



Pullman School District

Regular Board Meeting

Date and Time

Wednesday September 10, 2025 at 6:30 PM PDT

Location

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

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

- [School Showcase: Franklin Elementary](#) by Liz Pavlik, Franklin Elementary Principal
- [Report: Summer School and ALE](#) by Jerrod Fleury, Pullman High School Principal
- Report: Linewize Update by Tyler Craigie, Technology Supervisor
- Report: Program Compliance by Bob Maxwell, Superintendent

E. A Community of Belonging - 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 - August 27, 2025 Regular Board Meeting

B. Personnel Report

C. Professional/Personal Services Contracts

D. Warrants

Expense claims 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, have been recorded on a listing which has been made available to the board.

E. Student Transfer Requests

F. ASB Fundraisers

G. Uncollected Non-Tax Revenue Report

H. Donation Received

V. No Action Items

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

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. 3241 Student Discipline

Presenter: Bob Maxwell, Superintendent

B. 5161 Civility in the Workplace

Presenter: Bob Maxwell, Superintendent

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. Current Enrollment

For 2025-2026 School Year

Budgeted FTE: 2540

Current FTE: 2642.72

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar & Communication Plan

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

F. Procedures

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. Property

IX. Closing Items

A. Adjourn Meeting

The president will adjourn the meeting.

Coversheet

Minutes - August 27, 2025 Regular Board Meeting

Section:	IV. Consent Agenda
Item:	A. Minutes - August 27, 2025 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on August 27, 2025

DRAFT



Pullman School District

Minutes

Regular Board Meeting

Date and Time

Wednesday August 27, 2025 at 6:30 PM

Location

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

Directors Present

Amanda Tanner, Arron Carter, Craig Nelson, Lisa Waananen Jones, Nathan Roberts

Directors Absent

None

Guests Present

Bob Maxwell, Courtney Hodge, Diane Hodge, Juston Pollestad, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Nathan Roberts called a meeting of the board of directors of Pullman School District to order on Wednesday Aug 27, 2025 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Amanda Tanner made a motion to approve the agenda.

Arron Carter seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Reports, Correspondence & Program

A. PHS ASB Report

The PHS ASB student representative provided an update on recent ASB activities:

- Six members of the executive team went to Cheney for a Leadership Camp and brought that learning back to their group.
- Twelve students went to the GSL Sportsmanship Summit at Rogers to brainstorm ideas for getting more students involved in activities.
- PHS had their "Welcome Back to School" assembly where the new principal was introduced.
- ASB is hosting the annual "Block Party" on August 28th for high school students to participate in games, food is provided, and various clubs will be in attendance to provide information.

B. Board Reports

- Craig Nelson: Shared appreciation for teachers and principals for getting everything ready for the first day of school.
- Lisa Waananen Jones: Acknowledged the tragic day in Minneapolis. Working on meeting the deadline for the Community Update article which will include a summary of what will be submitted for the board of distinction application. Noted that the focus this year is on our efforts to foster an environment of success with an emphasis on support for students living in poverty.
- Arron Carter: Director Carter and Director Waananen Jones attended the Jefferson Outdoor Learning Lab clean up. Also, Director Carter shared that he welcomed students back to school at Lincoln Middle School with Principal Grow, Superintendent Maxwell, and School Resource Officer Bray.
- Amanda Tanner: DA10 Nominating Committee Update - Prepping for nominations. There are lots of positions open in DA 10 and on the WSSDA Board. Encouraged board directors to get involved.
- Nathan Roberts: No report.

C. Superintendent's Report

Superintendent Maxwell welcomed students to the 2025–26 school year and highlighted successful back-to-school events including the staff kick off breakfast. Noted that the US News Today that PHS was ranked #22 in Washington State, which is an increase from #29 last year. Appreciation was expressed to community partners including Pullman Regional Hospital, Pullman Education Foundation, local churches, Emmanuel Baptist Church, GESA Credit Union, Nez Perce Tribe, Pullman Kiwanis, and Washington State University for their generous support of students and schools. He also provided a status update on the three bargaining contracts.

D. A Community of Belonging - Update

Nez Perce grant received to help support the implementation of Since Time Immemorial (STI) curriculum for our staff.

III. Public Comment

A. Speakers

No speakers.

IV. Consent Agenda

A. Minutes - August 13, 2025 Regular Board Meeting

Amanda Tanner made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 08-13-25.

Craig Nelson seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Personnel Report

C. Professional/Personal Services Contracts

D. Warrants

E. Student Transfer Requests

F. ASB Fundraisers

G. Budget Status Report

H. Lease Agreement

I. Consent Agenda Approval

Amanda Tanner made a motion to approve the consent agenda (Items IV. A-H).

Craig Nelson seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Action Items

A. Resolution 24-25:12 Cancellation of Outstanding Warrants

Presenter: Diane Hodge, Finance Director

Asking the board to approve the warrants that will be sent to the Washington State Department of Revenue.

Arron Carter made a motion to approve Cancellation of Outstanding Warrants Resolution 24-24:12.

Craig Nelson seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. 2025-2026 Minimum Basic Ed Compliance Report

Presenter: Bob Maxwell, Superintendent

The district is in compliance with the Basic Education Act, offering a district-wide average of 1,027 instructional hours for grades 1–12, 180 school days, and PHS meeting all state graduation requirements.

Arron Carter made a motion to approve the 2025-2026 Minimum Basic Education Compliance Report.

Craig Nelson seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. 2020 Course Design, Selection, and Adoption of Instructional Materials

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last board meeting. Policy 2020 has been aligned with the most recent WSSDA sample policy to ensure compliance with recent legislation.

Lisa Waananen Jones made a motion to approve the revisions to Policy 2020 Course Design, Selection, and Adoption of Instructional Materials.

Craig Nelson seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. 2021 Library Information and Technology Programs

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last board meeting. Policy 2021 has been aligned with the most recent WSSDA sample policy to ensure compliance with recent legislation.

Arron Carter made a motion to approve the revisions to 2021 Library Information and Technology Programs as presented.

Lisa Waananen Jones seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. 1101F2 Board Communication Protocols

Presenter: Board of Directors

This item was presented at the last board meeting and an evolution of the discussion at the summer board retreat. The board is working to formalize internal and external communication protocols that align with Open Public Meetings Act (OPMA) requirements, existing board policies and procedures, and best practices for governance.

Arron Carter made a motion to approve 1101F2 Board Communication Protocols.

Lisa Waananen Jones seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Executive or Closed Session

A. Executive Session

N. Roberts announced there will be an Executive Session to discuss negotiations that will end at 7:15pm.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:15 PM.

Respectfully Submitted,

Nathan Roberts

Documents used during the meeting

- Board Report - 8.27.2025 Personnel.pdf
- ESP 2025-2026.pdf
- Paraeducator Wage Schedule 2025-2026.pdf
- Certificated Salary Schedule 2025-2026.pdf
- Custodian Wage Schedule 2025-2026.pdf
- Exempt Supv Salary Schedule 2025-2026 (Updated 8.27.25).pdf
- Unrepresented Classified Employee Wage Schedule 2025-2026 (Updated 8.27.25).pdf
- Board Report - Contracts 8.27.2025.pdf
- CK Summaries 8.27.25.pdf
- 2025 08.27 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS FCCLA - Funky Socks 8.27.25.pdf
- ASB Fundraiser - PHS FCCLA - Shoe Drive 8.27.25.pdf
- ASB Fundraiser - PHS FCCLA - Butter Braids 8.27.25.pdf

- ASB Fundraiser - PHS Football - Digital Cards_Donations 8.27.25.pdf
- Budget Status Report_July 2025.pdf
- Lease Agreement_Montessori School of Pullman-PSD.pdf
- Cancellation of Outstanding Warrants.pdf
- Resolution 24-25.12 Cancellation of Outstanding Warrants.pdf
- Exec Summary Minimum Basic Ed Compliance Report 8.13.25.pdf
- 2025-26 Minimum Basic Education Requirement Collection.pdf
- ES 2020 Course Design-Selection-Adoption Inst Materials 8.13.25.pdf
- 2020 Course Design, Selection, and Adoption of Inst. Materials 8.13.25.pdf
- ES 2021 Library Information and Tech Programs 8.13.25.pdf
- 2021 Library Information and Technology Programs 8.13.25.pdf
- ES 1101F2 Board Communication Protocols 8.13.25.pdf
- 1101F2 Board Communication Protocols DRAFT 8.27.25.pdf
- August Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- Board of Directors Communication Plan 2025.pdf
- 2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf
- The Pullman Promise.pdf
- 2025-26 Strategic Plan Goals_Priorities_Success Indicators.pdf

Coversheet

Personnel Report

Section:	IV. Consent Agenda
Item:	B. Personnel Report
Purpose:	FYI
Submitted by:	
Related Material:	Board Report - 9.10.2025 Personnel.pdf Student Activity Stipend Schedule 2025-2026.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: September 10, 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: **Veronica Elseroad**, second grade teacher at Jefferson Elementary School, request for a leave of absence beginning approximately September 25, 2025, through March 6, 2026

Riley Huddleston, originally hired as a special education paraeducator at Lincoln Middle School beginning the 2025-2026 school year, transfer to 1.0 FTE leave replacement fitness, movement, health and sport teacher at Lincoln Middle School for the 2025-2026 school year only

Haelee Jenft as 1.0 FTE leave replacement second grade teacher at Kamiak Elementary School beginning September 15, 2025, through February 27, 2026

Carrie Wolsborn as 1.0 FTE special education teacher at Lincoln Middle School

Classified: **Tommy Dickinson** as regular route bus driver

Aspen Groves as assistant cook/cashier at Franklin Elementary School

Gregg Henning as regular route bus driver

Hailey Muench, originally hired as a leave replacement special education paraeducator at Lincoln Middle School for the 2025-2026 school year only, transfer to continuing special education paraeducator position at Lincoln Middle School

Desiree Shepherd as assistant cook/cashier at Pullman High School

Anne Smith as special education paraeducator at Pullman High School

Nikki Thompson as leave replacement special education paraeducator at Lincoln Middle School for the 2025-2026 school year only

I recommend the Board of Directors approve the following salary/wage schedule for the 2025-2026 school year (see attached):

- Student Activity Stipend Schedule

I recommend the Board of Directors approve the following changes to employee leave schedules:

- It is recommended that exempt directors, supervisors, administrators, the assistant superintendent, and the superintendent be granted an additional five days of vacation leave. This adjustment is in response to the recently negotiated increase in vacation leave for 260-day classified staff, who will now receive up to 24 days, and is intended to preserve an appropriate differentiation in leave benefits between exempt and classified employee groups.

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

Keymarione Croft as assistant football coach at Lincoln Middle School

Gabriella Oliver as assistant volleyball coach at Lincoln Middle School

For Your Information:

Pullman School District No. 267
STUDENT ACTIVITY STIPEND SCHEDULE
2025-2026

Level/Hours	STEP 1 1-2 years	STEP 2 3-4 years	STEP 3 5-6 years	STEP 4 7-8 years	STEP 5 9-10 years	STEP 6 11-14 years	STEP 7 15+ years
Assistant	17.46	17.96	18.46	18.96	19.46	19.96	20.46
Head	20.46	21.91	23.36	24.81	26.26	27.71	29.16
Level 1	PHS Football, PHS Basketball						
Hours:	330						
Assistant	5762	5927	6092	6257	6422	6587	6752
Head	6752	7230	7709	8187	8666	9144	9623
Level 2	PHS Volleyball, PHS Wrestling, PHS Baseball, PHS Softball, PHS Track, PHS Swimming, PHS Tennis (grandfathered)						
Hours:	300						
Assistant	5238	5388	5538	5688	5838	5988	6138
Head	6138	6573	7008	7443	7878	8313	8748
Level 3	PHS Cross Country, PHS Soccer, PHS Golf, PHS Tennis						
Hours:	270						
Assistant	4714	4849	4984	5119	5254	5389	5524
Head	5524	5916	6307	6699	7090	7482	7873
Level 4	Head: PHS ASB Advisor, LMS Assistant Activities Manager; Assistant: PHS Dance Team; Head/Assistant: PHS Cheer (per season), PHS Drama (per season)						
Hours:	210						
Assistant	3667	3772	3877	3982	4087	4192	4297
Head	4297	4601	4906	5210	5515	5819	6124
Level 5	Head: PHS Bowling, PHS Auditorium Manager						
Hours:	180						
Assistant	3143	3233	3323	3413	3503	3593	3683
Head	3683	3944	4205	4466	4727	4988	5249
Level 6	Head: PHS Senior Class Advisor, LMS Math Team; Assistant: LMS ASB Advisor, LMS Jazz Band, LMS Jazz Choir; Head/Assistant: LMS Coaches - Cross Country, Football, Volleyball, Basketball, Wrestling, Track (8th grade varsity coach at head level, all others at assistant level)						
Hours:	150						
Assistant	2619	2694	2769	2844	2919	2994	3069
Head	3069	3287	3504	3722	3939	4157	4374
Level 7	Head: PHS Spirit Club, LMS Yearbook; Assistant: PHS Knowledge Bowl, PHS Support Assistant Coaches for Baseball, Softball, Soccer & Wrestling (based on number of participants and need, regular season only), LMS Spirit Club; Head/Assistant: PHS Intramural Badminton, LMS Intramural Bowling, LMS Intramural Tennis						
Hours:	135						
Assistant	2357	2425	2492	2560	2627	2695	2762
Head	2762	2958	3154	3349	3545	3741	3937
Level 8	PHS Science Olympiad/Bowl, PHS Destination Imagination, PHS Junior Statesman of America Club, PHS Math Team, PHS Key Club, LMS Science Olympiad/Bowl						
Hours:	120						
	2095	2155	2215	2275	2335	2395	2455
Level 9	PHS Weight Training Club						
Hours:	105						
	1833	1886	1938	1991	2043	2096	2148
Level 10	LMS Drama Club, LMS Intramurals (6th grade), LMS Channel 3, PHS Junior Class Advisor, PHS Assistant Drama Coach II (per season)						
Hours:	90						
	1571	1616	1661	1706	1751	1796	1841
Level 11	LMS Builder's Club						
Hours:	75						
	1310	1347	1385	1422	1460	1497	1535
Level 12	PHS/LMS Art Club, LMS Jazz Ensemble, LMS Vocal Ensemble, LMS Leadership Service Club, LMS Culinary Club, LMS Outdoor Education Club, LMS Rube Goldberg Club, LMS Chess Club, LMS Recycle Club, LMS Debate Club, LMS Photography Club, LMS Magic the Gathering Club, LMS Gender and Sexuality Alliance Club, LMS Students of Color Alliance Club						
Hours:	60						
	1048	1078	1108	1138	1168	1198	1228
Level 13	PHS Ping Pong Club, Building Tutoring Advisor, Pokémon Club Advisor						
Hours:	45						
	786	808	831	853	876	898	921
Level 14	Elementary Activity Supervisor I, PHS Freshman Class Advisor, PHS Sophomore Class Advisor, PHS World Language Club, PHS Fellowship of Christian Athletes Club						
Hours:	30						
	524	539	554	569	584	599	614

Pullman School District No. 267
STUDENT ACTIVITY STIPEND SCHEDULE
2025-2026

		STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
		1-2 years	3-4 years	5-6 years	7-8 years	9-10 years	11-14 years	15+ years
Level/Hours								
Assistant		17.46	17.96	18.46	18.96	19.46	19.96	20.46
Head		20.46	21.91	23.36	24.81	26.26	27.71	29.16
<hr/>								
Level 15	Elementary Activity Supervisor II							
Hours:	15							
		262	269	277	284	292	299	307
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Level 16	Elementary Activity Supervisor III							
Hours:	10							
		175	180	185	190	195	200	205
<hr/>								
Level 17	Elementary Activity Supervisor IV							
Hours:	5							
		87	90	92	95	97	100	102
<hr/>								
Level 18	Elementary Activity Supervisor V							
Hours:	2.5							
		44	45	46	47	49	50	51
<hr/>								

EFFECTIVE 9/1/2025

PENDING BOARD APPROVAL

Coversheet

Professional/Personal Services Contracts

Section: IV. Consent Agenda
Item: C. Professional/Personal Services Contracts
Purpose:
Submitted by:
Related Material: Board Report - Contracts 9.10.2025.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: September 10, 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:

NEWESD 101 Workers' Compensation Cooperative to partner with the district and the Safe Schools Vector training system to provide an employee safety and compliance library, August 1, 2025, through June 14, 2026, \$3.72 per user.

SolvePath LLC, dba TSCO, to provide direct, virtual occupational therapy services to district students, September 15, 2025, through June 12, 2026, \$90 per hour for up to 222 total hours.

Coversheet

Warrants

Section:	IV. Consent Agenda
Item:	D. Warrants
Purpose:	FYI
Submitted by:	
Related Material:	Payroll Warrant Authorization Form_August 2025.pdf Check Summary 2025-26.pdf Check Summary 2024-25.pdf Addtl Check Summary 2024-25.pdf



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

PAYROLL WARRANT AUTHORIZATION

The Board of Directors of Pullman School District No. 267, Whitman County, Washington, hereby authorizes the payment of payroll warrant numbers [26736514](#) to [26736529](#) inclusive, with payroll amounting to [\\$2,819,767.93](#) issued [08/29/2025](#) 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.

Secretary

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$163,235.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736574 through 26736609, totaling \$163,235.26

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736574	AWSP	09/11/2025	9,520.00
26736575	Book Systems Incorporated	09/11/2025	4,860.00
26736576	Broughton, Alexandra D	09/11/2025	998.75
26736577	Centervention	09/11/2025	120.00
26736578	Charlies Produce	09/11/2025	966.51
26736579	Dunlap, Ryan D	09/11/2025	50.00
26736580	Edmentum, Inc.	09/11/2025	14,385.01
26736581	ERNN	09/11/2025	495.00
26736582	Everyday Speech LLC	09/11/2025	2,591.96
26736583	First Step Internet	09/11/2025	20,621.04
26736584	Golden Waffles	09/11/2025	56.00
26736585	Gordon, Alexander J	09/11/2025	50.00
26736586	HD Supply Facilities Maint	09/11/2025	198.55
26736587	HD SUPPLY	09/11/2025	385.33
26736588	Heritage Wheel & Tire	09/11/2025	1,364.24
26736589	Hobart Service	09/11/2025	729.46
26736590	J & H Printing Inc.	09/11/2025	922.75
26736591	King County Director's Assoc	09/11/2025	9,269.17
26736592	LMC Data Corporation	09/11/2025	4,053.00
26736593	Math Learning Center	09/11/2025	1,096.42
26736594	NENA	09/11/2025	255.00
26736595	Northwest Evaluation Assoc	09/11/2025	29,761.04
26736596	OFFICE DEPOT	09/11/2025	27,100.29
26736597	OSPI - Agency Accounting	09/11/2025	6,000.00
26736598	Otis Elevator Co	09/11/2025	349.31
26736599	OverDrive	09/11/2025	27.99
26736600	Pollestad, Juston B	09/11/2025	150.00
26736601	Pullman School Dist - Revolvin	09/11/2025	167.00
26736602	School Datebooks	09/11/2025	3,949.56
26736603	School Information & Research	09/11/2025	868.00
26736604	School Outfitters	09/11/2025	525.88
26736605	SLP Now LLC	09/11/2025	1,324.68
26736606	TeamBuildr	09/11/2025	1,000.00

Check Nbr	Vendor Name	Check Date	Check Amount
26736607	The Library Store Inc	09/11/2025	182.94
26736608	WASA	09/11/2025	6,270.38
26736609	Washington Officials Associati	09/11/2025	12,570.00
36	Computer	Check(s) For a Total of	163,235.26

	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
	36	Computer	Checks For a Total of	163,235.26
Total For	36	Manual, Wire Tran, ACH & Computer	Checks	163,235.26
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	163,235.26

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-618.48	0.00	163,853.74	163,235.26

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$137.16. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736571 through 26736573, totaling \$137.16

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736571	Brantner, Pamela D	09/11/2025	116.54
26736572	Bromley, Daniel Patrick	09/11/2025	5.67
26736573	Henning, Gregg Axel	09/11/2025	14.95
3	Computer	Check(s) For a Total of	137.16

	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
	3	Computer	Checks For a Total of	137.16
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	137.16
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	137.16

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-2.33	0.00	139.49	137.16

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$7,500.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736570 through 26736570, totaling \$7,500.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736570	HUB International LLC	09/11/2025	7,500.00
1	Computer	Check(s) For a Total of	7,500.00

	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	7,500.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	7,500.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	7,500.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	7,500.00	7,500.00

GFAA

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$780,155.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:

ACH Numbers 252600010 through 252600017, totaling \$780,155.51

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600010	Center for the Collaborative C	09/11/2025	680.02
252600011	H & H Business Systems	09/11/2025	300.84
252600012	Haramoto, Kameron	09/11/2025	50.00
252600013	Heiszler, Matthew David	09/11/2025	50.00
252600014	Maxwell, Robert L	09/11/2025	475.00
252600015	Mulvey, Ryan Alan	09/11/2025	150.00
252600016	United Schools Insurance Progr	09/11/2025	778,339.65
252600017	Ventresco, Dominick Richard	09/11/2025	110.00

8	ACH	Check(s) For a Total of	780,155.51
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	8	ACH	Checks For a Total of	780,155.51
	0	Computer	Checks For a Total of	0.00
Total For	8	Manual, Wire Tran, ACH & Computer	Checks	780,155.51
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	780,155.51

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	780,155.51	780,155.51

GF REIM 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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$481.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:

ACH Numbers 252600009 through 252600009, totaling \$481.99

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
252600009	Fleury, Jerrod Parker	09/11/2025	481.99

1	ACH	Check(s) For a Total of	481.99
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	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	481.99
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	481.99
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		481.99

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	481.99	481.99

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$5,790.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600008 through 252600008, totaling \$5,790.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600008	Design West Architects	09/11/2025	5,790.00
1	ACH	Check(s) For a Total of	5,790.00

	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	5,790.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	5,790.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,790.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	5,790.00	5,790.00

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$7,651.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736534 through 26736538, totaling \$7,651.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736534	BSN Sports	09/11/2025	353.87
26736535	FinalForms	09/11/2025	2,090.00
26736536	Florafinder, LLC	09/11/2025	297.27
26736537	Freeman High School	09/11/2025	250.00
26736538	WIAA	09/11/2025	4,660.00

5	Computer	Check(s) For a Total of	7,651.14
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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
	5	Computer	Checks For a Total of	7,651.14
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	7,651.14
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	7,651.14

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	7,651.14	7,651.14

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$3,596.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736531 through 26736533, totaling \$3,596.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736531	FinalForms	09/11/2025	1,634.00
26736532	Game One	09/11/2025	1,162.19
26736533	Impact Applications Inc.	09/11/2025	800.00
3	Computer	Check(s) For a Total of	3,596.19

	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
	3	Computer	Checks For a Total of	3,596.19
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	3,596.19
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,596.19

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-64.00	0.00	3,660.19	3,596.19

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$10,744.01. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736610 through 26736612, totaling \$10,744.01

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736610	Pullman School District	09/11/2025	10,174.01
26736611	Pullman School Dist - Revolvin	09/11/2025	70.00
26736612	TeamBuildr	09/11/2025	500.00
3	Computer	Check(s) For a Total of	10,744.01

	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
	3	Computer	Checks For a Total of	10,744.01
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	10,744.01
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	10,744.01

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-40.00	70.00	10,714.01	10,744.01

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$90,804.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736544 through 26736569, totaling \$90,804.50

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736544	Ajaz, Maryum Fatima	09/11/2025	485.01
26736545	All Fabrications & Supply LLC	09/11/2025	649.59
26736546	Ccooper Services	09/11/2025	570.00
26736547	Chef Kent Getzin Consulting LL	09/11/2025	5,000.00
26736548	City of Pullman Water	09/11/2025	24,549.32
26736549	City of Lewiston	09/11/2025	95.00
26736550	Coleman Oil Company LLC	09/11/2025	20,344.10
26736551	Envoy Plan Services, Inc.	09/11/2025	12.50
26736552	Four Star Supply Co., Inc	09/11/2025	669.57
26736553	HD SUPPLY	09/11/2025	3,482.46
26736554	Integrated Register System, In	09/11/2025	1,765.58
26736555	Kuhl Auto Parts, LLC	09/11/2025	21.71
26736556	LANshack.com	09/11/2025	256.02
26736557	Moscow-Pullman Bldg. Supply	09/11/2025	2,271.41
26736558	NEWESD 101	09/11/2025	2,400.00
26736559	Northwest Auto Parts	09/11/2025	38.72
26736560	Northwest Playground Equipment	09/11/2025	6,230.37
26736561	OFFICE DEPOT	09/11/2025	163.79
26736562	Pullman Disposal	09/11/2025	7,197.86
26736563	Pullman School Dist - Revolvin	09/11/2025	254.00
26736564	Redinger Fire & Security LLC	09/11/2025	9,694.20
26736565	Walter E Nelson Co	09/11/2025	3,142.81
26736566	WASA	09/11/2025	200.00
26736567	Whitman County Landfill	09/11/2025	892.33
26736568	WSU Organic Farm	09/11/2025	148.40
26736569	Zeppoz	09/11/2025	269.75

26	Computer	Check(s) For a Total of	90,804.50
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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
	26	Computer	Checks For a Total of	90,804.50
Total For	26	Manual, Wire Tran, ACH & Computer Checks		90,804.50
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		90,804.50

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	433.08	254.00	90,117.42	90,804.50

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$41,700.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736543 through 26736543, totaling \$41,700.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736543	SYSTEM LIQUIDATION	09/11/2025	41,700.00
1	Computer	Check(s) For a Total of	41,700.00

	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	41,700.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	41,700.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	41,700.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	-3,336.00	0.00	45,036.00	41,700.00

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$606.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736539 through 26736542, totaling \$606.25

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736539	Bessey, Michael Marvin	09/11/2025	137.25
26736540	Kellar, Marlee Dawn	09/11/2025	118.00
26736541	Matthews, Robert J	09/11/2025	233.00
26736542	McNeil, Shiari Elise	09/11/2025	118.00

4	Computer	Check(s) For a Total of	606.25
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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
	4	Computer	Checks For a Total of	606.25
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	606.25
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	606.25

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	606.25	606.25

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$724.65. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736530 through 26736530, totaling \$724.65

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736530	Game One	09/11/2025	724.65
1	Computer	Check(s) For a Total of	724.65

	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	724.65
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	724.65
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	724.65

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	724.65	724.65

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$10.15. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600007 through 252600007, totaling \$10.15

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600007	El Chabib, Zena	09/11/2025	10.15
1	ACH	Check(s) For a Total of	10.15

	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	10.15
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		10.15
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		10.15

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	10.15	10.15

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$5,560.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600005 through 252600006, totaling \$5,560.68

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600005	H & H Business Systems	09/11/2025	4,294.69
252600006	US Linen and Uniform	09/11/2025	1,265.99

2	ACH	Check(s) For a Total of	5,560.68
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	5,560.68
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	5,560.68
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,560.68

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	5,560.68	5,560.68

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$22,253.81. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600004 through 252600004, totaling \$22,253.81

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
252600004 BMO Corporate Mastercard	09/10/2025	22,253.81
1 ACH	Check(s) For a Total of	22,253.81

	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	22,253.81
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	22,253.81
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	22,253.81

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-84.53	0.00	22,338.34	22,253.81

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$2,116.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600003 through 252600003, totaling \$2,116.68

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600003	BMO Corporate Mastercard	09/10/2025	2,116.68
1	ACH	Check(s) For a Total of	2,116.68

	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	2,116.68
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	2,116.68
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,116.68

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	2,116.68	2,116.68

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$1,703.65. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600002 through 252600002, totaling \$1,703.65

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600002	BMO Corporate Mastercard	09/10/2025	1,703.65
1	ACH	Check(s) For a Total of	1,703.65

	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	1,703.65
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		1,703.65
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		1,703.65

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	1,703.65	1,703.65

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 ~~August 27~~^{Sept 10}, 2025, the board, by a _____ vote, approves payments, totaling \$568.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500221 through 242500221, totaling \$568.10

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500221	State of Washington Unclaimed	08/28/2025	568.10
1	ACH	Check(s) For a Total of	568.10

	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	568.10
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	568.10
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	568.10

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	568.10	0.00	0.00	568.10

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 September 10, 2025, the board, by a _____ vote, approves payments, totaling \$1,053.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736615 through 26736615, totaling \$1,053.02

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736615	City of Pullman Police	09/11/2025	1,053.02
1	Computer	Check(s) For a Total of	1,053.02

	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	1,053.02
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	1,053.02
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,053.02

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	1,053.02	1,053.02

Coversheet

Student Transfer Requests

Section:	IV. Consent Agenda
Item:	E. Student Transfer Requests
Purpose:	FYI
Submitted by:	
Related Material:	2025 09.10 Regular Board Meeting - Student Transfer Requests.pdf



SCHOOL BOARD REPORT

Student Transfer Requests

September 10, 2025

Transfer Requests 2025-2026

Released to PSD

- M. Hop, Grade 7, Released from Colton School District – Renewal
- R. Hop, Grade 10, Released from Colton School District – Renewal
- R. Cowart, Grade 9, Released from Palouse School District – Renewal
- A. Downing, Grade 3, Released from Palouse School District – New
- P. Downing, Grade 1, Released from Palouse School District – New

Released from PSD

- J. Adair, Grade 1, Released to Palouse Elementary in the Palouse School District – Renewal
- M. Adair, Grade 7, Released to Garfield Middle School in the Garfield School District – Renewal
- R. Adair, Grade 4, Released to Palouse Elementary in the Palouse School District – Renewal
- R. Francis, Grade K, Released to Leonard M. Jennings Elementary in the Colfax School District – New
- J. Gonzales, Grade K, Released to Insight School of Washington in the Quillayute Valley School District – New
- C. McEwen, Grade 12, Released to GarPal in the Palouse School District – Renewal
- E. McMahon, Grade 3, Released to Leonard M Jennings Elementary in the Colfax School District – Renewal
- C. McMahon, Grade 5, Released to Leonard M Jennings Elementary in the Colfax School District – Renewal
- E. Olson, Grade 12, Released to Colfax High School in the Colfax School District – Renewal
- A. Strader, Grade 8, Released to Colfax High School in the Colfax School District – Renewal
- N. Strader, Grade 9, Released to Colfax High School in the Colfax School District – Renewal
- L. Turner, Grade 11, Released to Discovery Virtual School in the Clarkston School District – Renewal

- E. Whitefoot, Grade K, Released to Leonard M Jennings Elementary in the Colfax School District – New
- K. McPherson, Grade 7, Released to Garfield Elementary in the Garfield School District

Rescinded Transfer Requests

- J. Patnode, Grade 11, Rescinded from Washington Digital Academy in the South Bend School District
- C. Flathers-Muldowney, Grade 11, Rescinded from Washington Digital Academy in the South Bend School District
- E. Bonner, Grade 3, Rescinded from Washington Digital Academy in the South Bend School District
- A. Gilbert, Grade 11, Rescinded from Washington Virtual Academy in the Omak School District
- M. Youngsman, Grade 2, Rescinded from Washington Digital Academy in the South Bend School District
- Oz. Francis, Grade 4, Rescinded from Astravo Online Academy in the South Bend School District
- Ol. Francis, Grade 8, Rescinded from Astravo Online Academy in the South Bend School District

Coversheet

ASB Fundraisers

Section: IV. Consent Agenda

Item: F. ASB Fundraisers

Purpose:

Submitted by:

Related Material: ASB Fundraiser - LMS Science Olympiad_Letter Writing 9.10.25.pdf
ASB Fundraiser - PHS ASB_Penny Drive 9.10.25.pdf
ASB Fundraiser - PHS DECA_Minton Mania 9.10.25.pdf
ASB Fundraiser - PHS FFA_Chrysanthemum Sale 9.10.25.pdf
ASB Fundraiser - PHS DECA_Blood Drive 9.10.25.pdf

REC'D SEP 04 2025



Fundraising/Activity Form

☒ ASB ☐ ASB Charitable ☐ General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>LMS</u>	Group Name: <u>Science Olympiad</u>	Account #: <u>4083</u>
Proposed Fundraising Activity: <u>letter writing for donations</u>		
Intended Use of Proceeds: <u>registration, supplies, transportation</u>		
Estimated Revenues: \$ <u>\$7000⁰⁰</u>	Estimated Expenses <u>\$0⁰⁰</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>\$7000⁰⁰</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>Sept 11, 2025</u> End: <u>Oct. 1, 2025</u>		
Team/Club Leader (student): <u>Phoebe Bosnell</u> (Signature & Date) <u>9/3/25</u>	ASB Bookkeeper (staff): <u>K. Kendall</u> (Signature & Date) <u>9/3/25</u>	
Coach/Club Advisor (staff): <u>Marta Haugen</u> (Signature & Date) <u>9/3/25</u>	Principal's Pre-Approval: <u>[Signature]</u> (Signature & Date) <u>9/3/25</u>	
Student Leadership (student): <u>Phoebe Bosnell</u> (Signature & Date) <u>9/3/25</u>	Activity Coordinator: <u>[Signature]</u> (Signature & Date) <u>9/3/25</u>	

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$ _____
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3. Total Cost of Goods Sold (your cost for items sold)	\$ _____
4. Other Expenses (decorations, supplies, etc.)	\$ _____
5. Total Expenditures	\$ _____ (line 3 plus line 4)
6. Net Profit (loss)	\$ _____ (line 2 less line 5)

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): _____ (Signature & Date)	ASB Bookkeeper (staff): _____ (Signature & Date)
Coach/Club Advisor (staff): _____ (Signature & Date)	Principal: _____ (Signature & Date)
Activity Coordinator: _____ (Signature & Date)	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity



Fundraising/Activity Form

☐ ASB ☒ ASB Charitable ☐ General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>Pullman High</u>	Group Name: <u>ASB</u>	Account #: <u>1016</u>
Proposed Fundraising Activity: <u>Penny Drive during clash of the combine week</u>		
Intended Use of Proceeds: <u>donate to ATVP</u>		
Estimated Revenues: \$ <u>11000</u>	Estimated <u>0</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>11000</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>9/11/25</u> End: <u>12/12/25</u>		
Team/Club Leader (student): <u>Sam Bann 09/11/25</u> (Signature & Date)	ASB Bookkeeper (staff): <u>[Signature]</u> (Signature & Date)	
Coach/Club Advisor (staff): <u>[Signature]</u> (Signature & Date)	Principal's Pre-Approval: <u>[Signature]</u> (Signature & Date)	
Student Leadership (student): <u>AMBER CHANG 9/14/25</u> (Signature & Date)	Activity Coordinator: <u>Cashier 9-5-25</u> (Signature & Date)	

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$ _____
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3. Total Cost of Goods Sold (your cost for items sold)	\$ _____
4. Other Expenses (decorations, supplies, etc.)	\$ _____
5. Total Expenditures	\$ _____ (line 3 plus line 4)
6. Net Profit (loss)	\$ _____ (line 2 less line 5)

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): _____ (Signature & Date)	ASB Bookkeeper (staff): _____ (Signature & Date)
Coach/Club Advisor (staff): _____ (Signature & Date)	Principal: _____ (Signature & Date)
Activity Coordinator: _____ (Signature & Date)	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity



Fundraising/Activity Form

☐ ASB ☒ ASB Charitable ☐ General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>Pullman High</u>	Group Name: <u>DLCA</u>	Account #: _____
Proposed Fundraising Activity: <u>Minton Maria: Badminton Fundraisers (whole school Fundraisers)</u>		
Intended Use of Proceeds: <u>donate to community action center food bank</u>		
Estimated Revenues: \$ <u>500</u>	Estimated <u>0</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>500</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>9/15</u> End: <u>10/29</u>		
Team/Club Leader (student): <u>[Signature]</u> (Signature & Date)		ASB Bookkeeper (staff): <u>[Signature]</u> (Signature & Date)
Coach/Club Advisor (staff): <u>[Signature]</u> (Signature & Date)		Principal's Pre-Approval: <u>[Signature]</u> <u>8/2/25</u> (Signature & Date)
Student Leadership (student): <u>[Signature]</u> (Signature & Date)		Activity Coordinator: <u>[Signature]</u> <u>8/2/25</u> (Signature & Date)

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$ _____
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3. Total Cost of Goods Sold (your cost for items sold)	\$ _____
4. Other Expenses (decorations, supplies, etc.)	\$ _____
5. Total Expenditures	\$ _____ (line 3 plus line 4)
6. Net Profit (loss)	\$ _____ (line 2 less line 5)

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): <u>[Signature]</u> (Signature & Date)	ASB Bookkeeper (staff): _____ (Signature & Date)
Coach/Club Advisor (staff): <u>[Signature]</u> <u>9/2/25</u> (Signature & Date)	Principal: _____ (Signature & Date)
Activity Coordinator: _____ (Signature & Date)	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity



Fundraising/Activity Form

☒ ASB ☐ ASB Charitable ☐ General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>Pullman High School</u>	Group Name: <u>Pullman FFA</u>	Account #: <u>4035</u>
Proposed Fundraising Activity: <u>Chrysanthemum Sale</u>		
Intended Use of Proceeds: <u>FFA account</u>		
Estimated Revenues: \$ <u>200 profit (\$500)</u>	Estimated <u>\$300</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>500 - 300 = 200</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser:	Start: <u>9/22</u>	End: <u>10/1</u>
Team/Club Leader (student): <u>[Signature]</u> (Signature & Date)	ASB Bookkeeper (staff): <u>[Signature]</u> (Signature & Date)	
Coach/Club Advisor (staff): <u>[Signature]</u> (Signature & Date)	Principal's Pre-Approval: <u>[Signature]</u> (Signature & Date)	
Student Leadership (student): <u>[Signature]</u> <u>8/29/25</u> (Signature & Date)	Activity Coordinator: <u>Dabbi Crabtree</u> <u>8/2/25</u> (Signature & Date)	

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$ _____
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3. Total Cost of Goods Sold (your cost for items sold)	\$ _____
4. Other Expenses (decorations, supplies, etc.)	\$ _____
5. Total Expenditures	\$ _____ (line 3 plus line 4)
6. Net Profit (loss)	\$ _____ (line 2 less line 5)

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:	
Team/Club Leader (student): <u>[Signature]</u> <u>8/29/25</u> (Signature & Date)	ASB Bookkeeper (staff): _____ (Signature & Date)
Coach/Club Advisor (staff): <u>[Signature]</u> (Signature & Date)	Principal: _____ (Signature & Date)
Activity Coordinator: _____ (Signature & Date)	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity



Fundraising/Activity Form

☐ ASB ☐ ASB Charitable ☐ General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School:	<u>Pullman High School</u>	Group Name:	<u>DECA</u>	Account #:	<u>4034</u>
Proposed Fundraising Activity:	<u>Hosts a yard drive</u>				
Intended Use of Proceeds:	<u>Fund DECA trips to State</u>				
Estimated Revenues:\$	<u>1200</u>	Estimated	<u>\$0</u>		
Expenses: \$	Estimated Revenues-Estimated Expenses=Estimated Profit: <u>\$1200</u>				
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input type="checkbox"/>					
If yes, please attach a copy of the name, address and phone number of the organization.					
Dates of the Fundraiser:	Start: <u>9/21/25</u>	End: <u>9/26/25</u>	<u>Drives: Sept 24 Dec 12</u>		
Team/Club Leader (student):	<u>[Signature]</u> (Signature & Date)	ASB Bookkeeper (staff):	<u>[Signature]</u> (Signature & Date)		
Coach/Club Advisor (staff):	<u>[Signature]</u> (Signature & Date)	Principal's Pre-Approval:	<u>[Signature]</u> (Signature & Date)		
Student Leadership(student):	<u>AMBER CHANG 9/10/25</u> (Signature & Date)	Activity Coordinator:	<u>Tabbie Carter 9-5-25</u> (Signature & Date)		

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$	<u>1200</u>	
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$		
3. Total Cost of Goods Sold (your cost for items sold)	\$	<u>0</u>	
4. Other Expenses(decorations, supplies, etc.)	\$	<u>0</u>	
5. Total Expenditures		<u>0</u>	\$ <u>0</u> (line 3 plus line 4)
6. Net Profit (loss)	\$		<u>0</u> (line 2 less line 5)

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student):	<u>[Signature]</u> (Signature & Date)	ASB Bookkeeper (staff):	<u>[Signature]</u> (Signature & Date)
Coach Club Advisor (staff):	<u>[Signature]</u> (Signature & Date)	Principal:	<u>[Signature]</u> (Signature & Date)
Activity Coordinator:	<u>[Signature]</u> (Signature & Date)		

Coversheet

Uncollected Non-Tax Revenue Report

Section:	IV. Consent Agenda
Item:	G. Uncollected Non-Tax Revenue Report
Purpose:	
Submitted by:	
Related Material:	2024-25 Uncollected Non-Tax Revenue.pdf



“Ensuring learning while challenging each student to achieve full potential”

Fiscal Office
Pullman School District No. 267
240 SE Dexter St
Pullman WA 99163
Phone: 509.332.2396

September 1, 2025

In accordance with Board Policy 6119, the Pullman School District Board of Directors will make every effort to collect all revenues due from federal, state, local, and nontax sources. At the first meeting of a new fiscal year, the superintendent will present a list of uncollected nontax revenues from the previous fiscal year, including unpaid rentals, fines, fees, and other charges, along with the actions taken to collect these receivables. If these amounts remain uncollected after seven years and are still outstanding as of December 31, the board will declare them uncollectible. After all efforts by the collection agency have been exhausted, the board will annually declare uncollectible nontax revenues through the consent agenda.

If an email address is available, invoices are sent by email with delivery and read receipts. Otherwise, invoices are mailed. Collection efforts begin with the initial emailed invoice. At 30 and 60 days past the invoice date, both a statement and the original invoice are sent by email or mail. A final notice is issued at 90 days. Any receivable over \$25 that remains unpaid after 120 days, without payment or customer contact, is referred to a collection agency.

There are currently no receivables that have remained uncollected for seven years by this December.

Below is a list of uncollected nontax revenues from the past fiscal year, including but not limited to, unpaid rentals, fines, fees and other charges.

Description	Amount
Student Fees/Fines	\$ 3.00
Student Fees/Fines	\$ 89.00
Student Fees/Fines	\$ 50.00
Student Fees/Fines	\$ 3.75
Student Fees/Fines	\$ 0.40
Student Fees/Fines	\$ 50.00
Student Fees/Fines	\$ 141.00
Student Fees/Fines	\$ 141.00
Student Fees/Fines	\$ 4.66
Student Fees/Fines	\$ 7.10
Student Fees/Fines	\$ 10.00
Student Fees/Fines	\$ 7.00
Student Fees/Fines	\$ 14.00
Student Fees/Fines	\$ 5.00
Student Fees/Fines	\$ 20.00
Student Fees/Fines	\$ 20.00
Student Fees/Fines	\$ 215.78
Student Fees/Fines	\$ 3.40

[illegible]

[illegible]

Student Fees/Fines	\$	5.00
Student Fees/Fines	\$	5.00
Student Fees/Fines	\$	5.00
Student Fees/Fines	\$	18.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	17.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	6.00
Student Fees/Fines	\$	6.00
Student Fees/Fines	\$	6.00
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	30.00
Student Fees/Fines	\$	7.00
Student Fees/Fines	\$	17.00
Student Fees/Fines	\$	11.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	9.00
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	50.00
Student Fees/Fines	\$	12.50
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	50.00
Student Fees/Fines	\$	19.00
Student Fees/Fines	\$	23.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	7.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	10.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	18.00
Student Fees/Fines	\$	16.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	10.00
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	11.00
Student Fees/Fines	\$	16.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	50.00
Student Fees/Fines	\$	19.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	16.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	16.00
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	13.00
Student Fees/Fines	\$	19.00
Student Fees/Fines	\$	19.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	22.00
Student Fees/Fines	\$	18.10
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	22.00
Student Fees/Fines	\$	17.00
Student Fees/Fines	\$	18.00

Student Fees/Fines	\$	12.00
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	23.00
Student Fees/Fines	\$	64.27
Student Fees/Fines	\$	50.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	3.55
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	300.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	7.50
Student Fees/Fines	\$	25.00
Student Fees/Fines	\$	50.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	14.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	10.00
Student Fees/Fines	\$	23.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	50.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	23.00
Student Fees/Fines	\$	21.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	11.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	35.00
Student Fees/Fines	\$	23.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	10.00
Student Fees/Fines	\$	100.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	19.00
Student Fees/Fines	\$	8.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	28.00
Student Fees/Fines	\$	11.00
Student Fees/Fines	\$	100.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	100.00
Student Fees/Fines	\$	20.00
Student Fees/Fines	\$	12.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	100.00
Student Fees/Fines	\$	31.00
Student Fees/Fines	\$	17.00
Student Fees/Fines	\$	10.00
Student Fees/Fines	\$	12.00
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Student Fees/Fines	\$	4.00
Student Fees/Fines	\$	25.00

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Student Fees/Fines	\$	30.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	30.00
Student Fees/Fines	\$	15.00
Student Fees/Fines	\$	9.25
Student Fees/Fines	\$	9.85
Student Fees/Fines	\$	39.31
Student Fees/Fines	\$	0.75
Student Fees/Fines	\$	99.05
Student Fees/Fines	\$	27.78
Student Fees/Fines	\$	99.90
Student Fees/Fines	\$	56.85
Student Fees/Fines	\$	1.15
Student Fees/Fines	\$	3.60
Student Fees/Fines	\$	8.00
Student Fees/Fines	\$	1.90
Student Fees/Fines	\$	199.85
Student Fees/Fines	\$	1.30
Student Fees/Fines	\$	2.95
Student Fees/Fines	\$	93.45
Student Fees/Fines	\$	1.70
Student Fees/Fines	\$	5.00
Student Fees/Fines	\$	7.00
Student Fees/Fines	\$	19.00
Student Fees/Fines	\$	93.00
Grand Total	\$	18,564.58

Coversheet

Donation Received

Section:	IV. Consent Agenda
Item:	H. Donation Received
Purpose:	
Submitted by:	
Related Material:	MEMO PHS Smash Fundraising Donation Received 9.10.25.pdf



PULLMAN PUBLIC SCHOOLS

240 SE Dexter St, Pullman, WA 99163 • Phone 509.332.3581 • Fax 509.336.7202

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

MEMO

To: Pullman School District Board of Directors

From: Diane Hodge
Finance Director
Pullman School District

Date: September 10, 2025

Re: **Donation**
Smash Fundraising

DONATION RECEIVED:

- **Donation Amount:** \$19,540.00
- **Donor:** Smash Fundraising
- **Description:** This is a football fundraiser where students can solicit donations from friends and family by sending a link via text or email. Pullman High School is using *Smash Fundraising* as the platform to manage the links and donations. The check presented represents proceeds from the first week of fundraising. Since one week remains, Pullman High School anticipates receiving an additional check. The Board approved this fundraiser on August 13, 2025.

Coversheet

3241 Student Discipline

Section:	VI. Discussion Items
Item:	A. 3241 Student Discipline
Purpose:	
Submitted by:	
Related Material:	ES 3241 Student Discipline 9.10.25.pdf 3241 Student Discipline 9.10.25.pdf



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3241 Student Discipline

Executive Summary

September 10, 2025

Bob Maxwell

Superintendent

Background:

Policy 3241 Student Discipline was highlighted in the WSSDA August 2025 Policy Alert.

Policy 3241 has been aligned with the most recent WSSDA sample policy. Revisions reflect the new discipline rule drafted by OSPI that took effect July 11, 2025. The revisions simplify policy language, clarify definitions, and align district practices with updated state requirements. The most significant change is the reduced distinction between long-term suspensions and expulsions, requiring districts to adjust how these disciplinary actions are applied.

Recommended Board Action:

Approval to revise Policy 3241 Student Discipline as presented.

Motion to Approve

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

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

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STUDENTS

Student Discipline

I. INTRODUCTION/PHILOSOPHY/PURPOSE

The Pullman School District Board of Directors focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. 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. Providing a safe and supportive learning environment for all students;
- B. Providing due process to students;
- C. Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success;
- A.D. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- B.E. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline~~Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;~~
- C.F. Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavior expectations, and keep students in the classroom to the maximum extent possible;
- D.G. Providing educational services that students need to complete their education without disruption;
- E.H. 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~~ STUDENTS' FUNDAMENTAL RIGHTS

~~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:

Pullman School District Board Policy

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- A. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited;
- 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 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.

III. -STUDENT RESPONSIBILITIES

This district's student discipline policy and procedure ~~is~~ are designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with ~~this-the~~ 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.

IV. DEVELOPMENT AND REVIEW

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

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

The policy and procedure will be developed in accordance with WAC 392-400-110. 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 review the district's discipline standards and review the fidelity of their implementation.~~

~~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.~~

Pullman School District Board Policy

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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.~~

V. 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.

VI. APPLICATION

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

Pullman School District Board Policy

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Cross References

Board Policy, 2121	Substance Abuse Program
Board Policy, 2161	Special Education and Related Services for Eligible Students
Board Policy, 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy, 3122	Excused and Unexcused Absences
Board Policy, 3210	Nondiscrimination
Board Policy, 3244	Prohibition of Corporal Punishment
Board Policy, 3520	Student Fees, Fines, or Charges
Board Policy, 4210	Regulation of Dangerous Weapons on School Premises
Board Policy, 4218	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 Student Discipline
WAC 392-190-048	Access to course offerings – Student discipline and corrective action
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

2025 – August Policy Alert
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~~ [Critical](#)

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
 Revised Date: January 8, 2025

Coversheet

5161 Civility in the Workplace

Section:	VI. Discussion Items
Item:	B. 5161 Civility in the Workplace
Purpose:	
Submitted by:	
Related Material:	ES 5161 Civility in the Workplace 9.10.25.pdf 5161 Civility in the Workplace NEW 9.10.25.pdf



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5161 Civility in the Workplace

Executive Summary

September 10, 2025

Bob Maxwell

Superintendent

Background:

WSSDA Policy 5161 – Civility in the Workplace is a discretionary model policy designed to foster a safe, respectful, and professional work environment. While it incorporates some aspects related to staff speech, the policy’s primary purpose is to promote orderly conduct, mutual respect, and civil interactions among employees, students, families, and the community, thereby supporting a quality educational environment for students. By establishing clear expectations for workplace behavior, Policy 5161 supports positive working relationships, reduces conflict, and strengthens the overall educational environment, ensuring that students benefit from a culture of dignity and collaboration.

Recommended Board Action:

Approval to revise Policy 5161 Civility in the Workplace as presented.

Motion to Approve

I move to approve the revisions to 5161 Civility in the Workplace as presented.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

5161

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PERSONNEL

Civility in the Workplace

The board believes that a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct, like other forms of disruptive behavior, may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

Accordingly, the board commits the district to the core value of mutual respect and expects staff, students, contractors, parents, volunteers, visitors, and board members (stakeholders) to treat one another with mutual respect. Further, uncivil conduct on district property or at district-sponsored activities by stakeholders is prohibited.

I. Expectations of Stakeholders

The board expects stakeholders to acts as follows:

- Treat each other with dignity and respect.
- Exercise reasonable, good judgment in handling interpersonal disputes.
- Exercise respect, courtesy, and concern for the dignity and cultural background of others.
- Refrain from use of abusive language.
- Model respectful problem-solving.
- Reduce actions or behaviors that might provoke fear, anger, frustration, or alienation.
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions.
- Extend common courtesy to others, such as saying please and thank you.
- Practice civility in all conversations and interactions.
- Be respectful of others even when in a disagreement.
- Address incivility when it is observed.
- Seek to understand others' points of view and cultural perceptions.
- Be collaborative when interacting with the internal and external customers of the district.
- Use sick leave and other leave in accordance with state law, district policy and/or applicable collective bargaining agreements.
- Take responsibility for your job performance. Perform all job duties within the standards set forth for your position.
- Do not participate in rumors, gossip or sabotage, or tolerate it from others.
- Participate in seeking a resolution to a concern or conflict before it becomes a significant issue.
- If you have access to confidential information, keep it confidential.

II. Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" includes but is not limited to the following:

- Using vulgar, obscene, or profane gestures or words
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another
- Threatening to physically harm another or to damage their property
- Taunting, jeering, or inciting others to taunt or jeer an individual
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking at an appropriate time or place

Pullman School District Board Policy

5161

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- Engaging in discriminatory, harassing, or retaliatory behavior because of a person's protected class or status
- Using personal epithets or slurs
- Gesturing or behaving in a manner that puts another in fear for their personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as the ideas are presented in a respectful manner and at a time and place that are appropriate, and the expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Nor does "uncivil conduct" include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

III. Addressing Uncivil Conduct

When confronted with uncivil conduct, stakeholders are expected to act as follows:

- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation.
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern.
- Resolve personal complaints or grievances with a supervisor's decision or action by requesting a problem-solving conference with the supervisor or with the administrator's supervisor.
- Persons who observe or experience uncivil behavior have an obligation to intervene, share their reflection with the offender about the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.

IV. Enforcement

A. Employees

Employees who engage in uncivil conduct may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

B. Students

Students who engage in uncivil conduct may be disciplined in accordance with applicable policies and state laws.

C. Others

If others besides employees and students engage in uncivil conduct, the district may take the following steps to enforce this policy. Steps may be skipped depending on the severity of an individual's conduct.

If a person engages in uncivil conduct, a district administrator may issue an oral or written warning. The warning should identify the uncivil conduct and give the individual an opportunity to improve their behavior before the district takes more severe action.

Pullman School District Board Policy

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If the individual does not improve their behavior in response to a warning, a district administrator may direct the individual to leave district premises, to cease using district premises, or to cease using the district forum (e.g., email or Zoom) for a period. The period should be long enough to allow the individual and the administrator to discuss the behavior, de-escalate, and consider alternatives.

If the individual does not improve their behavior in response to a warning or a brief suspension, the district may respond by sending a cease-and-desist letter. The letter will identify the prohibited conduct and the district's potential remedies.

Nothing in this policy precludes the district from taking additional measures, including referring a matter to law enforcement, to address uncivil conduct.

Moreover, certain types of uncivil conduct may violate other school rules, policies, or laws. Violations of those policies, rules, or laws may result in the district taking further action.

Cross References:

Board Policy 1620	<u>The Board-Superintendent Relationship</u>
Board Policy 2023	<u>Digital Citizenship and Media Literacy</u>
Board Policy 4200	<u>Parent Access and Safe and Orderly Learning Environment</u>
Board Policy 4220	<u>Complaints Concerning Staff or Programs</u>
Board Policy 5010	<u>Nondiscrimination and Affirmative Action</u>
Board Policy 5011	<u>Sexual Harassment of District Staff Prohibited</u>

Legal References:

RCW 28A.330.100	<u>Additional powers of board</u>
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Classification: Discretionary

Adoption Date:

Coversheet

Administrative Requirements Update

Section:	VII. Informational Items
Item:	A. Administrative Requirements Update
Purpose:	FYI
Submitted by:	
Related Material:	September Administrative Requirements Update.pdf



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

Monthly Administrative Requirements

September

- ☐ Submit IDEA & IDEA Preschool Budget
 - *Person(s) Responsible: Director/Asst Dir of Special Services*
- ☐ Title II End of Year Report
 - *Person(s) Responsible: Asst. Supt & Program Mgr –State & Federal Prog*
- ☐ Review/Update Policy 2161/P: Special Education
 - *Person(s) Responsible: Director/Asst. Director of Special Services*
- ☐ Payroll Yearly Revision of Staff Records
 - *Person(s) Responsible: Finance Director*
- ☐ Annual Report Cards Communicated to Families
 - *Person(s) Responsible: Admin Asst. to Supt & Principals*
- ☐ Constitution & Citizenship Day – September
 - *We are required by federal law (enacted in December 2004) to provide students with an educational program on the United States Constitution (grades K-12). The US Department of Education offers several online resources to assist teachers and administrators in implementing programs for Constitution and Citizenship Day.*
 - *Person(s) Responsible: Principals & Teachers*
- ☐ Minimum Basic Ed Compliance Review
 - *Person(s) Responsible: Admin Asst to Supt & Superintendent*
- ☐ Final Submission of S275/277 Report
 - *Person(s) Responsible: HR Manager*
- ☐ Process credit and clock hours for certificated staff
 - *Person(s) Responsible: HR Manager*
- ☐ Prepare School Improvement Plans for presentation to board
 - *Person(s) Responsible: Principals*
- ☐ Perkins Grants
 - *Person(s) Responsible: CTE Director*
- ☐ Prepare Title II End of Year Report
 - *Person(s) Responsible: Asst. Supt & Program Mgr –State & Federal Prog*
- ☐ Remind staff members via email about their responsibility to report workplace injuries immediately to their supervisor
 - *Person(s) Responsible: Principals & Supervisors*
- ☐ Highly Capable Program Report to Board
 - *Person(s) Responsible: Asst. Superintendent*

October

- ☐ F196 – Budget Year End
 - *Person(s) Responsible: Finance Director*
- ☐ Ridership Report 1022
 - *Person(s) Responsible: Exec Dir of Operations & Transportation Supervisor*

- ☐ Annual Report to board “State of the District”
 - *Person(s) Responsible: Superintendent*
- ☐ Home Based Instruction Report (Transfers Coordinator)
 - *Person(s) Responsible: Transfers Coordinator*
- ☐ Disability Awareness Month (Principals)
 - *(during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. The activities may include, but not be limited to, school assemblies or guest speaker presentations.)*
 - *Person(s) Responsible: Principals*
- ☐ Post school survey for special education leavers (Director/Asst. Director of Special Services & Inst. Prog Office Asst.)
 - *Person(s) Responsible: Director/Asst Dir of Special Services & Inst Prog Office Asst.*
- ☐ Elementary Principals present School Improvement Plans to board
 - *Person(s) Responsible: Elementary Principals*
- ☐ District Choice Report (Transfers Coordinator)
 - *Person(s) Responsible: Transfers Coordinator*

Coversheet

Expense Claim Audit - Community Update Board Schedule

Section:	VII. Informational Items
Item:	C. Expense Claim Audit - Community Update Board Schedule
Purpose:	FYI
Submitted by:	
Related Material:	Expense Claim Audit Comm Update Schedule.pdf



BOARD DIRECTOR SCHEDULES

Expense Claim Audit Schedule

Month	Reviewer
August 2025	Craig Nelson
September	Nathan Roberts
October	Arron Carter
November	Amanda Tanner
December	Lisa Waananen Jones
January 2026	Craig Nelson
February	<i>Board Director District 4</i>
March	Arron Carter
April	Amanda Tanner
May	Lisa Waananen Jones
June	Craig Nelson
July	<i>Board Director District 4</i>

Community Update Board Report Schedule

Month	Submitter	Deadline
September 2025	District – Supt.	Need by end of July
October	Lisa Waananen Jones	Need by end of August
November	Nathan Roberts	Need by end of September
December	Amanda Tanner	Need by end of October
January 2026	District – Asst. Supt.	Need by end of November
February	Craig Nelson	Need by end of December
March	Arron Carter	Need by end of January
April	District – Exec. Dir of Operations	Need by end of February
May	Lisa Waananen Jones	Need by end of March
June	<i>Board Director District 4</i>	Need by end of April
July	Amanda Tanner	Need by end of May
August	Craig Nelson	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 & Communication Plan

Section:	VII. Informational Items
Item:	D. Board Calendar & Communication Plan
Purpose:	FYI
Submitted by:	
Related Material:	2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf Board of Directors Communication Plan 2025.pdf



PULLMAN SCHOOL DISTRICT

2025-2026 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 6 - Work Session at District Office

- Board of Distinction Application

August 13 - Regular Board Meeting

- 2025-2026 Assessment Plan
- Budget Hearing
- Adopt School District Budget

August 27 - Regular Board Meeting

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

September - Superintendent/Board attends staff and PTA/PTO/Booster Meetings

September 3 - Work Session at Sunnyside Elementary

- School Showcase: Sunnyside Elementary
- 2025-2026 Board Professional Development Plan
- Professional Learning Communities (PLC) Update and/or Board Training

September 10 - Regular Board Meeting

- School Showcase: Franklin Elementary
- Report: Summer School
- Report: ALE
- Report: Program Compliance
- Uncollected Non-Tax Revenue
- Inventory Loss/Write-Off Approval

September 24 - Regular Board Meeting

- Report: Highly Capable Services Report

September - WSSDA Legislative Assembly

October 1 - Work Session at Jefferson Elementary

- School Showcase: Jefferson Elementary
- Elementary Principals Present 2025-2026 School Improvement Plans

October 8 - Regular Board Meeting

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

October 22 - Regular Board Meeting

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

November 5- Work Session at Pullman High School

- School Showcase: Pullman High School
- Secondary Principals Present 2025-2026 School Improvement Plans
- Professional Learning Communities (PLC) Board Training

November 12 - Regular Board Meeting

- School Showcase: Sunnyside Elementary
- Approve: 2025-2026 School Improvement Plans
- Present Classified Employee Award
- Report: Year-End Finance Report
- Report: Special Education Services Update
- Report: LMS & PHS Student Ambassadors

November 20-22, 2025 - Annual WSSDA Conference

December 3 - Work Session at District Office

- Board Goals & Strategic Plan Review
- WSSDA Conference Reflections

December 10 - Regular Board Meeting

- School Showcase: Franklin Elementary
- 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 14 - Regular Board Meeting

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

January 28 - Regular Board Meeting

- School Showcase: Lincoln Middle School
- Executive Session: Superintendent Evaluation

February - WSSDA Legislative Conference

February 4- Work Session at Kamiak Elementary

- School Showcase: Kamiak Elementary
- Board Policy and/or Professional Development Workshop

February 11 - Regular Board Meeting

- School Showcase: Sunnyside Elementary
- Report: Scratch Cooking/Nutrition Services Program Update

February 25 – Regular Board Meeting

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

March 4 – Work Session at Franklin Elementary

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

March 11 – 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 25 – Regular Board Meeting

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

April 1 – Work Session at District Office (*Tentative*)

- Board Policy and/or Professional Development Workshop

April 15 – Regular Board Meeting

**Please note, this meeting is scheduled for the 3rd 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 29 – Regular Board Meeting

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

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

May 6 – Work Session at District Office

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

May 13 – 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 27 – Regular Board Meeting

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

June 10 – Regular Board Meeting

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

June 17 – Work Session at District Office

- School Improvement Plans – Elementary & Secondary Principals Present Summary of 2025-2026 Progress

June 24 – 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 8 – Regular Board Meeting (*Tentative*)

July 22 – 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 28, 2025
Revised: June 9, 2025

August - December 2025



Board of Directors Communication Plan

August

Budget Hearing

September

October

November

Year End Finance Report

December

Community Update Article

Arron Carter

Community Update Article

Superintendent
**District Cover Page*

Community Update Article

Lisa Waananen Jones

Community Update Article

Nathan Roberts

Community Update Article

Amanda Tanner

Board Listening Session

Fall Board Dinner (September or October)

**Superintendent
Staff Meeting Presentations**

State of the District Presentations
PTA/PTO/Booster Clubs/ Community Organizations

Board
Classified Employee Award
Principals Present School Improvement Plans

Board
Oath of Office
New/Re-Elected Board Member(s)

Click [HERE](#) for the 2025-2026 Pullman School District Board Content Calendar

• **Board Liaison:**

- Provides Fall PTA-PTO-Booster Club Report

• **Board President with a Board Member & Supt. Weekly Meeting**

- **Weekly:** Wednesdays, 4:30pm-5:30pm

• **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*
- Volunteer Spotlight

Coversheet

The Pullman Promise: Priorities, Goals, Success Indicators

Section:	VII. Informational Items
Item:	E. The Pullman Promise: Priorities, Goals, Success Indicators
Purpose:	FYI
Submitted by:	
Related Material:	2025-26 Strategic Plan Goals_Priorities_Success Indicators.pdf



PULLMAN PUBLIC SCHOOLS
The Pullman Promise
Priorities, Goals, Success Indicators
2025-2026

Mission: Ensuring learning while challenging and supporting each student to achieve full potential

Vision: The Pullman School District mission provides a clear and shared focus among all stakeholders. This common understanding underscores our vision that we each have a stake in student learning and achievement. To fulfill this vision, the District targets its human and fiscal resources toward continuous improvement. Excellence, measured by results, is evident in all we do and is inclusive of work, programs, and facilities.

Our Priority	Our Goal	Success Indicators Measured By
Students First We Provide: <ul style="list-style-type: none"> • A consistently welcoming, healthy, safe environment • Personalized learning for the growth and individual success of each student • Supportive, sustained relationships with each student 	Prioritize actions to ensure a caring and safe environment to cultivate the highest levels of learning.	<ul style="list-style-type: none"> • Student climate survey conducted (Fall) every 2-years by CEE <i>Tentatively scheduled for 2026 administration.</i> • Student Achievement Measurements <ul style="list-style-type: none"> - State Assessments: ELA, Math and Science - District Assessments: Reading and Math - Chronic Absenteeism (5th, 8th and 9th grade) - Graduation Rates (based upon 4-year and 5-year cohorts) - Advanced Placement (AP) • Professional Learning Communities • Annual Board Reports: <ul style="list-style-type: none"> - Affirmative Action Plan Report - ASB Fundraisers and Clubs Report - Student Ambassador Program Reports - Special Education Services Report & Reducing Restraint & Eliminating Isolation Project Updates - Alternative Learning Experiences Report - English Language Development Program Report - Highly Capable Program Report - Safety Report - Summer School Report - Nutrition Services & Summer Meal Program Update

<p>Mutual Respect</p> <ul style="list-style-type: none"> • Inclusive culture in which we value each individual and celebrate our community's diversity 	<p>Foster a growth mindset that values the beliefs and experiences of all.</p>	<ul style="list-style-type: none"> • Closing achievement gap (State/District Assessment Data) Reviewed data for target populations during Annual School Board Retreat Principals present School Improvement Plans outlining goals, target outcomes, and measures for the 2025-26 school year. Principals present an end-of-year summary update of progress towards School Improvement Plan goals, target outcomes, and measures for the 2025-26 school year. • Community/Staff climate survey conducted every 2-years by CEE <i>Tentatively scheduled for 2026 administration.</i> • "A Community of Belonging" Update during Regular Board meetings • Staff Professional Learning
<p>Cultivate Trust</p> <ul style="list-style-type: none"> • Communicate transparently • We assure fiscal responsibility now and for the future 	<p>Plan expenditures to meet students educational needs.</p> <p>Facilitate Board Listening Sessions and Communication Plan/Schedule</p>	<ul style="list-style-type: none"> • Community/Staff climate survey conducted every 2-years by CEE <i>Tentatively scheduled for 2026 administration.</i> • Annual Budget/Fiscal Audit Report <ul style="list-style-type: none"> - Annual Budget Presentation - Annual Year End Finance Report - Public Hearing – Budget - Regular Budget Status Reports to Board - Finance Committee meeting notes posted on district website • Facilitate Open Access to Information <ul style="list-style-type: none"> - School/District Websites and Board OnTrack Committee/Board Meeting Documents - ParentSquare & StudentSquare (<i>students in grades 9-12</i>) - Language Access Plan - Board Content Calendar/Schedule
<p>Build Together</p> <ul style="list-style-type: none"> • We honor our students' futures • We cultivate authentic, collaborative relationships based on shared purpose 	<p>Empower all stakeholders to collaborate and pursue innovative means that prepare students for the future.</p> <p>Grow and build community partnerships.</p>	<ul style="list-style-type: none"> • Conduct Open House Events for Families • Family/Teacher Conferences (K-8) Attendance Rates • Career and Technical Course Offerings Board Report

		<ul style="list-style-type: none"> - Annual CTE Program Report - Annual Secondary Course Offerings - CTE Advisory Committee <ul style="list-style-type: none"> • Data Reporting of AP and College in the Classroom Opportunities Board Report • Extracurricular Participation Rates – Clubs/Activities and Athletics • Encourage community involvement through school/districts events, volunteer opportunities, and community presentations
Take Action <ul style="list-style-type: none"> • We are accountable through measurable goals • We commit to constructive feedback and continuous improvement 	Monitor teaching and learning; enhance curriculum, instruction, and assessment.	<ul style="list-style-type: none"> • Graduation rates (based upon 4- and 5-year cohorts) • Annual Alumni Outcome Survey conducted 18 months and 5 years after graduation • District Committees: <ul style="list-style-type: none"> - Curriculum Advisory Council - English Language Development Program Advisory Committee - Highly Capable Advisory Committee - Instructional Materials Adoption Committee • Student Attendance Rates – Chronic Absenteeism (5th, 8th and 9th grade) • Annual Board Reports: <ul style="list-style-type: none"> - Curriculum Adoption Update, Cycle & Development - Spring Assessment Results (December) - School Improvement Plans (Fall) & End-of-Year Summary of Progress (June) - Minimum Basic Education Compliance Report • Board Meeting Schedule/Content Calendar
Shared Decisions <ul style="list-style-type: none"> • Data and feedback inform decisions about best practices, professional development, and student support programs 	Support professional development, quality facilities, and sustainable initiatives to meet our mission and vision.	<ul style="list-style-type: none"> • Staff Professional Learning Surveys Staff provide feedback on professional learning days through the clock-hour and evaluation process.

		<ul style="list-style-type: none"> • Annual Course Offerings and Program Board Reports <ul style="list-style-type: none"> - Secondary Course Offerings - Sustainability Committee Report - Risk Management Report - Maintenance/Facilities/Asset Preservation Program Report • Staff Professional Learning Opportunities - 2025-2026 Professional Learning Days <ul style="list-style-type: none"> - August 20-21 & 25-26, 2025 - October 10, 2025 - January 16, 2026 - February 13, 2026 • District Staff Mentoring Program • District Committees <ul style="list-style-type: none"> - Finance Committee - Curriculum Advisory Council - Sustainability Committee - English Language Development Program Advisory Committee - Highly Capable Advisory Committee - Academic Calendar Committee (<i>convened every 2 school years</i>) - Monthly PEA and Admin Team meetings - Student Ambassador Programs - Facilities Committee
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Coversheet

Procedures

Section:	VII. Informational Items
Item:	F. Procedures
Purpose:	
Submitted by:	
Related Material:	2021P Library Information and Technology Programs 8.13.25.pdf 3241P Student Discipline 9.10.25.pdf 3241F2 District Continuum of Disc Responses 9.10.25.pdf 3241F District Discipline Matrix 9.10.25.pdf

Pullman School District Administrative Procedure

2021P

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INSTRUCTION

Library Information and Technology Programs**1.0 I. Library Collection Development**

This procedure guides ~~Teacher Librarians~~ teacher-librarians, and informs the community about the process for selecting, acquiring, evaluating, and maintaining library information and technology program materials. The objective of each program is to implement, support, and enrich the district's educational program. ~~of the district.~~

To best meet the unique needs of each school, the district will strive to create a library collection based ~~upon~~ on an assessment of student and staff needs. This will be accomplished by:

- ~~1.1~~ A. Providing ~~resource materials, both~~ curricular and personal resource materials for students and faculty;
- ~~1.2~~ B. Providing materials that meet the ~~interest~~ interests, vocabulary, maturity, and ability levels of all students;
- ~~1.3~~ C. Providing a diversity of materials ~~in the interest of achieving~~ to achieve a balance of sources and perspectives;
- ~~1.4~~ D. Fostering reading as a lifelong activity through pleasurable exposure to printed and digital materials; ~~and~~
- ~~1.5~~ E. Including materials in the collection because of their academic, literary ~~and~~ or artistic value and merit.

2.0 II. Library Materials and Electronic Resources

Library materials or digital services are those items accessible through the library information and technology program that provide support for an area of the curriculum, information for independent study, or resources for enrichment and recreational interest. Electronic resources include access to electronic documents, databases and websites.

3.0 III. Suggestions for Acquisition:

~~Suggestions for acquisition or electronic resources may originate from students~~ Students, parents/guardians, community members ~~and or~~ teachers may suggest materials for the district to acquire. Library information and technology staff will weigh requests, evaluate materials, and select those materials which that fulfill the needs of the instructional program. ~~Teacher-Librarians~~ librarians in each school determine final selections.

4.0 IV. Selection

~~4.1~~ Teacher-librarians will use multiple sources to select ~~Sources for the selection of~~ materials. Those sources may include ~~but are not limited to~~ the following:

- Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's ~~books~~ Books, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog Reference Books For School Libraries, Subject Guide To Children's Books in Print, Subject Index to Books for Intermediate Grades, Subject Index to Books for Primary Grades, and Westinghouse Learning Directory.
- Teacher-librarians may also use ~~Current-current~~ review journals like:
 - AASA Science Books and Films
 - American Film & Video Association Evaluations
 - Kirkus Reviews
 - Media and Methods
 - School Library Journal
 - Bulletin of the Center for Children's Books
 - Horn Book
 - KLIATT
 - VOYA, and
 - Booklist

~~4.2~~ All items selected for placement in the school library will:

- ~~4.2.1~~ A. Support and be consistent with the state's and district's general educational goals ~~of the State of Washington and Pullman School District~~ and the aims and objectives of individual schools and specific courses.

Pullman School District Administrative Procedure

2021P

Page 2 of 4

~~4.2.2~~ B. Support and be consistent with school library media and information literacy standards established by the American Association of School Librarians ~~as well as and the~~ content area standards established by the Office of the Superintendent of Public Instruction ~~of the State of Washington.~~

~~4.2.3~~ C. Meet high standards of quality in factual content and presentation.

~~4.2.4~~ D. Contain appropriate subject matter for the age, emotional development, ability level, learning styles, and social development of the students for whom they are selected.

~~4.2.5~~ E. Serve the intended purpose for library materials, in both physical format and appearance ~~for library materials.~~

~~4.2.6~~ F. Help students gain an awareness of our pluralistic society.

~~4.2.7~~ G. Motivate students and staff to examine their ~~own~~ duties, responsibilities, rights, and privileges as participating citizens in our society; and ~~to~~ make informed judgments in their daily lives.

~~4.2.8~~ H. Withstand scrutiny based on their strengths ~~rather than rejected for their weakness.~~

~~4.2.9~~ I. Clarify historical and contemporary forces by objectively presenting and analyzing intergroup tension and conflict, emphasizing objectively, placing emphasis on recognizing and understanding social and economic problems.

5.0 V. Gifts/Donations

Materials donated to the school library ~~shall~~ will be accepted or declined in accordance with the criteria applied to the purchase of materials.

6.01.0 VI. Collection Assessment

De-selection (weeding out) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. ~~The librarian will evaluate the~~ Teacher-Librarian-librarians will evaluate the library collection on a continuing basis ~~in order to~~ assure-ensure that ~~the collection~~ it meets the district's mission statement and goals ~~of the Pullman School District.~~

VII. Considerations for De-selection

7.0 Teacher-librarians may consider the following in deciding what materials to de-select:

- A. Whether the Currency—~~The~~ subject matter is out of date or no longer relevant to the instructional program;
- B. Whether the item~~Physical Condition~~—~~Item~~ is worn, soiled, missing pages, antiquated in appearance, or unattractive;
- C. Whether the item has circulated within~~Not circulating for a~~ reasonable amount of time;
- D. Whether a~~Superseded by~~ newer ~~editions~~edition has superseded the item;
- E. Whether the materials perpetuate~~Perpetuates~~ cultural, ethnic, or sexual stereotypes;
- Inappropriate reading level; or
- Unneeded duplication of materials.
- F. Whether there are already multiple copies of an item

VIII. Request for Review ~~Reconsideration~~ of Library Media Materials ~~(Form 2020F1)~~

~~When a concern is expressed about library resources, the librarian will consider both the citizen's right to express an opinion and the principles of intellectual freedom.~~

1. Request for Review: A parent or legal guardian of a student enrolled in the district (a "parent") may submit a written request to review library materials to the applicable teacher-librarian and principal.

2. Seeking Resolution: If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher-librarian to address the parent's concerns and find solutions.

3. Principal's Decision: If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within

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30 days of meeting with the parent or within 60 days of receiving the request to review and remove if the parent doesn't request a meeting.

4. **Appeal Process:** If the parent or teacher-librarian disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once the final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting and de-selecting library materials described in this procedure, and may apply only to the student or students whose parent submitted the request to review and reconsider.

7.1 Informal Reconsideration

Persons wishing to make a complaint regarding library resources will be asked to direct their complaint to the Teacher Librarian. The Teacher Librarian shall attempt to resolve the issue informally by:

7.1.1 — Discussing the request with the complainant and listening carefully to the concerns expressed;

7.1.2 — Explaining why the material was selected, and how its inclusion in the collection was guided by the district collection development policy/procedure; and

7.1.3 — Share review sources for the item in question

7.1.4 — If the informal process does not resolve the matter, the complainant may submit a formal request for reconsideration of Library resources. Library materials in question will remain in the collection until the process is completed and a final decision is made

7.2 Formal Reconsideration

The building principal will be informed whenever a citizen asks for a *Request for Reconsideration of Library/Media Materials form (2020F1)*.

The Request for Reconsideration of Materials form, together with a copy of the challenged materials process will be furnished to the complainant by the principal.

The formal process will follow the process required by Procedure 2020P for a written challenge, with the understanding that the criteria and rationale for reconsideration of library materials differs from classroom/district adopted materials. When reviewing a challenge to library materials the instructional review committee will:

:

a. Examine the Request for Reconsideration form;

:

b. Read and evaluate the book/material in question;

:

c. Study thoroughly all materials referred and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and holdings in other schools;

:

d. Discuss the book/material in the context of the educational program and the audience for which it was selected;

:

e. Consider the entire work, rather than extracting passages or parts. Weighing the values and faults against each other and weighing the conflicting opinions based on the materials as a whole; and

:

f. Base the final decision upon the appropriateness of the material for its intended educational use.

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~~The decision of the Instructional Materials Committee may be appealed by a concerned party to the Board of Directors, by submitting a written request to the office of the superintendent. The purpose of the Board of Director's review will be to determine whether the committee applied the appropriate criteria and followed the proper process.~~

~~The superintendent will notify the concerned parties of the findings of the board's review.~~

~~If the correct criteria and process were followed by the Instructional Materials Committee, the decision of the committee stands. If it is determined they were not followed, the Board of Directors will determine the outcome of the challenge.~~

~~The decision regarding challenged materials will not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstances as determined by the superintendent.~~

=

Classification: Critical

Adopted: July 25, 2012

Revised: October 25, 2017

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STUDENTS

Student Discipline

I. Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the board. These procedures are consistent with the board's student discipline policy, as well as all applicable federal and state laws.

II. Definitions

For purposes of the student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policy and this procedure.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for a discretionary behavioral violation that creates a disruption of the educational process in violation of the district's discipline policy and procedure.
- **“Corrective Action”** means disciplinary and nondisciplinary actions taken by a certificated educator. Nondisciplinary actions include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW ~~28A.410.270~~28A.415.443, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discretionary discipline”** means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under RCW 28A.600.015(6). Disciplinary action may include, but is not limited to, oral or written reprimands, detention, exclusion from extracurricular activities, denial of classroom privileges, and exclusion from transportation, or written notification to parents of disruptive behavior, a copy of which must be provided to the principal. Discretionary discipline does not include evidence-based interventions and support outlined in RCW 28A.410.270, 28A.405.100, and 28A.410.260 to support the student in meeting behavioral expectations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency removal”** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **“Expulsion”** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board ~~of directors.~~
- **“Nondiscretionary discipline”** means (a) violations of RCW 28A.600.420; (b) an offense listed in RCW 13.04.155; two or more violations of RCW 9A.46.120, 9A.41.280, 28A.600.455, 28A.635.020. or 28A.635.060 within a three-year period; or behavior that adversely impacts the health or safety of other students or educational staff.
- ~~“Other forms of discipline” means disciplinary actions used in response to behavioral violations.~~
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an

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individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **"School board"** means the governing board of directors of the local school district.
- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals. ~~Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.~~
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

III. Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications (oral and written) required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

IV. School Meals, Graduation Requirements, and Recess

The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.

The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.

Recess should not be withheld as discipline.

V. Behavioral Violations

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Having sought the participation of school personnel, students, parents, families, and the community, the district has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered:

[Please refer to 3241F2.](#)

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

VI. Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the board's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The superintendent, assistant superintendent, school principals, school assistant principals, as well as their designees, have general authority to administer discipline, including all exclusionary discipline. The superintendent designates disciplinary authority to impose in-school suspensions and short-term suspensions to school principals, to impose long-term suspensions to school principals and the assistant superintendent, to impose expulsions to school principals and the assistant superintendent, and to impose emergency removal to school principals and the assistant superintendent.

A. Exclusions from transportation or extra-curricular activities and detention

The superintendent authorizes school principals and assistant principals and their designees to exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or after-school detention for not more than 60 minutes on any given day.

Before excluding a student from transportation or extracurricular activities, or assigning detention, ~~the~~a staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

B. Classroom exclusions

A teacher may exclude a student from the teacher's individual classroom and instructional or activity area while the student is under the teacher's immediate supervision, subject to the requirements in RCW 28A.600.460.

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Except in emergency circumstances, a teacher must first attempt one or more alternative forms of corrective action before excluding a student.

A classroom exclusion does not include actions that result in missed instruction for a brief duration when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.
2. The student remains under the supervision of the teacher or other school personnel consistent with RCW 28A.150.240 .

A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. A classroom exclusion that exceeds this time period, and if the student has repeatedly disrupted the learning of other students, consistent with RCW 28A.600.460, may be considered a suspension in accordance with this procedure. In that case, the district must provide for the early involvement of parents in attempts to improve the student's behavior .

A student may not be removed from school during a classroom exclusion unless the district provides notice and due process for a suspension, expulsion, or emergency removal

~~A classroom exclusion does not include actions that result in missed instruction for a brief duration when the following apply:~~

- ~~1. A teacher or other school personnel uses evidence-based classroom management practices outlined in RCW 28A.405.100, RCW 28A.410.260, and RCW 28A.410.270 to support the student in meeting behavioral expectations.~~
- ~~2. The student remains under the supervision of the teacher or other school personnel during the brief duration.~~

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions including the behavioral violation that led to it to the superintendent. Classroom exclusion under the behavioral violation category of "other" is insufficient. The classroom exclusion must be recorded in a manner consistent with RCW 28A.600.460.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

C. Informal Grievance Procedure – Classroom Exclusions, Transportation, Detention, Extracurriculars

Any parent/guardian or student who is aggrieved by the administration of ~~discretionary or nondiscretionary discipline, including discipline that excludes a student from transportation or extracurricular activities,~~ a classroom exclusion, exclusion from transportation or extracurricular activities, detention, or other discretionary discipline (not including suspensions), has the right to an informal conference with the principal to resolve the grievance.

At the informal conference, the student will be given an opportunity to share their perspective and explanation regarding the behavioral violation. There is no appeal beyond this informal conference, and any decision made at such conference is final.

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Students who are suspended, expelled, or emergency removed may appeal those actions as described later in this procedure.

D. Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. ~~The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process.~~

The district will provide the parent(s) opportunity for involvement to support the student in meeting behavioral expectations and will make every reasonable attempt to involve the student and parents in the resolution of behavioral violations~~resolve behavioral violations before administering suspension or expulsion~~. Additionally, the superintendent or designee must consider the student's individual circumstances and the nature and circumstances of the behavioral violation ~~before administering any suspension or expulsion~~ to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the superintendent or designee within twenty-four ~~(24)~~ hours after the administration. ~~Suspension or expulsion under the behavioral violation category of "other" is insufficient.~~

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC [392-400-610](#). The district will not suspend or expel a student from school for absences or tardiness.

If ~~during a suspension or expulsion~~ the district enrolls a student in another program or course of study during a suspension or expulsion, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

1. The superintendent or designee grants a petition to extend a student's expulsion under WAC [392-400-480](#);
2. The ~~student is excluded from the student's regular educational setting in accordance with~~change of setting is to protect victims under WAC [392-400-810](#); or
3. Other law precludes the student from returning to their regular educational setting.

E. In-school suspension and short-term suspension – conditions and limitations

~~The superintendent designates school principals, and assistant principals and their designees with the authority to administer in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student's~~

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~~individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted.~~

-

~~The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.~~

Before administering an in-school or short-term suspension, the district must consider the general conditions and limitations for suspension and expulsions listed above.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten ~~(10)~~ cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen ~~(15)~~ cumulative school days during any single semester, or more than ten ~~(10)~~ cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all ~~of~~ the student's regular subjects or classes.

F. Long-term suspensions and expulsions – conditions and limitations

Before administering a long-term suspension or an expulsion, ~~district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The~~ the district must ~~also~~ consider the general conditions and limitations for suspensions and expulsions listed above.

~~Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this procedure, there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:~~

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d), as outlined below, and after determining that the student would pose an imminent danger to students or school personnel if the student returned to school before completing a long-term suspension or expulsion.

Behavioral violations that meet the definitions under RCW 28A.600.015(6)(a)-(d) include the following:

1. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);
2. Any of the following offenses listed in RCW [13.04.155](#), including:
 - i. any violent offense as defined in RCW 9.94A.030, including

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- any felony ~~defined under any laws as a class A felony or an attempt to commit a class A felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;~~
 - ~~criminal solicitation of or criminal conspiracy to commit a class A felony;~~
 - manslaughter ~~in the first or second degree;~~
 - indecent liberties committed by forcible compulsion;
 - kidnapping ~~in the second degree;~~
 - arson ~~in the second degree;~~
 - assault in the second degree;
 - ~~assault of a child in the second degree;~~
 - ~~extortion in the first degree~~
 - robbery ~~in the second degree;~~
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
- ii. any sex offense as defined in RCW [9.94A.030](#), including:
- ~~which includes~~ any felony violation of chapter 9A.44 RCW (other than failure to register~~ed~~ as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - ~~a violation of RCW 9A.64.020;~~
 - ~~a felony that is a violation of chapter 9.68A RCW (other than RCW 9.68A.080);~~
 - ~~a felony that is, under chapter 9A.28 RCW, a criminal attempt, criminal solicitation, or criminal conspiracy to commit such crimes; and~~
 - ~~a felony with a finding of sexual motivation under RCW 9.94A.835 or 13.40.135.~~
- iii. any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or
- iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
3. Two or more violations of the following within a three-year period
- criminal gang intimidation in violation of RCW [9A.46.120](#);
 - gang activity on school grounds in violation of RCW [28A.600.455](#);
 - willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
 - defacing or injuring school property in violation of RCW [28A.635.060](#); and
4. Any student behavior that adversely affects the health or safety of other students or educational staff.

~~The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of~~

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~~material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.~~

~~Neither~~ A a long-term suspension ~~nor an expulsion~~ may ~~not~~ exceed the length of an academic term. The district may not administer a long-term suspension or an expulsion beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the superintendent grants a petition to extend the expulsion under WAC [392-400-480](#). ~~The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.~~

In accordance with RCW [28A.600.420](#), a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

Except for a firearm violation under WAC [392-400-820](#), the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

When a student is long-term suspended or expelled, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

~~After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.~~

G. Suspensions and expulsions – initial hearing

~~Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective.~~

~~At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.~~

Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the principal or designee will provide the student:

- 1. Notice of the student's violation of this policy and procedure;

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- 2. An explanation of the evidence regarding the behavioral violation;
- 3. An explanation of the discipline that may be administered; and
- 4. An opportunity for the student to share their perspective and provide an explanation regarding the behavioral violation.

At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student with an opportunity to contact their parents.

At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

Following the initial hearing, but ~~Before~~ before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation ~~and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective.~~

H. Suspensions and expulsions – notice

Following the initial hearing, the principal or designee will inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one ~~(1)~~ school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

1. A description of the student's behavior and how the behavior violated this policy and procedure;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
3. ~~The other forms of discipline that the district considered or attempted, and an~~ An explanation of the district's decision to administer the suspension or expulsion;
4. The opportunity to receive educational services during the suspension or expulsion;
5. The right of the student and parent(s) to an informal conference with the principal or designee; and
6. The right of the student and parent(s) to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
7. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

I. Emergency removals – conditions and limitations

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's presence poses:

1. An immediate and continuing danger to other students or school personnel; or
2. An immediate and continuing threat of material and substantial disruption of the educational process.

~~The district may not impose an emergency removal solely for investigating student conduct.~~

For purposes of determining sufficient cause for an emergency removal, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means

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the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day.

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten ~~(10)~~ school days ~~from of~~ its start.

If the district converts an emergency removal to a suspension or expulsion, the district must:

- (a) apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
- (b) provide the student and parents with notice and due process rights under WAC [392-400-430](#) through [392-400-480](#) appropriate to the new disciplinary action.

All emergency removals, including the reason the student's presence poses an immediate and continuing danger to other students or school personnel, must be reported to the superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

J. Emergency removals – notice

After an emergency removal, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's **presence poses** an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Within twenty-four ~~(24)~~ hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- 1. The reason the student's presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- 2. The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
- 3. The opportunity to receive educational services during the emergency removal;
 - 4. The right of the student and parent(s) to an informal conference with the principal or designee; and
 - 5. The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal must be requested.

K. Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency remove the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parents or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three ~~(3)~~ school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parents will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the ~~exclusion-suspension or expulsion and discuss other forms of discipline that the district could administer.~~

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An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting as applicable, or petition for readmission.

L. Appeals

1. Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities, but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five ~~(5)~~ school business days from when the district provided the student and parents with written notice. For emergency removal, the request to appeal must be within three ~~(3)~~ school business days from when the district provided the student and parents with written notice.

When an appeal for ~~long-term~~ suspension or expulsion is pending, the district may continue to administer the ~~long-term~~ suspension or expulsion during the appeal process, subject to the following requirements:

- The ~~district may temporarily continue to administer the suspension or expulsion~~ ~~suspension or expulsion is~~ for no more than ten ~~(10)~~ consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

2. In-school and short-term suspension appeal

For short-term and in-school suspensions, the superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two ~~(2)~~ school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

3. Long-term suspension or expulsion and emergency removal appeal

For long-term suspension or expulsion and emergency removals, within one school business day after receiving the appeal request, unless otherwise agreed to, the superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email ~~of, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:~~

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;

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- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

4. Hearings

A hearing to appeal a long-term suspension, ~~or~~ expulsion, or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public ~~access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the~~ The district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning the confidentiality of student education records.

~~When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:~~

- ~~A single hearing will not likely result in confusion; and~~
- ~~No student will have his/her interest substantially prejudiced by a group hearing.~~

~~If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.~~

For long-term suspension or expulsion, the district will hold an appeal hearing within three ~~(3)~~ school business days after the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency removal, the district will hold an appeal hearing within two ~~(2)~~ school business days after the superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The ~~school~~ board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the ~~school~~ board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The ~~school~~ board may also designate the superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student and must be knowledgeable about the rules in chapter 392-400 WAC and the district's policy and procedure.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by analog, digital, manual, electronic, or other type of recording device. ~~The district will provide a copy of the recording to the student or parents upon request and upon request of the student or parent(s) provide them a copy of the recording.~~

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three ~~(3)~~ school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy and procedure; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one ~~(1)~~ school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

M. Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the ~~school~~ board, review and reconsider the district's appeal decision for ~~long-term~~ suspensions, ~~or~~ expulsions, and emergency removals. This request may be either oral or in writing.

For long-term suspension, short-term suspension, or expulsion, the student or parent(s) may request a review within ten ~~(10)~~ school business days from when the district provided the student and parent(s) with the written appeal decision.

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For emergency removal, the student or parent(s) may request a review within five ~~(5)~~ school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the ~~school~~ board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy and procedure adopted.
- The ~~school~~ board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the ~~school~~ board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend, ~~or expel~~, or emergency remove the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the ~~school~~ board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the ~~school~~ board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten ~~(10)~~ school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the ~~school~~ board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency removal, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five ~~(5)~~ school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the ~~school~~ board (or discipline appeal council) affirms or reverses the ~~school~~ district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency removal was converted.

N. Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

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The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC [392-400-710](#) and before the end of the expulsion. For violations of WAC [392-400-820](#) involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

1. Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one ~~(1)~~ school business day from the date the superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the superintendent or designee to be held within five ~~(5)~~ school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five ~~(5)~~ school business days from the date the district provided the written notice.

The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten ~~(10)~~ school business days after receiving the petition.

If the superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

2. Review and Reconsideration of ~~extension~~ Extension of ~~expulsion~~ Expulsion

The student or parent(s) may request that the ~~school~~ board ~~(or discipline appeal council, if established by the board)~~ review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten ~~(10)~~ school business days from the date the superintendent or designee provides the written decision.

The ~~school~~ board ~~(or discipline appeal council)~~ may request to meet with the student, ~~or~~ parent(s), or the principal to hear further arguments and gather additional information.

The decision of the school board ~~(or discipline appeal council)~~ may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The ~~school~~ board ~~(or discipline appeal council)~~ will provide a written decision to the student and parent(s) in person, by mail, or by email within ten ~~(10)~~ school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the ~~school~~ board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and

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- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

VII. Educational Services

The district will offer educational services to enable a student who is suspended, expelled or emergency removed to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include social/emotional, executive functioning skills, and counseling services, online courses, one-on-one tutoring and/or support, consultation with classroom teacher(s), alternative meeting site and credit recovery. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subjected to suspension or emergency removal up to five consecutive school(~~5~~) days, a school must provide at least the following:

- Course-work, including any assigned homework, from all ~~of~~ the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all ~~of~~ the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

For students subjected to suspension or emergency removal for six (~~6~~) to ten (~~10~~) consecutive school days, a school must provide at least the following:

- Course-work, including any assigned homework, from all ~~of~~ the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all ~~of~~ the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (~~3~~) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:

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- Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all ~~of~~ the student's regular subjects or classes; and
- Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten ~~(10)~~ consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC [392-121-107](#).

VIII. Readmission

~~Readmission application process~~

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted ~~at to~~ the school from which ~~he/she/they has have~~ been suspended ~~or~~ expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, ~~he/she will they must~~ submit the written application to the superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The superintendent ~~or principal, as applicable~~, will advise the student and parent of the decision within seven ~~(7)~~ school days of ~~the receipt of such~~ receiving the application.

IX. Reengagement

A. Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty ~~(20)~~ calendar days of the start of the student's long-term suspension or expulsion, but no later than five ~~(5)~~ calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

B. Reengagement plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and

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- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

C. Behavior agreements

The district ~~authorizes school principals and assistant principals to~~may enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individualized Education ~~Plan-Program~~ (IEP), 504 Plan, or Behavioral Intervention Plan (BIP).

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

D. Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned. ~~;~~ ~~or~~
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

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Classification: ~~Essential~~Critical

Adoption Date: January 14, 2015
Revised Date: July 24, 2019
Revised Date: September 11, 2019
Revised Date: June 23, 2021
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Revised Date: February 14, 2024
Revised Date: December 11, 2024

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STUDENTS

Student Discipline: District Continuum of Discipline Resources

Administrative Level Continuum of Responses

Type Five Behavioral Violations

Level G

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Consider restorative justice practices and corrective actions~~other forms of discipline~~
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - ~~Attempt or consider~~ Consider restorative justice practices and other corrective actions~~forms of discipline~~
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - ~~Attempt~~ Consider restorative justice practices and other corrective actions ~~forms of discipline~~
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals and actions

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- ~~Teacher or Administrator~~ administrator notifies and attempts to involve the parent in the resolution
- ~~Teacher or Administrator~~ administrator confers with teacher or other school personnel and investigates evidence
- ~~Teacher or Administrator~~ administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - ~~Attempt~~ Consider restorative justice practices

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- Consider in-school suspension as appropriate (if allowable)
- Document all referrals and actions

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Classification: Important

Adopted Date: June 23, 2021

Revised Date: December 11, 2024

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Student Discipline

District Discipline Matrix¹

Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁴⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁴⁶
<i>Type Six</i> Firearm ⁶⁷	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral ⁷⁸
<i>Type Five</i> Assault – II ⁸⁹	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual assault ⁹¹⁰	Level G	✓	✓	✓	No K–4	No K–4	Title IX Coordinator referral ¹⁰¹¹
Illicit drug distribution ¹¹¹²	Level G	✓	✓	✓	No K–4	No K–4	Prevention/intervention referral ¹²¹³
Possession of a weapon ¹³¹⁴	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Robbery ¹⁴¹⁵	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Assault of teacher ¹⁵¹⁶	Level G	✓	✓	✓	No K–4	No K–4	Classroom reassignment ¹⁶¹⁷ School-based threat assessment referral
<u>Felony violent offense¹⁸</u>	<u>Level G</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>No K–4</u>	<u>No K–4</u>	<u>School-based threat assessment referral</u>
Safety – II ¹⁷¹⁹	Level G	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
<i>Type Four</i> Assault – I ¹⁸²⁰	Level F	✓	✓	✓	No ²¹	No	School-based threat assessment referral
Fighting with major injury ¹⁹²²	Level F	✓	✓	✓	No K–4	No K–4	School-based threat assessment referral
Sexual harassment ²⁰²³	Level F	✓	✓	✓	No ²⁴	No	Title IX Coordinator referral
Discriminatory harassment ²¹²⁵	Level F	✓	✓	✓	No ²⁶	No	Civil Rights Coordinator referral ²²²⁷
Malicious harassment ²³²⁸	Level F	✓	✓	✓	No ²⁹	No	School-based threat assessment referral

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Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁴⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁴⁶
Arson ²⁴³⁰	Level F	✓	✓	✓	No K-4	No K-4	School-based threat assessment referral
Marijuana distribution ²⁵³¹	Level F	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol distribution ²⁶³²	Level F	✓	✓	✓	No ³³	No	Prevention/intervention referral
Gang intimidation or activity ²⁷³⁴	Level F	✓	✓	✓	No K-4 ³⁵	No K-4	School-based threat assessment referral
Safety – I ²⁸³⁶	Level F	✓	✓	✓	No K-4	No <u>K-4</u>	School-based threat assessment referral
Type Three							
Bullying ²⁹³⁷	Level E	✓	✓	✓	No	No	HIB Compliance Officer referral ³⁰³⁸
Fighting without major injury ³¹³⁹	Level E	✓	✓	✓	No	No	School-based threat assessment referral
Illicit drug possession or use ³²⁴⁰	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Marijuana possession or use ³³⁴¹	Level E	✓	✓	✓	No K-4	No K-4	Prevention/intervention referral
Alcohol possession or use ³⁴⁴²	Level E	✓	✓	✓	No	No	Prevention/intervention referral
Tobacco distribution ³⁵⁴³	Level E	✓	✓	✓	No ⁴⁴	No	Prevention/intervention referral
Theft ³⁶⁴⁵	Level E	✓	✓	✓	No	No	
Other – III ³⁷⁴⁶	Level E	✓	✓	✓	No	No	
Type Two							
Destruction of property ³⁸⁴⁷	Level D	✓	✓	✓	No K-4	No K-4	
Physical aggression ³⁹⁴⁸	Level D	✓	✓	✓ No	No	No	
Tobacco possession or use ⁴⁰⁴⁹	Level D	✓	✓	✓	No	No	Prevention/intervention referral
Failure to cooperate ⁴¹⁵⁰	Level D	✓	No	No	No	No	
Sexually inappropriate conduct ⁴²⁵¹	Level D	✓	✓	✓	No	No	
Disruptive conduct – II ⁴³⁵²	Level D	✓	No	No	No	No	

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Behavioral Violation ² & Severity Level ³	Range of potential responses based on conditions, limitations, and interventions ⁴						
	Best practices ⁵	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols ⁶
Other – II ⁴⁴⁵³	Level D	✓	✓ No	✓ No	No	No	
Type One Disruptive conduct – I ⁴⁵⁵⁴	Levels A–C	✓	No	No	No	No	
Dress code ⁴⁶⁵⁵	Levels A–C	✓	No	No	No	No	
Physical contact ⁴⁷⁵⁶	Levels A–C	✓	No	No	No	No	
Defiance ⁴⁸⁵⁷	Levels A–C	✓	No	No	No	No	
Disrespect ⁴⁹⁵⁸	Levels A–C	✓	No	No	No	No	
Academic dishonesty/plagiarism ⁵⁰⁵⁹	Levels A–C	✓	No	No	No	No	
Property misuse ⁵¹⁶⁰	Levels A–C	✓	No	No	No	No	
Inappropriate language ⁵²⁶¹	Levels A–C	✓	No	No	No	No	
Other – I ⁵³⁶²	Levels A–C	✓	No	No	No	No	

¹ Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.

² "Behavioral violation" refers to a student's behavior that violates *Pullman District's* discipline policy. In accordance with WAC 392-400-110(1)(a), *Pullman District's* policies and procedures must clearly state the types of behaviors for which discipline—including classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option corresponding with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(34) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. For example, to administer a long-term suspension or expulsion, the conduct must be the kind described under RCW 28A.600.015(6)(a)-(d), and the district must determine that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure ~~the their district's~~ discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community, consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

³ Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral

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violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

⁴ “Range of potential responses based on conditions, limitations, and interventions” refers to the recommended corrective action the first time a student engages in each behavioral violation. However, school personnel may use higher levels of discipline if prior attempts at lower forms of corrective action have failed. Specifically, for Type One Behavioral Violations, school personnel cannot use in-school suspension or short-term suspension for a first offense but may use such disciplinary actions if prior classroom exclusions or corrective action have been ineffective.

^{4,5} “Best practices” refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to “3241P Attachment B: Example District Continuum of Discipline Responses” for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

^{5,6} Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

^{6,7} “Firearm” refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).

^{7,8} “School-based threat assessment referral” refers to policies and procedures under WSSDA policies 3225 and 3225P.

^{8,9} “Assault – II” refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

^{9,10} “Sexual assault” refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).

^{10,11} “Title IX Coordinator referral” refers to the school district personnel designated to coordinate the district’s compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.

^{11,12} “Illicit drug distribution” refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.

^{12,13} “Prevention/intervention referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

^{13,14} “Possession of a weapon” refers to behavioral violations that meet the definition of an offense under RCW 9A.41.280.

^{14,15} “Robbery” refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.

^{15,16} “Assault of teacher” refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

^{16,17} RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision “when the activity is directed toward the teacher, shall not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.”

¹⁸ “Felony violent offense” refers to all other violent offenses identified in RCW 9.94A.030(58) that don’t constitute any other behavioral violation identified in the matrix.

^{17,19} “Safety – II” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) 392-400-440(1) but that does not constitute a *Type Five* behavioral violation under any other category.

^{18,20} “Assault – I” refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.

²¹ No long-term suspension or expulsion unless the assault adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

^{19,22} “Fighting with major injury” refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

^{20,23} “Sexual harassment” refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.

²⁴ No long-term suspension or expulsion unless the sexual harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

^{24,25} “Discriminatory harassment” refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, ethnicity, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, veteran or military status, the presence of any sensory, mental, or physical disability, neurodivergence, or use of a trained dog guide or service animal in violation of district policy.

²⁶ No long-term suspension or expulsion unless the discriminatory harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

^{22,27} “Civil Rights Coordinator referral” refers to the school district personnel designated to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.

^{23,28} “Malicious harassment” refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).

²⁹ No long-term suspension or expulsion unless the malicious harassment adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

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^{24,30}“Arson” refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.

^{25,31}“Marijuana distribution” refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.

^{26,32}“Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

³³ No long-term suspension or expulsion unless the alcohol distribution adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

^{27,34}“Gang intimidation or activity” refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

³⁵ No long-term suspension or expulsion unless this is the second violation within a three-year period, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

^{28,36}“Safety – I” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) but that cannot be categorized under any other *Type Four* behavioral violations.

^{29,37}“Bullying” refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

^{30,38}“HIB Compliance Officer referral” refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.

^{31,39}“Fighting without major injury” refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW 9A.04.110(4).

^{32,40}“Illicit drug possession or use” refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.

^{33,41}“Marijuana possession or use” refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.

^{34,42}“Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

^{35,43}“Tobacco distribution” refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

⁴⁴ No long-term suspension or expulsion unless the tobacco distribution adversely impacts the health or safety of other students or educational staff, and the district determines that the student would pose an imminent danger to students or school personnel if they returned to school before completing a long-term suspension or expulsion.

^{36,45}“Theft” refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

^{37,46}“Other – III” refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

^{38,47}“Destruction of property” refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060. The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

^{39,48}“Physical aggression” refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

^{40,49}“Tobacco possession or use” refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

^{41,50}“Failure to cooperate” refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

^{42,51}“Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

^{43,52}“Disruptive conduct – II” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

^{44,53}“Other – II” refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

^{45,54}“Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

^{46,55}“Dress code” refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including “protective hairstyles” such as afros, braids, locks, and twists.

^{47,56}“Physical contact” refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

^{48,57}“Defiance” refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

^{49,58}“Disrespect” refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

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⁵⁹₅₉“Academic dishonesty/plagiarism” refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of district policy.

⁶⁰₆₀“Property misuse” refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

⁶¹₆₁“Inappropriate language” refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

⁶²₆₂“Other – I” refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

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