate in district programs that report being pregnant or having pregnancy-related conditions.

The Title IX Coordinator will annually:

- A. Monitor the district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or this part and
- B. Take steps reasonably calculated to address such barriers.

When notified of conduct that reasonably may constitute sex discrimination under Title IX, Washington State law, or the district's policies, the Title IX Coordinator must take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects:

- Treat the Complainant and Respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the Complainant.
- Offer and coordinate supportive measures, as appropriate, for the Respondent if the district has initiated grievance procedures or offered an informal resolution process to the Respondent.
- Notify the Complainant or, if the Complainant is unknown, the individual who reported the district's grievance procedures under 3205P1 and the informal resolution process, if available and appropriate.

If a complaint is initiated under the grievance procedures, the Title IX Coordinator will:

- Evaluate the complaint and, as appropriate, initiate the grievance procedures under 3205P1 Sex-Based Discrimination and Sex-Based Harassment of Students Prohibited – Grievance or other; and,
- Notify the Respondent of the grievance procedures, if appropriate and applicable.

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and the absence or termination of an informal resolution process, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination that complies with the grievance procedures under 3205P1. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

- A. The Complainant's request not to proceed with a complaint;
- B. The Complainant's reasonable safety concerns regarding a complaint;

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- C. The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- D. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a Respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- E. The age and relationship of the parties, including whether the Respondent is an employee of the recipient;
- F. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- G. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- H. Whether the district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures under Procedure 3205P1.

If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the Complainant or other person or that the conduct as alleged prevents the recipient from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

When there has been a determination of responsibility for sex discrimination, the Title IX Coordinator or a designee will ensure that any corrective measures and remedial actions deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Superintendent mailed a written decision unless a student is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

## IV. District Staff Responsibilities

Any district employee who witnesses or receives a report or complaint about sex discrimination, including sex-based harassment, is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing reporters to the complaint process.

Any district employee who is informed by a student (or a student's parent, guardian, or legal representative) of the student's pregnancy or pregnancy-related condition must promptly:

- provide them with the district's Title IX Coordinator's contact information and
- inform the affected student (or the student's legal representative) that the Title IX Coordinator can coordinate specific actions to prevent pregnancy and pregnancy-related discrimination and ensure equal access to the district's education program or activity.

Such notice does not need to be provided if the employee reasonably believes that the Title IX Coordinator has already been notified.

Reports of other forms of discrimination and discriminatory harassment will be referred to the district's Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Employees who are mandatory reporters must also report allegations of criminal misconduct to law enforcement, and suspected child abuse must be reported to law enforcement or Child Protective Services.

District/school staff, including employees, contractors, and agents, shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

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## V. District Training and Orientation Requirements

A fixed component of all district newly hired employees, and annual orientation sessions for staff, students, and regular volunteers will introduce the elements of this procedure, the district's grievance procedures, and the corresponding policy.

Staff will be provided information on recognizing and preventing sex discrimination, including sex-based harassment. Staff will be fully informed of their responsibilities when on notice of sex discrimination, the district's complaint procedures, and their roles and responsibilities under the policy and procedure.

All employees must receive training on the district's obligations under Federal, State, and local laws and regulations and district policy and procedures prohibiting sex discrimination, including those related to pregnancy or pregnancy-related conditions or marital or parental status. The training shall include, at a minimum:

- Employees' obligations to provide notice of the Title IX Coordinator as discussed above;
- The district's prohibition of sex discrimination, including prohibitions of harassment of students and staff based on sexual orientation, gender identity, gender expression, pregnancy, pregnancy-related conditions, and marital or pregnancy status; and
- The district's policy prohibition of retaliation against a student or staff member for exercising these rights, including imposing or threatening to impose negative educational outcomes because a student requests leave or accommodation, files a complaint, or otherwise exercises their rights under the policy.

Professional school personnel, including but not limited to certificated staff, will be reminded of their legal responsibility to report suspected child abuse and how some allegations of sex-based harassment may implicate that responsibility. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

## VI. Policy and Procedure Review

Annually, the Superintendent or designee and the Title IX Coordinator will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students, and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee.

Based on the review of the committee, the Superintendent will prepare a report to the Board, including, if necessary, any recommended policy changes. The Superintendent will consider adopting changes to this procedure if recommended by the committee.

## VII. Investigation Recordkeeping

The district will maintain, for a period of at least seven years, the following records:

- All materials used to train employees, Title IX Coordinator, investigators, decisionmakers, and any person who facilitates an informal resolution process for the district and make such materials available upon request
- Records of any actions, including supportive measures, taken in response to a report of sex-based harassment under Title IX, even if no complaint is filed
- Records of any informal resolution and the result
- Records of each sex discrimination investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions

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imposed on the Respondent and any remedies provided to the Complainant; and any appeal from the result of a determination regarding responsibility

Adoption Date:

## STUDENTS

### Gender-Inclusive Schools

The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to if contacted by a currently enrolled student's change of who is changing their gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and consider whether safety concerns are present for the student.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as condition of providing them with the protection to which they are entitled under Policy 3211, this procedure, and state and federal law regarding gender expression or identity.

### **I. Key Definitions/Terms**

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- **Gender Identity:** A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

### **II. Communication and Use of Names and Pronouns**

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at

conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender ~~nonconforming~~-expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional ~~and-or~~ persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender expansive status.

### III. Official Records

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. The District will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at: <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>. The process should not be overly cumbersome, and the district ~~will~~may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

### IV. Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information.

As stated in Policy 3230 Searches of Students and Student Privacy, Washington State law provides that at certain ages, students attain the right to decide for themselves what medical

records will remain confidential, even from their parents, and what activities the student will participate in.

Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Parents have the right under FERPA to request their student's educational records and if requested, the District will provide the student's educational records to the parent according to 3231/3231P Student Records. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

## **V. Restroom Accessibility**

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

## **VI. Locker Room Accessibility**

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- A separate changing schedule (i.e., utilizing the locker room before or after the other students).

The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. No student will be required to use a locker room that conflicts with his or her~~their~~ gender identity.

## **VII. Sports and Physical Education Classes**

The District will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her~~their~~ eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

## **VIII. Dress Codes**

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and



within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI's guidelines.

## **IX. Other School Activities**

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

## **X. Training and Professional Development**

The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender or gender expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI.

When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

## **XI. Discrimination and Harassment Complaints**

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the District, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender expansive students. The primary contact will communicate with the district's Civil Rights Compliance Coordinator. Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's [\*\*Nondiscrimination Sex Discrimination and Sex-Based Grievance\*\* Procedure 3210P3205P.1.](#)

The district will share this policy and procedure with students, parents/guardians, employees, and volunteers.



**Adopted: February 12, 2014**

**Revised: May 28, 2014**

**Revised: November 13, 2019**

**Revised: March 23, 2022**

# Pullman School District Board Procedure

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## COMMUNITY RELATIONS

### Title I, Part A Parent and Family Engagement

#### Implementation for Parent and Family Engagement Federal Requirements-

The district will support effective parent and family engagement and strengthen student academic achievement through actions that support each element of the federal requirements in ESEA Section 1116 (A-F) and if applicable, Section 1116 (c)(d)(e)(f), as listed, and described below.

- A. **Jointly Developed and Parent Input.** Parents and families will have the opportunity to jointly develop and provide input for the Title I, Part A program and policy. The district will involve parents and family members in:
  - 1. The development of 4130 Procedure, this may include establishing a parent advisory board, by meeting bi-annually with family, staff, and administrative representatives from schools designated as receiving Title I funds.
  - 2. The Consolidated Grant Application (CGA) Title I, Part A section by reviewing grant requirements prior to submission of annual grant application.
  - 3. Developing school improvement plans (SIP), such as a combined SIP and Schoolwide Plan (SWP) or Targeted Assistance Protocols (TAS) by providing individual schools feedback regarding their SIP.
- B. **Technical Assistance.** The district will provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals by sharing identified needs with community stakeholders as well as providing avenues via social media and print to provide information about activities that occur in a school-wide Title I school.
- C. **Integration.** The district will coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs by identifying programs that align with Title I activities that may create cohesive partnerships. This may include programs for students who are multi-lingual learners among other programs.
- D. **Annual Evaluation.** The district will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A and use the findings to design evidence-based strategies by reviewing student achievement outcomes, family engagement program feedback, and other relevant data with the program advisory group.

-  
Adoption Date:

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## COMMUNITY RELATIONS

### School Safety and Security Services Program

#### **I. Safety and Security Staff Training**

The district recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law. Prior to assigning safety and security staff to work on school property when students are expected to be present, the district and its contractors must either:

- A. Confirm that the safety and security staff have completed training series documentation provided by the educational service district; or
- B. Require the safety and security staff to complete the following educational service district training series: two components for school resource officers and three components for other safety and security staff, which must meet the following requirements:
  1. All safety and security staff must complete classroom training on the subjects listed below, within the first six months of working on school property when students are expected to be present:
    - a. Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
    - b. Child and adolescent development;
    - c. Trauma-informed approaches to working with youth;
    - d. Recognizing and responding to youth mental health issues;
    - e. Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
    - f. Collateral consequences of arrest, referral for prosecution, and court involvement;
    - g. Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
    - h. Local and national disparities in the use of force and arrest of children;
    - i. De-escalation techniques when working with youth or groups of youth;
    - j. State law regarding restraint and isolation in schools, including RCW 28A.600.485
    - k. Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), immigrant, female, and nonbinary;
    - l. The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes; and
    - m. Restorative justice principles and practices;
  2. All safety and security staff must complete two days of on-the-job training with experienced safety and security staff, at the school of the experienced staff, within the first year of working on school property when students are expected to be present; and
  3. Safety and security staff who are not school resource officers must complete at least six check-in trainings with experienced staff within the first year of working on school property when students are expected to be present.

#### **II. Complaint Resolution Process**

Complaints may be filed with both Pullman School District and Pullman Police Department. The process for families to file complaints with the school district and Pullman Police Department are outlined below. Any complaints filed with the school district will be provided to the Pullman Police Department.

#### **A. Complaint and Compliant Resolution Process for Pullman Police Department**

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The Parties shall utilize the Police Department's complaint resolution system in accordance with the Pullman Police Department Policies and Procedure Manual for all members of the school community. The complaint resolution system will register concerns regarding the SRO or the SRO Program, provide for the investigation of registered complaints, and provide for timely communication of the resolution of the complaint to the complainant. The complaint resolution system shall allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections. The District will inform all students, parents, guardians, teachers, and administrators of the complaint resolution system at the beginning of each school year.

## **B. Complaint and Complaint Resolution Process for Pullman School District**

Complaints may be in the form of an **informal complaint**, where a person submits an oral complaint or the district receives an anonymous complaint; or a **formal complaint**, which shall be in writing.

All complaints must be filed within one year after the act, condition, or circumstance that is the subject matter of the complaint occurred. Exceptions to the one-year filing requirement will be granted if the complainant was prevented from filing a complaint due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint.

Complainants will be informed that due process requirements may obligate the district to release all information regarding the complaint to the responding party, thus the identity of the complainant may not remain confidential. The district will, however, fully implement the non-retaliation provisions contained within this procedure to protect both complainants and witnesses.

### **1. Informal Complaint Process**

Informal complaints are those made orally or anonymously to school staff or to HR. Complainants should understand that an anonymous complaint might not be resolved to the complainant's satisfaction because of due process limitations placed on actions that can be taken based on the anonymity of the complainant. All attempts shall be made to keep the identity of the complainant confidential, although confidentiality cannot be guaranteed.

The district may use a variety of approaches to address informal complaints, including but not limited to, supervisor intervention. To the extent possible, known complainants will be provided with information regarding the resolution of informal complaints received under the procedure. While HR will maintain information on how an anonymous complaint was resolved, no resolution information will be provided to an anonymous complainant.

### **2. Formal Complaint Process**

Anyone may initiate a formal complaint regarding the conduct and/or actions of a school resource officer even if the informal complaint process was initially utilized. A formal complaint cannot be anonymous, it must be in writing, and it must describe the specific acts, conditions, or circumstances alleged to have occurred regarding the conduct and/or actions of the safety and security staff member. Formal written complaints can be submitted to school staff or directly to HR, and will be forwarded to Pullman Police Department.

If HR staff review the formal complaint information and determine that the complaint includes either allegations of discrimination based on a person's membership in a protected group; allegations of sexual harassment; or allegations of failing to maintain professional staff/student boundaries – for which other district policies and procedures provide a complaint resolution process – the other procedure will supersede this procedure.

Resolution of a formal complaint will consist of a fact-finding investigation of the complaint. If resolved through an investigation, Human Resources and/or Pullman Police Department will determine whether the complaint must be investigated by a central office-based investigator or whether it can be

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investigated by a director, building administrator, program/department manager, worksite supervisor, or be assigned to an outside investigator.

When it is determined that a formal complaint under this procedure is to be resolved through an investigation, HR/Pullman Police Department will provide written notice to the complainant and responding party detailing the allegations under investigation and the assigned investigator. Once the investigation is completed, a written report regarding the investigation will be submitted to Human Resources and the Pullman Police Department for review.

Human Resources and/or Pullman Police Department will respond in writing regarding the outcome of the investigation of a formal complaint in a timely manner but should provide a response no later than 60 calendar days after receipt of the formal complaint unless the complainant is notified in writing that additional time is needed to investigate the complaint.

If the investigation results in a determination that corrective action is required, the corrective measures deemed necessary by Human Resources or Pullman Police Department will be instituted no later than 30 calendar days after the issuance of the written response, unless the responding party is appealing the imposition of discipline and the district is prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

Human Resources and Pullman Police Department will maintain records of all complaints it receives regarding Safety and Security staff for the purposes of complying with the Annual Data Collection and Reporting section of this procedure.

## III. Annual Data Collection and Reporting

The district must annually collect the following information on safety and security staff:

- A. The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- B. The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- C. A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:
  1. The student's race, ethnicity, and other demographics; and
  2. Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973;
- D. The number of complaints related to job duties and student interactions filed against safety and security staff; and,
- E. Other school safety and security information required by the Office of the Superintendent of Public Instruction.

The district must annually submit any agreements with a law enforcement agency or security guard company and the information collected above to the Office of the Superintendent of Public Instruction. The district will provide this information in the time and in the manner required by the Office of the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction will make the submitted agreements and information publicly available. To the extent possible, information collected under C. above must be disaggregated as provided in RCW 28A.300.042.

Classification: **Essential**

Adoption Date: **October 13, 2021**

Revised Date: **November 9, 2022**

# Pullman School District Administrative Procedure

# 5011P

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## PERSONNEL

### Sexual ~~Sex~~ Discrimination and Sex-Based Harassment of ~~District~~ Staff Prohibited

The Pullman School District is committed to a positive and productive working environment free from sex-based discrimination, including sex-based harassment. This commitment extends to all employees, applicants for employment, and other people who are not students involved in academic, educational, extracurricular, athletic, and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

The district does not discriminate on the basis of sex and prohibits sex discrimination in employment as required by Federal, State, and local laws. Discrimination on the basis of sex includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. The district will not adopt or implement any policy, practice, or procedure or take any employment action that treats individuals differently on the basis of sex.

Sex-based harassment is a form of sex discrimination and is prohibited by the district and will also be investigated under that procedure. "Sex-based harassment" means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression.

The district has jurisdiction over complaints of sex-based discrimination and marital status pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including RCW 49.60.

The district has adopted the definitions in Procedure 3205P.1 for sex-based discrimination, including sex-based harassment, on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, or gender expression.

Examples of sex-based discrimination of employees or applicants for employment include but are not limited to taking any of the following actions on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, pregnancy, or related conditions:

- Refusal to hire or promote
- Firing an employee or forcing them to quit or retire
- Sex-based harassment, such as "quid pro quo harassment" and "hostile environment harassment"
- Other forms of sex-based harassment, such as specific offenses of sexual assault, dating violence, domestic violence, or stalking
- Providing unequal benefits or compensation
- Other materially unequal terms, conditions, or privileges of employment

is intended.

### I. **Retaliation Prohibited**

"Retaliation" means intimidation, threats, coercion, or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX, this district policy and procedure, or because the person reported information, made a complaint, was a witness or provided information, assisted, or participated or refused to participate in any manner in an investigation or appeal under Title IX or the district's procedure. Retaliation is prohibited from the district, a student, or an employee or other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity.

When the district has information about conduct that reasonably may constitute retaliation under Title IX or this policy and procedure, the district is obligated to respond promptly and effectively, inform the Title IX Coordinator, and provide notice of the district's grievance process for addressing complaints of retaliation. Upon receiving a complaint alleging retaliation, the district must initiate its grievance



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procedures as described below or, as appropriate and/or requested, an informal resolution process under those procedures.<sup>[1]</sup>

## **II. Grievance Procedure**

The district has adopted procedure 3205P.1 to set forth the process for receiving, investigating, and resolving reports or complaints of sex-based discrimination, including harassment based on a person's actual or perceived pregnancy status and retaliation. Such complaints are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints. Procedure 3205P.1 is designed to provide for requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of complaints and allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sex-based discrimination or retaliation sexual harassment is found to have occurred, the district created a hostile environment, staff must take immediate action to eliminate the discrimination or retaliation harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

**Notice** Other forms of discrimination against employees or applicant employees that do not fall under that procedure may be addressed under other district policies and procedures, such as Policy 5010.

## **I.**

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at 240 SE Dexter St, Pullman, WA 99163.

## **III. Staff Responsibilities, Training, and District Notice**

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

## **III. Confidentiality**

If a complainant requests that their name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Human Resources Manager for evaluation. The Human Resources Manager should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that their name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have their name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

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~~Retaliation~~ The Superintendent Procedures at 3205P.2 describe how the District's Policy 5011 will be implemented, including:

- The roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.
- That age-appropriate information and education to district staff, students, parents, and volunteers will be developed to explain this policy and to aid in the identification, recognition, and prevention of sex-based harassment.
- Where and how district will provide notice about the policy as required by Title IX and other laws.

For questions about this procedure, contact the district's Title IX Coordinator, who can be reached at:

Dr. Roberta Kramer  
District Title IX Coordinator  
Assistant Superintendent | Pullman Public Schools  
240 SE Dexter St., Pullman, WA 99163  
Email: rkramer@psd267.org  
Phone: (509) 332-3144  
Website: [https://www.pullmanschools.org/district/educational\\_equity](https://www.pullmanschools.org/district/educational_equity)

## ~~IV.~~

~~Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.~~

## ~~V.~~ **Informal Complaint Process**

~~Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the Assistant Superintendent. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.~~

~~During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator). Informal remedies may include:~~

- ~~A. An opportunity for the complainant to explain to the alleged harasser that their conduct is unwelcome, offensive or inappropriate, either in writing or face to face;~~
- ~~B. A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;~~
- ~~C. A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant.~~
- ~~D. Developing a safety plan;~~
- ~~E. Separating staff person; or~~
- ~~F. Providing staff and/or student training.~~

~~Informal complaints may become formal complaints at the request of the complainant, parent or guardian,~~



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~~or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.~~

## ~~VI. Formal Complaint Process~~

### ~~A. Level One Complaint to District~~

~~Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The following process will be followed:~~

#### ~~1. Filing of Complaint~~

- ~~a. All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Assistant Superintendent who serves as the Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a complaint.~~
- ~~b. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.~~
- ~~c. Complaints may be submitted by mail, fax, e-mail or hand delivery to the Assistant Superintendent/ Title IX Coordinator at 240 SE Dexter St, Pullman, WA 99163, 509-332-3144 or by email. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.~~

#### ~~2. Investigation and Response~~

- ~~a. The Assistant Superintendent/ Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate their authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.~~
- ~~b. Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.~~
- ~~c. When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.~~

#### ~~3. Superintendent Response~~

- ~~a. The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant~~

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~~or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.~~

- ~~b. The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).~~
- ~~c. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.~~
- ~~d. Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.~~
- ~~e. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.~~

## ~~B. Level Two Appeal to Board of Directors~~

### ~~1. Notice of Appeal and Hearing~~

- ~~a. If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.~~
- ~~b. The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.~~
- ~~c. Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.~~

### ~~2. Decision~~

- ~~a. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.~~

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- ~~b. The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.~~
- ~~e. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.~~

~~C. Level Three—Complaint to the Superintendent of Public Instruction~~

~~1. Filing of Complaint~~

~~If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.~~

- ~~a. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.~~
- ~~b. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.~~

~~2. Investigation, Determination and Corrective Action~~

- ~~a. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.~~
- ~~b. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.~~
- ~~e. All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.~~

~~A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.~~

~~D. Level Four—Administrative Hearing~~

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~~A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.~~

**~~VII.~~ VI. Other Complaint Options**

~~Office for Civil Rights (O.C.R., ~~OCR~~), U.S. Department of Education~~

~~O.C.R.-~~

~~OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R.~~OCR~~ within 180 calendar days of the date of the alleged discrimination.~~

~~206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr~~

~~Washington State Human Rights Commission (WSHRC)~~

~~WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.~~

~~1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov~~

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<sup>[1]</sup> ~~As discussed in 3205P.1, the Title IX regulations permit, but do not require, informal resolution processes.~~

**~~VIII.~~ Mediation**

~~At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.~~

~~The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.~~

~~Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because they serve as a mediator.~~

~~If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.~~

**~~IX.~~ Training and Orientation**

~~A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing~~

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~~sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.~~

~~-~~

~~Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.~~

~~-~~

~~Students will be provided with age appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.~~

~~-~~

~~As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:~~

- ~~A. Demands for sexual favors in exchange for preferential treatment or something of value;~~
- ~~B. Stating or implying that a person will lose something if they do not submit to a sexual request;~~
- ~~C. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;~~
- ~~D. Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;~~
- ~~E. Using derogatory sexual terms for a person;~~
- ~~F. Standing too close, inappropriately touching, cornering or stalking a person; or~~
- ~~G. Displaying offensive or inappropriate sexual illustrations on school property.~~

#### **~~X. Policy and Procedure Review~~**

~~Annually, the assistant superintendent or designee will review the use and efficacy of this policy and procedure. Based on the review, the assistant superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended.~~

Approval: 6/94

Revised: 11/96

Revised: 5/99

Revised: May 28, 2014

Revised: May 27, 2015

Revised: November 13, 2019

Revised: October 13, 2021

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## PERSONNEL

### Resolution of Staff Complaints –Procedure

The following procedure has been established for resolving a written complaint filed by a member of the staff:

#### 1.0 Step One

The staff member ~~shall will~~ present the complaint in writing to ~~his/her~~their immediate supervisor within 15 calendar days of the action or incident that gave rise to the complaint. The written statement of the complaint ~~shall will~~ contain:

- A. The facts upon which the complaint is based as the staff member who is filing the complaint sees them;<sub>i</sub>
- B. A reference to the policies/procedures of the district ~~or other authority~~ which have allegedly been violated;<sub>i</sub> and
- C. The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the staff member will~~The staff member shall~~ discuss this complaint with ~~his/her~~their immediate supervisor. If the complaint is against an administrator or another staff member, such individual ~~shall may~~ be present at the meeting to present the facts as ~~he/she/they~~ sees them. A sincere effort ~~shall will~~ be made to resolve the complaint at this level. If the aggrieved person does not appeal the complaint to the superintendent/designee in writing within 10 calendar days of the aggrieved person's meeting with ~~his/her~~their immediate supervisor, the complaint ~~shall will~~ be ~~dismissed~~waived.

#### 2.0 Step Two

The superintendent/designee shall will, within 10 ~~business~~calendar days of the receipt of the complainant's written appeal, meet with that staff member to hear his/her claim. If the complaint is against an administrator or another staff member, such individual ~~shall may~~ be present at the hearing to present the facts as ~~he/she/they~~ sees them.

The superintendent/designee shall will render a decision regarding the appeal within 10 calendar days of the aggrieved person's meeting with the superintendent/designee appeal hearing. If the complainant does not appeal the ~~superintendent's~~ superintendent/designee's decision in writing to the board through the superintendent/designee within 10 calendar days, the complaint ~~shall will~~ be ~~dismissed~~waived.

#### 3.0 Step Three

If the complainant properly appeals ~~his/her~~their complaint to the board as provided, the board ~~shall will~~ hold a hearing ~~within 15 business 10 days~~ to hear the appeal of the ~~superintendent's~~ superintendent/designee's decision. ~~The school board shall determine the procedures for the hearing. The procedures will include at minimum the presentation of documents to the board and testimony from complainant and accused parties as deemed relevant by the board. The board may permit attorneys to accompany both the complainant and accused. At the appeal before the board, the complainant may be accompanied by counsel if the complainant wishes. If administrators or other staff are involved, they may be present at the hearing to present the facts as they seem them.~~

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~~The board chair retains the right to rule documents or testimony out of order. Any board member may submit a motion to over rule the board chair's decision or submit a motion to limit specific documents or testimony.~~ The board ~~shall~~will, within 15 calendar days of the complaint hearing, present its decision with respect to the complaint. The board's decision ~~as representatives of the electorate of the district shall~~ will be considered final.

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**Adoption Date: March 10, 2010**

# Coversheet

## Non-Substantive Policy Updates

<b>Section:</b>	VII. Informational Items
<b>Item:</b>	F. Non-Substantive Policy Updates
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	4130 Title I Part A Parent-Family Engagement 1.8.25.pdf



# Pullman School District Board Policy

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## COMMUNITY RELATIONS

### Title ~~II~~, Part A Parent and Family Engagement

~~1.0~~ The Pullman School District Board of Directors recognizes that parent and family engagement helps students participating in Title ~~I~~, Part A programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which lists the components at both ~~describes how~~ the district and school levels. The district procedure 4130P serves to review and evaluate this policy with the help of parents and provides descriptions will involve parents and family members of how each component will be implemented. Title I students in developing and implementing the district's Title I programs.

#### 2.0 I. District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

~~2.1 A.~~ The district will involve parents and family members in jointly developing the district's Title I, Part A plan ~~by providing opportunities to gather feedback about the plan on at least an annual basis.~~

~~2.2 B.~~ The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.

~~2.3 C.~~ The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified:

~~2.3.1~~ 1. Barriers to greater participation by parents in Title I, Part A activities;

~~2.3.2~~ 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

~~2.3.3~~ 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following: ~~conducting joint parent meetings with other programs, holding meetings at various times of the day and evening, facilitating childcare opportunities during meetings.~~

~~2.4.4.~~ The district will involve parents of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent. The district must use Title I, Part A funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(9d).

~~2.5.5.~~ The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

~~2.5.1 a.~~ Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:

~~2.5.1.1 i.~~ Washington's challenging academic standards;

~~2.5.1.2 ii.~~ State and local academic assessments, including alternate assessments;

~~2.5.1.3 iii.~~ The requirements of Title I;

~~2.5.1.4 iv.~~ How to monitor their child's progress; and

~~2.5.1.5 v.~~ How to work with educators to improve the achievement of their children.

~~2.5.2 b.~~ Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. ~~Opportunities outside of the typical school day will be available as well as opportunities to provide program feedback and meet with Title I, Part A teachers to discuss student progress.~~

~~2.5.3 c.~~ Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:

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- 2.5.3.1.i. Reach out, communicate with, and work with parents as equal partners;
- 2.5.3.2.ii. Implement and coordinate parent programs; and
- 2.5.3.3.iii. Build ties between parents and school.
- 2.5.4.d. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
  - 2.5.4.1.i. Head Start;
  - 2.5.4.2.ii. Even Start;
  - 2.5.4.3.iii. Learning Assistance Program;
  - 2.5.4.4.iv. Special Education; and
  - 2.5.4.5.v. State-operated preschool programs.
- 2.5.5.e. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. This information will be available on the school district website and will also be included in the annual notifications to families.

**3.0 II. School Based Parent and Family Engagement Policies**

3.1 Each school offering Title I, Part A services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I, Part A students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

3.2 Each school-based policy will describe how each school will do the following:

- 3.2.1 A. Convene an annual meeting at a convenient time, to which all parents of Title I, Part A students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, Part A to explain the requirements of Title I, Part A, and to explain the rights that parents have under Title I, Part A;
- 3.2.2 B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- 3.2.3 C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I, Part A programs; and
- 3.2.4 D. Provide parents of Title I students the following:
  - 3.2.4.1 1. Timely information about Title I, Part A programs;
  - 3.2.4.2 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
  - 3.2.4.3 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

3.3 Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- 3.3.1 A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- 3.3.2 B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
  - 3.3.2.1 1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact ~~related~~ relates to the individual child's achievements;
  - 3.3.2.2 2. Frequent reports to parents on their children's progress;
  - 3.3.2.3 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class~~s~~, and observation of classroom activities; and

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~~3.3.2.4~~ 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

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## Legal Reference:

[Every Student Succeeds Act \(ESSA\)](#)

[20 USC 6312 Local educational agency plans](#)

[20 USC 6318 Parent and Family Engagement](#)

[PL 107-110, Section 1118\(a\)](#)

## Management Resources:

[Policy News, August 2024](#)

[Navigating the New Title IX Landscape: A Guide for Educators and Administrators](#)

*Policy News*, October 2008

Family Involvement Policy

*Policy News*, June 2005

Title I Parental Involvement Policy

*Policy News*, August 2003

No Child Left Behind Update

*Policy News*, February 2018

ESSA Unpacked

**Classification:** [Essential \(if school receives Title I, Part A funds\)](#)

**Adoption Date:** April 28, 2004

**Revised Date:** February 23, 2011

**Revised Date:** February 10, 2016

Revised Date: August 22, 2018

# Coversheet

## The Pullman Promise: Priorities, Goals, Success Indicators

<b>Section:</b>	VII. Informational Items
<b>Item:</b>	G. The Pullman Promise: Priorities, Goals, Success Indicators
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	The Pullman Promise.pdf

# The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.

