



Pullman School District

Regular Board Meeting

Date and Time

Wednesday November 12, 2025 at 6:30 PM PST

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

- Present 2025 Excellence in Education (Classified Employee) Award

C. Superintendent's Report

D. Program Reports

- Sunnyside Elementary Showcase presented by Pam Brantner, Sunnyside Elementary Principal
- Report: Special Education Services Update presented by Dominick Ventresco, Assistant Director of Special Services
- Year-End Finance Report presented by Diane Hodge, Finance Director
- Report: Sustainability Committee Update presented 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 - October 22, 2025 Regular Board Meeting

B. Minutes - November 5, 2025 Board Work Session

C. Minutes - November 5, 2025 Special Board Meeting

D. Personnel Report

E. Professional/Personal Services Contracts

F. 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.

G. Student Transfer Requests

H. ASB Fundraisers

I. Overnight Field Trip Requests

J. Records Destruction Log

K. Irrigation Equipment Access Easement Agreement - City of Pullman & Pullman School District

L. Budget Status Report

V. Action Items

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

A. 3425 Accommodating Students with Adrenal Insufficiency

Presenter: Bob Maxwell, Superintendent

B. 5000 Recruitment, Selection and Evaluation of Staff

Presenter: Bob Maxwell, Superintendent

C. 2025-2026 School Improvement Plans

Presenter: Ryan Mulvey, Assistant Superintendent

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. Diversity, Equity, Inclusion & Belonging Task Force Review

Presenter: Board of Directors

B. Purchase and Sales Agreement - Harms Place, LLC & Pullman School District

Presenter: Juston Pollestad, Executive Director of Operations

C. 2025-2028 Pullman Education Association Bargaining Agreement

Presenter: Bob Maxwell, Superintendent

D. 2025-2028 Pullman Classified Educators Association (Paraeducators) Bargaining Agreement

Presenter: Bob Maxwell, Superintendent

E. 2025-2028 Pullman Classified Educators Association (ESP) Bargaining Agreement

Presenter: Bob Maxwell, Superintendent

F. 6212 Charge Cards

Presenter: Diane Hodge, Finance Director

VII. Informational Items

Informational Items do not require action or discussion by the board. The items are included in the agenda for the board to review, and may be moved to the discussion items section of the board agenda

by any board member. Informational Items may include board procedure updates and non-substantive policy updates.

A. Administrative Requirements Update

B. Current Enrollment

For 2025-2026 School Year

Budgeted FTE: 2540

Current FTE: 2616.04

Current Year Average FTE: 2606.66

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

B. Personnel

IX. Closing Items

A. Adjourn Meeting

The president will adjourn the meeting.

Coversheet

Program Reports

Section:	II. Reports, Correspondence & Program
Item:	D. Program Reports
Purpose:	
Submitted by:	
Related Material:	Sunnyside Elementary Showcase 11.12.25.pdf 2024-25 Year End Board Presentation.pdf Sustainability Committee Program Report - Fall 2025.pdf

Sunnyside 5th Grade

PLC WORK: THE POWER OF STUDENT-GOAL SETTING!





WHY IS STUDENT-GOAL SETTING SO IMPORTANT IN OUR PLC WORK?

- Professional Learning Communities (PLCs) and student goal-setting are deeply intertwined, with PLCs providing the structured framework and collaborative support that makes student goal-setting effective and meaningful.
- Teachers in a PLC work together to establish instructional goals, analyze student data, and design strategies that empower students to set and achieve their own learning targets.

OUR PLC WORK PROGRESS...AND GOAL FOCUS

- ✓ **Identify priority standards:** PLCs focus on the "power standards"—the most crucial, long-term learning goals—so teachers know which concepts and skills are most important to anchor student goals to.
 - ✓ **Collaborate on assessments:** By developing and analyzing common formative assessments (CFAs), PLCs create a consistent way for students to track their own progress toward a shared standard. This data helps students and teachers identify exactly where they are succeeding and where they need more support.
 - ✓ **Build a culture of growth:** The collaborative, results-oriented culture of a PLC is mirrored in the classroom, teaching students to view challenges as opportunities for growth rather than threats to their self-worth. This focus on mastery and continuous improvement builds a student's self-efficacy.
 - ✓ **Create targeted interventions:** When PLC data reveals that a student has not met a specific learning target, the team can collaborate to create a targeted intervention plan. This ensures students receive the specific support they need and that teachers are working together to address student needs effectively.
-
- **Empower student agency:** PLCs foster student agency by involving them directly in the goal-setting process. By having students help set their own "mastery goals," they become more invested in their learning, leading to increased motivation and commitment.
 - **Provide consistent feedback:** In a PLC, teachers regularly meet to discuss student progress. This allows them to provide consistent, constructive feedback to students on their goals, helping them stay motivated and on track.

IMPLEMENTING STUDENT GOAL-SETTING (BEST PRACTICES)

- **Involve students in goal creation:** Engage students in a collaborative process where they reflect on their current understanding and help set their own mastery goals based on PLC-identified standards.
- **Promote mastery goals over performance goals:** Encourage students to set goals based on skill development and personal growth (mastery) rather than simply aiming for a high grade or outperforming others (performance).
- **Incorporate reflection:** Encourage students to regularly reflect on their progress toward their goals. This can develop critical thinking and analysis of their own learning process.
- **Develop student accountability:** Implement routines like "Peer Goal-Setting Circles" where students can share their goals, update their progress, and offer feedback and encouragement to their peers.
- **Celebrate achievements:** Recognize and celebrate when students meet their goals. This reinforces their efforts, encourages them to set new goals, and fosters a continuous cycle of improvement.

NOW FOR OUR STUDENTS... INTRODUCTION

- Goal: Desired result that a person plans and commits to achieve.
- Goal Setting: Involves the plan of action used to motivate and guide a person toward the goal.



WHY SHOULD WE SET GOALS?

- It gives you long-term vision and short-term motivation
- It focuses your knowledge goals, and helps you to organize your time so you can make the very most of your learning.
- It allows you to ensure your progress, because you always have an endpoint to work towards and make your goal
- Helps you to achieve at your *highest potential*



TYPES OF GOALS

- Short-Term
 - Something you want to do in the near future
 - Like our weekly goals. We goal set on Monday, and do goal-check Fridays. Or we can ask for mastery throughout the week.
- Long-Term
 - Goal which takes a longer time to achieve
 - Like our MAP growth goals



S

SPECIFIC



Make goals
clear and
specific.

M

MEASURABLE



Define
measureable
assets.

A

ATTAINABLE



Confirm your
goals are
attainable.

R

RELEVANT



Verify your
goals are
relevant.

T

TIME-BASED



Set up a **time-**
based plan.

How to set goals in 7 steps



AKA: Our Goal Notebook

LET'S TAKE A LOOK

▪ **Goal Notebooks**

- Weekly Goals
- Specific, measurable, related to essential standards (broken into smaller parts), timelines

▪ **Data Binders**

- Reading progress with teacher feedback each week
- Math (student-checked and strategies written with goal)
- Writing (Rubrics to highlight)
- MAP (Goal Areas)
- Learning Goals

CONCLUSION

- Goal setting is not just about identifying what you want to achieve, but also HOW you will achieve it and measure it.
- Because of goal-setting, we have been able to determine what we need to work on, build our confidence, improve our self-motivation, and challenge ourselves.



Thank
you

The image features the words 'Thank you' written in a large, flowing, cursive script. The text is a vibrant gold color and is set against a solid, bright blue background. The letters are thick and have a slight 3D effect. Four gold starburst or sparkles are scattered around the text: one to the left of the 'T', one above the 'a', one to the right of the 'u', and one below the 'y'. The overall composition is clean and celebratory.

PULLMAN SCHOOL DISTRICT NO. 267

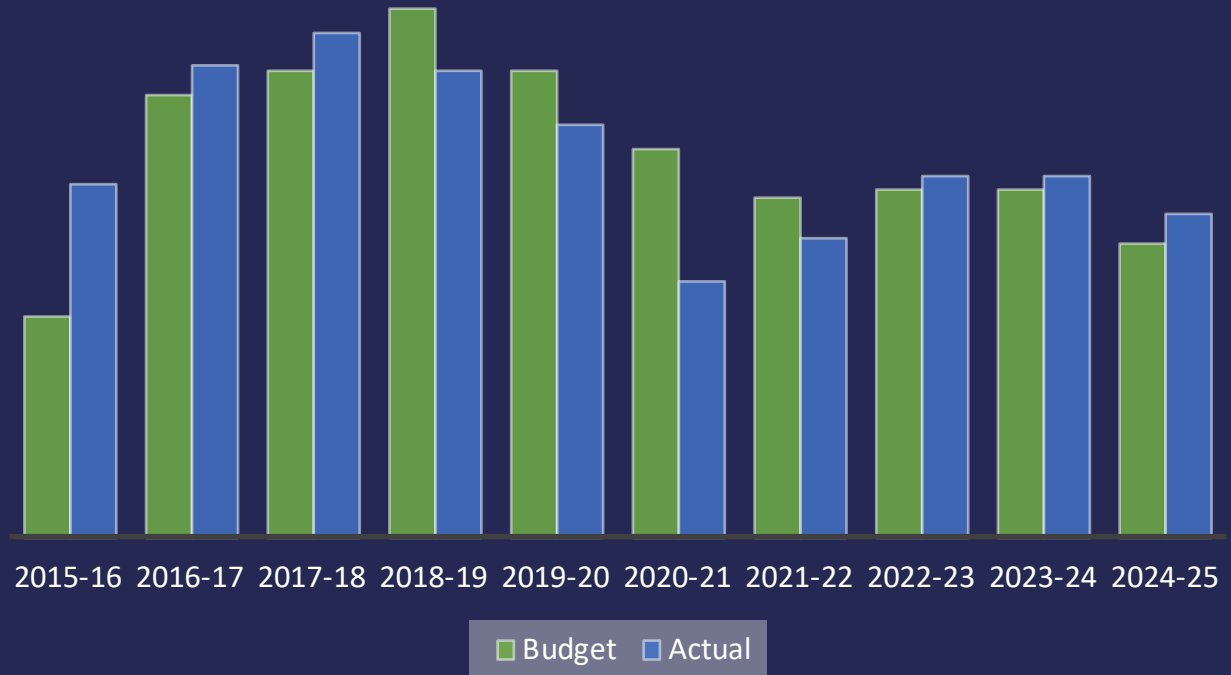


2024-25 Year End Financial Report

ENROLLMENT 10-YEAR HISTORY



	Budget	Actual
2015-16	2,470	2,632
2016-17	2,740	2,778
2017-18	2,770	2,817
2018-19	2,845	2,771
2019-20	2,770	2,704
2020-21	2,675	2,512
2021-22	2,615	2,564
2022-23	2,625	2,641
2023-24	2,625	2,641
2024-25	2,560	2,595



Learning is a treasure that will follow its owner everywhere.



GENERAL FUND BALANCE

Beginning Fund Balance	\$4,242,572
Revenues and Other Financing Sources	\$43,326,803
Expenditures	\$43,743,327
Transfers Out	\$0
Other Financing Sources	\$1,048
Excess Revenues over Expenditures	(\$415,477)
Ending Fund Balance	\$3,827,095

What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.

- Chuck Grassley



REVENUE 2 YEAR COMPARISON

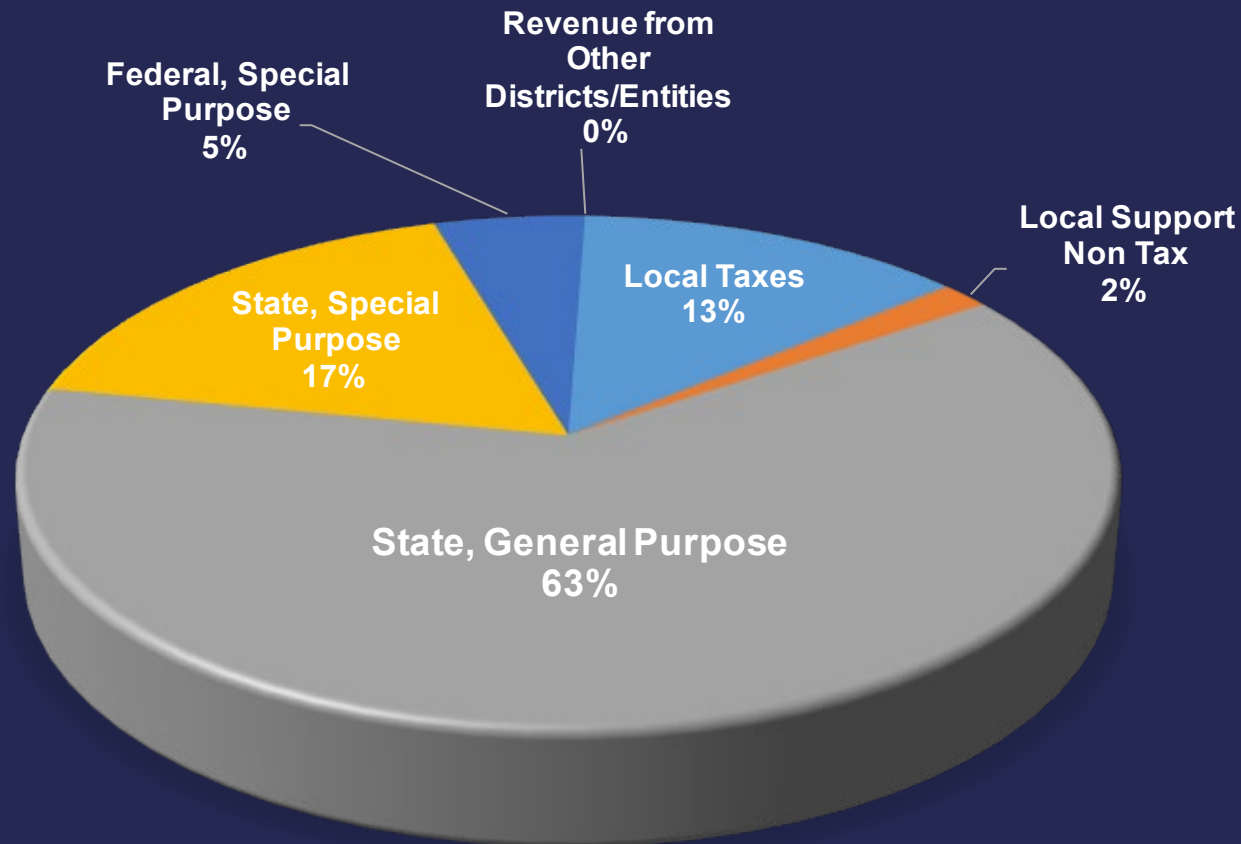
REVENUE SOURCE	2023-24	2024-25	2024-25 Revenue Percentage
Local Tax	\$ 5,310,589	\$ 5,730,079	13.22%
Local Non-Tax (Fees, Food Service)	\$ 712,052	\$ 726,976	1.68%
State General (Apportionment, Sped, LEA)	\$26,159,169	\$27,122,454	62.60%
State Special (Special Ed, LAP, ELD, Transportation)	\$ 6,808,124	\$ 7,538,624	17.40%
Federal (ESSER, Special Ed, Title, Food Service)	\$ 2,235,769	\$ 2,208,496	5.10%
Other Sources (Other Districts, Grants)	\$ 65,740	\$ 1,220	0.00%
Total Revenue	\$41,291,443	\$43,327,851	100%

Success means having the courage, the determination and the will to become the person you believe you were meant to be.

-George Sheehan



REVENUE SUMMARY





DESCRIPTION OF EXPENDITURES BY PROGRAM

Extracurricular

Curriculum



Regular Instruction – Includes funding for teachers, instructional assistants, teaching supplies, materials and textbooks, counselors, librarians, health services, building administration, clerical support and pupil management and safety. (53%)

Support Services – Operational support of the district such as maintenance of buildings and grounds, utilities, insurance, transportation, food services, human resources, business services, audit and legal costs, and district-wide technology support. (23%)

Technology



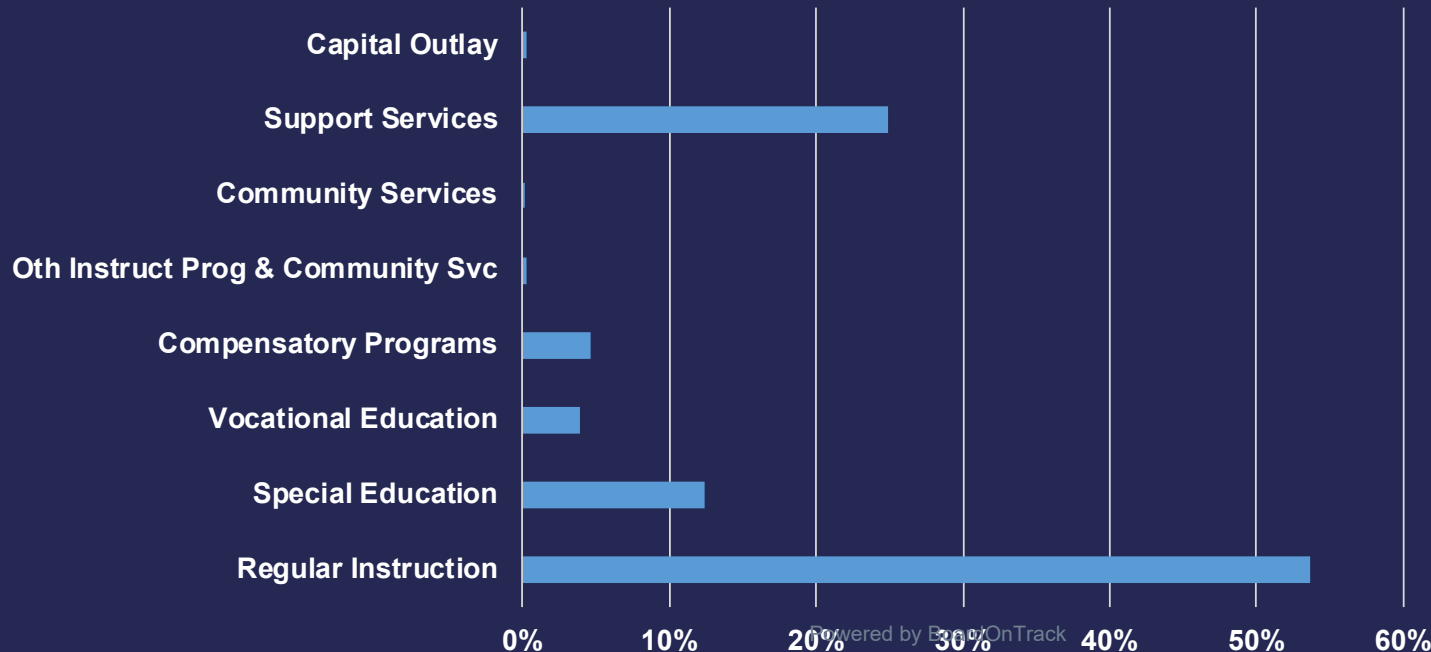
Compensatory Programs – Title programs, LAP, Transitional Bilingual, and Limited English. (4%)

Other Instructional Programs and Community Service – Highly Capable and Summer Food Service Program. (<1.0%)



EXPENDITURES BY PROGRAM

Regular Instruction	\$23,454,071
Special Education	\$5,437,324
Vocational Education	\$1,705,279
Compensatory Programs	\$2,043,768
Oth Instruct Prog & Community Svc	\$104,971
Community Services	\$7,595
Support Services	\$10,886,570
Capital Outlay	\$103,751





EXPENDITURES BY ACTIVITY DESCRIPTION

Districtwide Support & Instruction



Instruction –Includes funding for teaching, supervision instruction, libraries, principal's office, guidance/counselors, pupil safety, health services, and extra curricular activities.



Instructional Support – Includes district and state professional development, instructional technology, and curriculum.



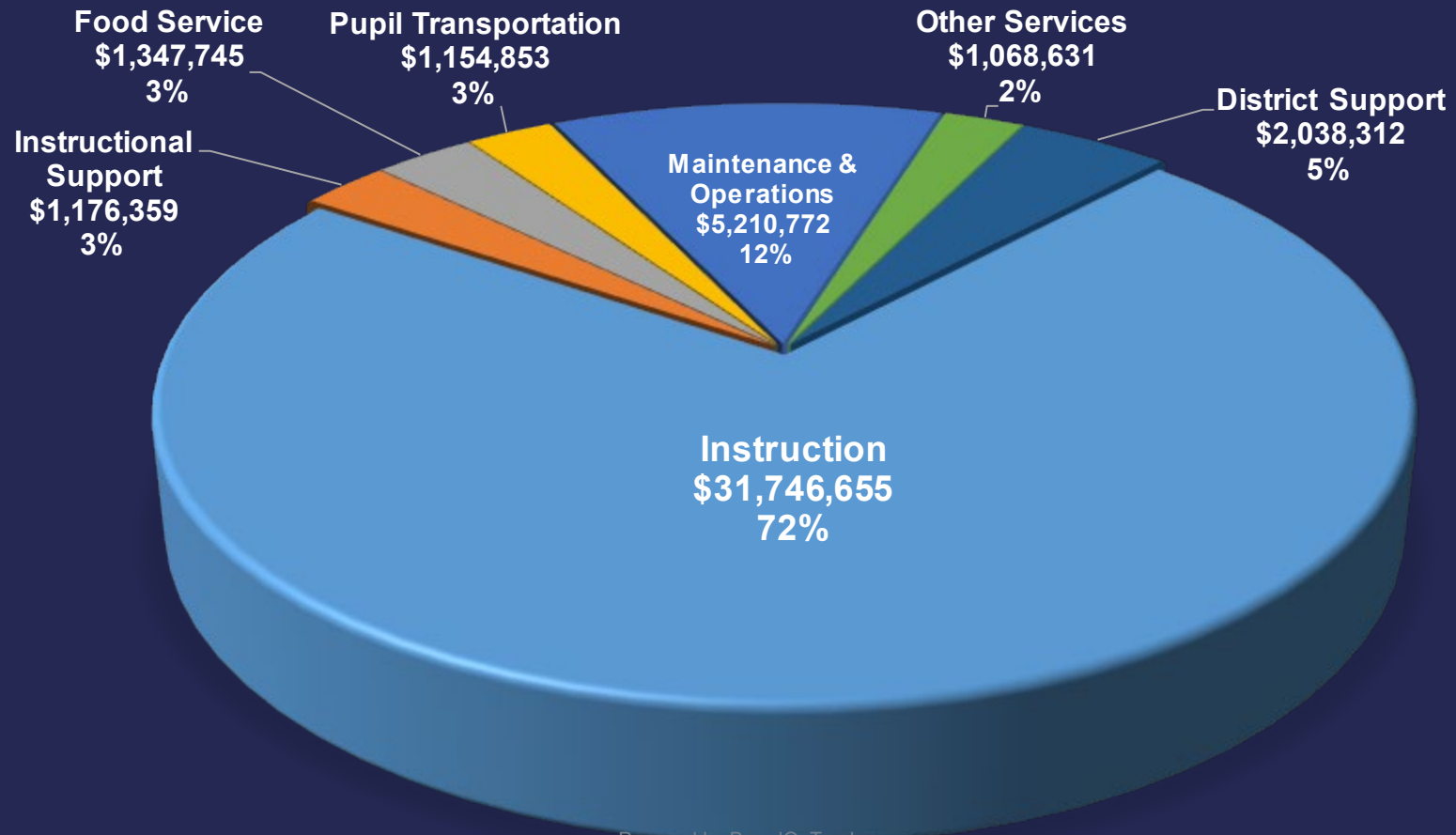
Maintenance and Operations –Includes grounds, maintenance, custodial services, utilities, and insurance.

Other Services – Includes technology and motor pool.

District Support – Includes board of directors, superintendent, business office and human resources.

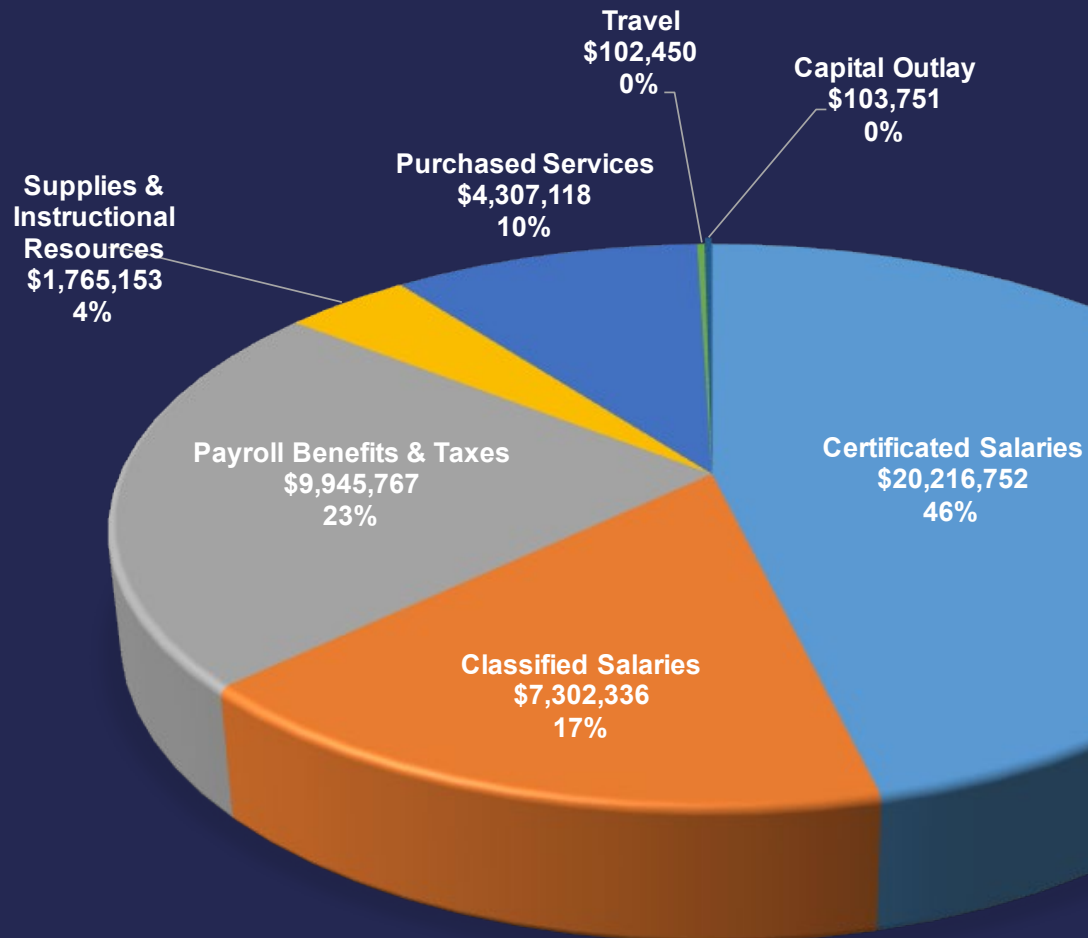


EXPENDITURES BY ACTIVITY





EXPENDITURES BY OBJECT





GENERAL FUND BALANCE COMPOSITION

Total Fund Balance	\$3,827,095
Restricted for Carryover	\$96,435
Nonspendable Fund Balance (Food Service Inventory)	\$648
Unassigned Fund Balance	\$449,262
7.5% Minimum Fund Balance Board Policy Reserve	\$3,280,750

Restricted for Carryover:

Carryover for special programs & state funded professional development, if applicable

Nonspendable Fund Balance:

Ending food service inventory

Unassigned Fund Balance:

Net result of fund operations

7.5% Minimum Fund Balance:

Assurance the District will be able to respond to revenue shortfalls to meet payroll needs.
Current payroll is averaging \$3.1 million



CAPITAL PROJECTS FUND

Beginning Fund Balance	\$2,564,459
Revenues and Other Financing Sources	\$374,235
Expenditures	\$288,713
Ending Fund Balance	\$2,649,981

REVENUE

- Interest Earnings
- Local Levy

EXPENDITURES

- Kamiak Greenhouse
- Technology
- Misc. Building Projects

Even if you're on the right track, you'll get run over if you just sit there.



DEBT SERVICE FUND

Beginning Fund Balance	\$3,811,794
Revenues and Other Financing Sources	\$7,143,202
Expenditures	\$7,241,865
Ending Fund Balance	\$3,713,130

REVENUE

- Local Property Tax
- Bond Refunding

EXPENDITURES

- Principal/Interest on Voted Debt
- Bond Refunding

School is a building which has four walls with tomorrow inside.

ASSOCIATED STUDENT BODY (ASB)



Beginning Fund Balance	\$525,766
Revenues and Other Financing Sources	\$483,065
Expenditures	\$443,938
Ending Fund Balance	\$564,894

REVENUE

- ✓ Clubs
- ✓ Athletics
- ✓ Fundraisers

EXPENDITURES

- ✓ Cultural
- ✓ Athletic
- ✓ Recreational
- ✓ Social

Education's purpose is to replace an empty mind with an open one.

-Malcom Forbes

ASB ENDING FUND BALANCE BY SCHOOL



2024-25	
Jefferson Elementary	\$ 14,001
Franklin Elementary	\$ 19,788
Sunnyside Elementary	\$ 11,735
Kamiak Elementary	\$ 9,396
Lincoln Middle School	\$ 110,110
Pullman High School	\$ 399,863
Total	\$ 564,894

Life begins at the end of your comfort zone.

TRANSPORTATION VEHICLE FUND (TVF)



Beginning Fund Balance	\$651,881
Revenues and Other Financing Sources	\$522,687
Expenditures	\$160,916
Transfers Out	\$0.00
Ending Fund Balance	\$1,013,652

Anyone can drive a car, but it takes someone special to drive a school bus!



QUESTIONS?



PRESENTED BY: BOB MAXWELL, SUPERINTENDENT

Sustainability Committee Program Report

November 12, 2025 Regular Board Meeting



01

PULLMAN SCHOOL DISTRICT

Committee Members

Craig Nelson, *Board Member*

Bob Maxwell, *Superintendent*

Juston Pollestad, *Executive Director of Operations*

Jessie Campbell, *Nutrition Services Supervisor*

Holly Steele, *Franklin Elementary*

Kimi Emerson, *Sunnyside Elementary*

Geoff Reilly, *Lincoln Middle School*

OPEN, *LMS Student*

Debbie Crabtree, *Pullman High School*

OPEN, *PHS Student - Grade 9*

OPEN, *LMS Student - Grade 10*

OPEN, *PHS Student - Grade 11*

OPEN, *PHS Student - Grade 12*

Matt Heiszler, *Technology - District Office*

Courtney Hodge, *Recorder*

Student Engagement

The Sustainability Committee met with the PHS Environmental Club last school year to align our goals and initiatives with those of our students. This collaboration allows us to support and amplify student-led sustainability efforts across our schools.

Topics of interest presented by PHS students:

1. Implement **Composting Program & Reduce Food/Packaging Waste**
2. Incorporation of **Native Plant Species** on PHS Campus
3. Explore **Conservation Methods** (i.e. rain water collection, motion sensor lighting, solar panels etc...)
4. **Recycling** Program (i.e. provide education around clean recyclables, look into recycling of old sports equipment)
5. Collection and Disposal of **eWaste**
6. Expanding **Vegetarian Lunch Options**

03



UPDATE: Community Solar Project

Overview:

The district is partnering with ZEN to install solar panels on most school buildings and the Transportation Center as part of a WSU grant-funded project — at no cost to the district.

Project Timeline:

- Installation Start: February 2026
- Completion Goal: March 2026

Sites Moving Forward:

- Pullman High School
- Kamiak Elementary School
- Lincoln Middle School
- Transportation Center

Sites on Hold:

- Sunnyside Elementary
- Franklin Elementary (*Roof Replacement*)
- Jefferson Elementary (*Roof Replacement*)

Community Benefit:

The project will generate funds to support low-income students and families, aligning with the district's sustainability and equity goals.



SUSTAINABILITY COMMITTEE FALL REPORT

UPDATE

EV Charging Grant Opportunity with Avista & WA State Dept of Commerce

Overview:

Last spring, the district applied for a grant through Avista and the Washington State Department of Commerce to expand electric vehicle (EV) charging infrastructure across district sites.

Current Installations:

- Pullman High School (PHS) and Kamiak Elementary School (KES) already have EV chargers installed (these stations are locked when schools are not in use to prevent public access).

Grant Funding Update:

- Due to rising tariffs and copper costs, Avista was only able to fund one additional dual charging station instead of multiple.
- The new dual charger has been installed at the Transportation Center (bus garage) to support future district EV vehicles.



Phoenix Conservancy Partnership Continues

COMPLETED PROJECTS:

- Native Prairie Restoration at Kamiak
- Native Prairie Restoration at PHS
- Monarch Butterfly & Pollinator Project at PHS

CURRENT PROJECTS:

- Native Prairie Restoration - approximately 3-acres behind KES
 - Partnering with WSU Landscape Architecture Class & Phoenix Conservancy
 - Incorporate a trail/pathway as part of that project

NATIVE PRAIRIE RESTORATION
PROJECT LOCATION AT KES WITH
TRAIL/PATHWAY



Green Buildings Compliance Rule

SB 5722 - Aimed at reducing greenhouse gasses in buildings and requires adoption of clean building performance standards for commercial buildings larger than 20,000 square feet.

- **Energy performance standards for commercial buildings larger than 50,000 square feet: Mandatory compliance for Tier 1 begins on June 1, 2026.**

 **Sunnyside Elementary**  **Kamiak Elementary**

 **Pullman High School**

 **Jefferson Elementary**

 **Lincoln Middle School**

UPDATE: 3 Buildings Needed Improvements/Next Steps for Tier 1 Compliance -

- SES/JES had energy efficient lighting installed (grant funded). With the updated lighting, that should bring those schools into compliance to meet the Tier 1 deadline.
- KES is still under review for needed improvements.
- **Compliance and reporting for Tier 2 must be submitted by July 1, 2027.**

 **Pioneer Center**

 **Franklin Elementary**

 **Transportation Cooperative**

These buildings are next to be reviewed for Tier 2 compliance.

City of Pullman

Periodic Update to Comprehensive Plan

The Sustainability Committee reviewed the City of Pullman's Periodic Update to the Comprehensive Plan and discussed sections related to sustainability and environmental priorities.

Feedback discussed:

- Would like to ensure connectivity between sections (i.e. trails, pathways, sidewalks) so walkability is maintained throughout the development.
- More parks on the North side of town.

08

PSD SUSTAINABILITY COMMITTEE REPORT FALL REPORT - NOVEMBER 12, 2025

The work continues.



09

Coversheet

Minutes - October 22, 2025 Regular Board Meeting

Section:	IV. Consent Agenda
Item:	A. Minutes - October 22, 2025 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on October 22, 2025

DRAFT



Pullman School District

Minutes

Regular Board Meeting

Date and Time

Wednesday October 22, 2025 at 6:30 PM

Location

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

Directors Present

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

Directors Absent

Amanda Tanner

Guests Present

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

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Oct 22, 2025 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Changes to the agenda:

- Personnel Report Addendum - *added as consent agenda item*

Craig Nelson made a motion to approve the agenda as amended.

Nathan Roberts 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:

- Homecoming: Hosted by the Spirit Club and featured themed hall decorations.
- High School Combine: Met with Moscow High School ASB to begin planning for the event scheduled for December 12. Proceeds will benefit ATVP (Alternatives to Violence of the Palouse). Halftime activities will include student spirit events, and local sponsors are being sought to contribute items for spirit packs to unify the student section.
- Unity Day: The Equity Committee organized a school-wide Bingo activity to promote inclusion and connection among students.
- Trunk-or-Treat (October 30): Hosted for children in the community and used as an opportunity to promote student clubs and activities.

B. Board Reports

- Nathan Roberts: No report.
- Craig Nelson: No report.
- Lisa Waananen Jones: No report.
- Arron Carter: Provided an update from the recent Community Listening Session, summarizing the event's format and key focus areas for both elementary and secondary levels. Board Director Carter shared highlights from the discussion, including information about the district's special education transition program and the recent grant awarded to WSU ROAR to support post-secondary programming for students. The Board debriefed the session during the subsequent work session, reflecting on themes of community and family engagement, particularly exploring ways to leverage community expertise to support students. Board Director Carter

expressed appreciation for those who attended and noted plans to host another listening session in the spring.

C. Superintendent's Report

Highlighted Unity Day, during which students and staff wore orange to promote bullying prevention, kindness, and a sense of belonging. Shared about Pullman High School's Homecoming events, including an overtime football game and a dance attended by approximately 500 students, with support from staff volunteers and community partners. Fall sports are underway, and noted that Disney and Desserts and other student activities have taken place, with more events planned.

D. Program Reports

Report: Curriculum Adoption Update, Cycle & Development

Presenter: Ryan Mulvey, Assistant Superintendent

Mr. Mulvey provided an overview of the district's five-phase curriculum adoption process, which includes input from a Curriculum Advisory Committee. He highlighted recent adoptions in math, literacy, and social-emotional learning (SEL), and shared a forecast of future adoptions as budget allows, including secondary ELA, advanced math, K-5 social studies, and new course development. In response to a question regarding K-5 science, Mr. Mulvey noted it would be added to the review list.

E. A Community of Belonging - Update

Superintendent Maxwell highlighted the DEIB Task Force and their ongoing collaboration with community organizations, as well as the recognition of Unity Day district-wide.

Board Director Carter noted that at the November 12 meeting there will be a discussion item to review the DEIB Task Force and its responsibilities, with consideration for possible updates or revisions. Board Director Carter indicated he would follow up with Board Director Tanner on this item.

III. Public Comment

A. Speakers

No speakers.

IV. Consent Agenda

A. Minutes - October 8, 2025 Regular Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 10-08-25.

Nathan Roberts seconded the motion.

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

B. Minutes - October 15, 2025 Board Work Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Board Work Session on 10-15-25.

Nathan Roberts seconded the motion.

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

C. Minutes - October 15, 2025 Community Listening Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Community Listening Session on 10-15-25.

Nathan Roberts seconded the motion.

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

D. Personnel Report

E. Professional/Personal Services Contracts

F. Warrants

G. Budget Status Report

H. Student Transfer Requests

I. ASB Fundraisers

J. Consent Agenda Approval

Craig Nelson made a motion to approve the consent agenda (Items IV. A-I).

Nathan Roberts seconded the motion.

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

V. Action Items

A. Resolution 25-26:04 Declaration of Surplus Property

This item was presented at the previous board meeting and no questions have been received. Following Board approval, the surplus materials and equipment listed will be made available to public and private schools to purchase. Any items not purchased by schools will open to the general public for purchase. Planning for the sale to take place in November.

Nathan Roberts made a motion to approve by Resolution 25-26:04 Declaration of Surplus Property.

Craig Nelson seconded the motion.

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

VI. Discussion Items

A. 3425 Accommodating Students with Adrenal Insufficiency

Presenter: Bob Maxwell, Superintendent

Board Policy 3425 Accommodating Students with Adrenal Insufficiency is a new critical model policy. Per the October 2025 WSSDA Policy and Legal News, this new policy reflects the passage of Substitute House Bill 1709 Addressing the care of students with adrenal insufficiency by parent-designated adults and requirements outlined in RCW 28A.210.358, which differs in some ways from the laws for students with diabetes or seizure disorders/epilepsy. The adrenal insufficiency statute has different training requirements and directs the individual health plans comply with RCW 28A.210.260. This policy was reviewed by Michelle Hyatt, the district's lead nurse.

B. 5000 Recruitment, Selection and Evaluation of Staff

Presenter: Bob Maxwell, Superintendent

The Board reviewed revisions to Policy 5000, which have been updated to align with the most recent WSSDA model policy and the Washington School Board Standards, as noted in the October Policy and Legal News. Board Director Waananen Jones inquired about language affecting represented staff groups, and Superintendent Maxwell indicated no concerns with the revised policy language.

VII. Informational Items

A. Administrative Requirements Update

- October

B. Current Enrollment

For 2025-2026 School Year
Budgeted FTE: 2540
Current FTE: 2649.55
Current Year Average FTE: 2643.14

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar & Communication Plan

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

F. Procedures

- 2020P Course Design, Selection and Adoption of Instructional Materials
- 2021P Library Information and Technology Programs

- 3416P Medication at School

G. Non-Substantive Policy Updates

- 2170 Career and Technical Education

VIII. Executive or Closed Session

A. Executive Session

A. Carter announced there will be an Executive Session to discuss personnel and property that will end at 7:25pm. No action will be taken.

IX. 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 7:25 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- Board Report - 10.22.2025 Personnel.pdf
- Board Report - Contracts 10.22.2025.pdf
- Board Report - Contracts 10.22.2025 Addendum .pdf
- CK Summaries 10.22.25.pdf
- 2024-2025 Budget Status Report.pdf
- 2025 10.22 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS Drama_Winter Musical 10.22.25.pdf
- ASB Fundraiser - PHS Drama_Spring Play-Musical 10.22.25.pdf
- ES Surplus Sale 10.8.25.pdf
- Resolution 25-26.04 Declaration of Surplus Property.pdf
- ES 3425 Accommodating Students with Adrenal Insufficiency 10.22.25.pdf
- 3425 Accommodating Students - Adrenal Insufficiency 10.22.25.pdf
- ES 5000 Recruitment, Selection and Evaluation of Staff 10.22.25.pdf
- 5000 Recruitment and Selection of Staff 10.22.25.pdf
- October 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
- 2025-26 Strategic Plan Goals_Priorities_Success Indicators.pdf
- 2020P Course Design Selection Adopt Inst Mat 10.22.25.pdf
- 2021P Library Info and Tech Programs 10.22.25.pdf
- 3416P Medication at School 10.22.25.pdf
- 2170 Career and Technical Education 10.22.25.pdf

Coversheet

Minutes - November 5, 2025 Board Work Session

Section:	IV. Consent Agenda
Item:	B. Minutes - November 5, 2025 Board Work Session
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Work Session on November 5, 2025

DRAFT



Pullman School District

Minutes

Board Work Session

Date and Time

Wednesday November 5, 2025 at 4:30 PM

Location

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

Directors Present

Amanda Tanner, Arron Carter, Lisa Waananen Jones

Directors Absent

Craig Nelson, Nathan Roberts

Guests Present

Courtney Hodge, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Nov 5, 2025 at 4:30 PM.

II. Agenda Items

A. Pullman High School Showcase

Presenter: Jerrod Fleury, Pullman High School Principal

Principal Fleury introduced Andy Mielke, PHS Band/Guitar/Drama teacher to perform an excerpt from the upcoming Drama performance: Emily Bronte - Teenage Ghost Hunter. The students also shared what drama club means to them.

B. Secondary Principals Present 2025-2026 School Improvement Plans

Presenters:

- **Cameron Grow, Lincoln Middle School Principal**
- **Jerrod Fleury, Kamiak Elementary Principal**

Secondary principals presented their 2025–2026 School Improvement Plans, aligned with district goals and focused on academic growth and proficiency, particularly for targeted subgroups, as measured by Smarter Balanced state assessments in English Language Arts (ELA) and Math. Each principal also outlined strategies to address chronic absenteeism.

- **Lincoln Middle School:** Principal Grow highlighted the school's five goal areas, emphasizing the development of reading strategies across all content areas. LMS staff used student progression data to establish grade-level goals in ELA and math, as well as goals addressing chronic absenteeism. Goals for targeted populations were also included to support equitable academic growth.
- **Pullman High School:** Principal Fleury presented the PHS plan, centering on the philosophy of "All Means All" and prioritizing the development of the school's most vulnerable learners. The plan reflects collaborative input from staff, parents, and students. Key components include:
 - A tiered attendance strategy using a three-tier framework to promote consistent attendance through building belonging, addressing barriers, and providing individualized support.
 - Emphasis on belonging and relationships as primary predictors of attendance and student engagement.
 - Integration of student goal-setting in all classes to align with school improvement goals.
 - A fourth goal in Family Engagement, creating student and family voice groups to foster community, relationship-building, and shared perspectives.
 - School mottos: "Because You Matter" for students and "All Means All" for staff.

- Assistant Superintendent Mulvey noted that administrators have worked to provide additional time for PHS staff to develop the resources and materials needed for use during Monday PLC sessions to support the implementation of the plan.

C. Annual WSSDA Conference Planning

Presenter: Board of Directors

The Board discussed logistics and session planning for the Annual WSSDA Conference, including travel arrangements and scheduling. Members reviewed the conference session schedule and identified potential areas of focus such as law and policy updates, community engagement, AI, cell phone policies, student voice, Board–Superintendent relationships, strategic planning, and Native education. It was noted that Director Area meetings and networking opportunities could be valuable to attend.

An Open Government Training on Thursday, November 20, at 2:30 p.m. was recommended for new Board Directors. Board members will be asked to share reflections, takeaways, and questions from the conference for compilation and review at the December work session. The Board also discussed developing a framework for creating action plans based on ideas and insights gained—both from the conference and in general—to help guide future initiatives.

III. 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 5:45 PM.

Respectfully Submitted,
Arron Carter

Coversheet

Minutes - November 5, 2025 Special Board Meeting

Section:	IV. Consent Agenda
Item:	C. Minutes - November 5, 2025 Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on November 5, 2025

DRAFT



Pullman School District

Minutes

Special Board Meeting

Date and Time

Wednesday November 5, 2025 at 6:00 PM

Location

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

Directors Present

Amanda Tanner, Arron Carter, Lisa Waananen Jones

Directors Absent

Craig Nelson, Nathan Roberts

Guests Present

Courtney Hodge, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Nov 5, 2025 at 6:00 PM.

II. Discussion Items

A. Pullman High School Overnight Field Trip Requests

Presenter: Evan Hecker, Pullman High School Assistant Principal/AD

Pullman High School has submitted new overnight field trip requests for the football team and girls soccer. In addition, a revision to the cross country overnight field trip request that was previously approved.

- REVISED - Cross Country - State Tournament - Previously approved (revised departure date to November 7 instead of November 8)
- NEW - Football - Round of 32 State Playoffs (Nov 7-8)
- NEW - Football - Round of 16 State Playoffs (Nov 13-15)
- NEW - Football - Round of 8 State Playoffs (Nov 20-22)
- NEW - Girls Soccer - State Tournament (Nov 10-12)
- NEW - Girls Soccer - State Tournament (Nov 13-15)

These requests require board review and approval.

Principal Hecker shared the challenges associated with the WIAA website and evolving tournament brackets, which can make timely approval of overnight trips difficult. He suggested that the Board consider accepting a seasonal (Fall/Winter/Spring) overnight field trip summary in advance, with specific overnight requests submitted as teams advance through tournament play.

Director Waananen Jones noted the need to review current policy to determine whether this approach aligns with existing policy language. She suggested that the informational items section could be used for these requests, with a final update provided at the end of the season.

Amanda Tanner made a motion to move Pullman High School Overnight Field Trip Requests to an action item.

Lisa Waananen Jones seconded the motion.

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

Amanda Tanner made a motion to approve Pullman High School Overnight Field Trip Requests.

Lisa Waananen Jones seconded the motion.

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

III. 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 6:06 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- ES PHS Overnight Field Trip Requests 11.5.25.pdf
- PHS Overnight Field Trip Requests.pdf

Coversheet

Personnel Report

Section:	IV. Consent Agenda
Item:	D. Personnel Report
Purpose:	FYI
Submitted by:	
Related Material:	Board Report - 11.12.2025 Personnel.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: November 12, 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: **Chelsea King**, second grade teacher at Jefferson Elementary School, request for a leave of absence beginning November 3, 2025

Classified: **Laura Carman**, special education paraeducator at Kamiak Elementary School, request for a leave of absence beginning November 17, 2025, through March 4, 2026

Cassidy Fairchild as special education paraeducator at Kamiak Elementary School

Alika Jones as special education paraeducator at Kamiak Elementary School

Kent Nelson, lead II custodian at Kamiak Elementary School, recommendation to terminate employment effective immediately due to job abandonment

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

Daniel Bromley, content/grade level team leader, resignation

Olivia Craine, assistant boys tennis coach at Pullman High School, resignation

Bryce Gravel as co-science bowl advisor at Pullman High School

Hannah Kiser as co-science bowl advisor at Pullman High School

Sadie Lenssen as drama club advisor at Lincoln Middle School

For Your Information:

Haelee Jenft, leave replacement second grade teacher at Kamiak Elementary School, has received approval to take 1.5 days of unpaid leave in December for a prearranged commitment made prior to beginning employment

Barb Travis, core+ paraeducator at Kamiak Elementary School, request for 10.67 hours of unpaid leave during non-student time in October was approved

Coversheet

Professional/Personal Services Contracts

Section: IV. Consent Agenda
Item: E. Professional/Personal Services Contracts
Purpose:
Submitted by:
Related Material: Board Report - Contracts 11.12.2025.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: November 12, 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:

Foster and Flourish, LLC, amendment to current contract to include direct OT services to students per district request, October 2, 2025, through June 30, 2026, increase in hours from up to 15 hours per month to up to 45 hours per month, \$97.38 per hour plus travel reimbursement of \$50.00 per day.

Dara Sellars to provide a training session to district coaches, staff, Boosters, PTA and PTO groups focused on ASB and fundraising laws that will help ensure compliance, transparency, and effective financial management within school activities, training to be completed no later than November 17, 2025, \$400.00 plus travel expenses.

True Measure Collaborative to provide professional development programs including training, coaching, consulting, and technical assistance services, to staff to support improved educational outcomes for students with disabilities and/or multilingual learners, November 1, 2025, through June 30, 2026, \$12,000.00.

Coversheet

Warrants

Section:	IV. Consent Agenda
Item:	F. Warrants
Purpose:	FYI
Submitted by:	
Related Material:	Payroll Warrant Authorization Form_October 2025.pdf Check Summaries 11.12.25.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 [26736826](#) to [26736863](#) inclusive, with payroll amounting to [\\$3,205,085.42](#) issued [10/31/2025](#) 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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$170,039.49. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736881 through 26736936, totaling \$170,039.49

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736881	All Fabrications & Supply LLC	11/13/2025	483.72
26736882	Amable Consulting LLC	11/13/2025	1,500.00
26736883	Broughton, Alexandra D	11/13/2025	2,741.25
26736884	Bryson Sales & Service	11/13/2025	3,130.03
26736885	Building Blocks Pediatric Ther	11/13/2025	1,242.00
26736886	Ccooper Services	11/13/2025	570.00
26736887	Charlies Produce	11/13/2025	7,094.40
26736888	City Of Pullman	11/13/2025	7,974.62
26736889	City of Pullman Water	11/13/2025	27,148.11
26736890	Coleman Oil Company LLC	11/13/2025	13,324.23
26736891	Community Child Care Center	11/13/2025	2,617.12
26736892	Consolidated Electric	11/13/2025	620.22
26736893	Cravens Coffee	11/13/2025	109.00
26736894	DECA Inc.	11/13/2025	20.00
26736895	Drip7 Inc	11/13/2025	972.00
26736896	Dunlap, Ryan D	11/13/2025	50.00
26736897	Envoy Plan Services, Inc.	11/13/2025	15.00
26736898	FCCLA	11/13/2025	22.00
26736899	Ferguson Enterprises Inc	11/13/2025	485.19
26736900	Fisher Systems, Inc.	11/13/2025	697.14
26736901	Foster and Flourish, LLC	11/13/2025	3,494.44
26736902	Four Star Supply Co., Inc	11/13/2025	380.11
26736903	Gold Star Foods	11/13/2025	3,705.56
26736904	Gordon, Alexander J	11/13/2025	50.00
26736905	HD Supply Facilities Maint	11/13/2025	212.68
26736906	HD SUPPLY	11/13/2025	2,464.97
26736907	Hilliard's Htg & Plumbing, Inc	11/13/2025	489.54
26736908	J & H Printing Inc.	11/13/2025	448.58
26736909	King County Director's Assoc	11/13/2025	402.74
26736910	Kuhl Auto Parts, LLC	11/13/2025	463.84
26736911	Lexia Learning Systems LLC	11/13/2025	2,290.27
26736912	LinguaLinx, Inc.	11/13/2025	86.38
26736913	Moscow-Pullman Bldg. Supply	11/13/2025	1,642.90

Check Nbr	Vendor Name	Check Date	Check Amount
26736914	Moscow-Pullman Daily News	11/13/2025	118.22
26736915	Navigate360 LLC	11/13/2025	1,716.48
26736916	NEWESD 101	11/13/2025	21,165.76
26736917	Northwest Auto Parts	11/13/2025	5.35
26736918	Northwest Lift and Equipment	11/13/2025	1,674.00
26736919	OFFICE DEPOT	11/13/2025	49.15
26736920	Omega Electric	11/13/2025	1,288.89
26736921	Otis Elevator Co	11/13/2025	349.31
26736922	Overhead Door, Inc	11/13/2025	538.38
26736923	Pollestad, Juston B	11/13/2025	150.00
26736924	PowerSchool Group LLC	11/13/2025	729.14
26736925	Pullman Disposal	11/13/2025	7,210.43
26736926	Pullman School Dist - Revolvin	11/13/2025	134.02
26736927	Pure Filtration Products, Inc.	11/13/2025	11,693.17
26736928	Rivera, Mario	11/13/2025	433.16
26736929	Schuck, Vicki	11/13/2025	33.32
26736930	SEWMEA	11/13/2025	100.00
26736931	SolvePath LLC	11/13/2025	2,745.00
26736932	US Foods, Inc.	11/13/2025	29,379.49
26736933	Varitronics, LLC	11/13/2025	197.29
26736934	Walter E Nelson Co	11/13/2025	2,080.43
26736935	Washington Education Associati	11/13/2025	1,280.00
26736936	Whitman County Landfill	11/13/2025	20.46
56	Computer	Check(s) For a Total of	170,039.49

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	56	Computer	Checks For a Total of	170,039.49
Total For	56	Manual, Wire Tran, ACH & Computer	Checks	170,039.49
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	170,039.49

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-25.03	114.02	169,950.50	170,039.49

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$793.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736874 through 26736880, totaling \$793.51

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736874	Brantner, Lexi Marie	11/13/2025	74.02
26736875	Bromley, Daniel Patrick	11/13/2025	37.80
26736876	Fishback, Haylee	11/13/2025	20.30
26736877	Gordon, Kelci Joy	11/13/2025	15.45
26736878	Lopez, Autumn M	11/13/2025	28.35
26736879	Matthews, Robert J	11/13/2025	604.50
26736880	SaintPierre, Carrie Elizabeth	11/13/2025	13.09

7	Computer	Check(s) For a Total of	793.51
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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
	7	Computer	Checks For a Total of	793.51
Total For	7	Manual, Wire Tran, ACH & Computer	Checks	793.51
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	793.51

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	793.51	793.51

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$23,875.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736873 through 26736873, totaling \$23,875.57

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736873	Kay Park Recreation	11/13/2025	23,875.57
1	Computer	Check(s) For a Total of	23,875.57

	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	23,875.57
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	23,875.57
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	23,875.57

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	23,875.57	23,875.57

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$21,175.90. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600052 through 252600060, totaling \$21,175.90

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600052	H & H Business Systems	11/13/2025	18,051.47
252600053	Haramoto, Kameron	11/13/2025	50.00
252600054	Heiszler, Matthew David	11/13/2025	50.00
252600055	Learning A-Z	11/13/2025	291.62
252600056	Maxwell, Robert L	11/13/2025	475.00
252600057	Mulvey, Ryan Alan	11/13/2025	150.00
252600058	NCS Pearson, INC	11/13/2025	382.86
252600059	US Linen and Uniform	11/13/2025	1,614.95
252600060	Ventresco, Dominick Richard	11/13/2025	110.00

9	ACH	Check(s) For a Total of	21,175.90
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	9	ACH	Checks For a Total of	21,175.90
	0	Computer	Checks For a Total of	0.00
Total For	9	Manual, Wire Tran, ACH & Computer	Checks	21,175.90
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		21,175.90

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	21,175.90	21,175.90

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$230.18. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600047 through 252600051, totaling \$230.18

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600047	El Chabib, Zena	11/13/2025	8.75
252600048	Lee, Ann Marie	11/13/2025	20.93
252600049	Mulvey, Ryan Alan	11/13/2025	95.00
252600050	Potratz-Lee, Alexandra Caitlyn	11/13/2025	10.50
252600051	Ventresco, Dominick Richard	11/13/2025	95.00

5	ACH	Check(s) For a Total of	230.18
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	5	ACH	Checks For a Total of	230.18
	0	Computer	Checks For a Total of	0.00
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	230.18
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	230.18

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	230.18	230.18

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$4,613.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, Wire Transfers:
Wire Transfer Payments 202500015 through 202500019, totaling \$4,613.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
202500015	Department Of Revenue	11/05/2025	805.52
202500016	Department Of Revenue	11/05/2025	199.31
202500017	Department Of Revenue	11/05/2025	3,336.00
202500018	Department Of Revenue	11/05/2025	110.59
202500019	Department Of Revenue	11/05/2025	162.18

5	Wire Transfer Check(s) For a Total of	4,613.60
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	0	Manual	Checks For a Total of	0.00
	5	Wire Transfer	Checks For a Total of	4,613.60
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	4,613.60
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	4,613.60

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	309.90	0.00	0.00	309.90
20	Capital Projects	3,336.00	0.00	0.00	3,336.00
40	Associated Stude	967.70	0.00	0.00	967.70

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$26,047.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736864 through 26736872, totaling \$26,047.91

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736864	Campillo, David	11/13/2025	700.00
26736865	Community Action Center	11/13/2025	433.67
26736866	GSL-Greater Spokane League	11/13/2025	5,394.12
26736867	Hudl	11/13/2025	972.00
26736868	National FFA Organization	11/13/2025	1,530.00
26736869	Pullman School Dist - Revolvin	11/13/2025	1,280.00
26736870	US Foods, Inc.	11/13/2025	834.12
26736871	Washington Officials Associati	11/13/2025	14,260.00
26736872	Washington FFA Association	11/13/2025	644.00
9	Computer	Check(s) For a Total of	26,047.91

	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
	9	Computer	Checks For a Total of	26,047.91
Total For	9	Manual, Wire Tran, ACH & Computer	Checks	26,047.91
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	26,047.91

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	26,047.91	26,047.91

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$32,745.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600046 through 252600046, totaling \$32,745.07

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600046	BMO Corporate Mastercard	11/10/2025	32,745.07
1	ACH	Check(s) For a Total of	32,745.07

	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	32,745.07
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	32,745.07
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	32,745.07

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-110.59	0.00	32,855.66	32,745.07

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$13,353.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600045 through 252600045, totaling \$13,353.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600045	BMO Corporate Mastercard	11/10/2025	13,353.14
1	ACH	Check(s) For a Total of	13,353.14

	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	13,353.14
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	13,353.14
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	13,353.14

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-129.38	0.00	13,482.52	13,353.14

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$3,959.44. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 252600044 through 252600044, totaling \$3,959.44

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600044	BMO Corporate Mastercard	11/10/2025	3,959.44
1	ACH	Check(s) For a Total of	3,959.44

	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	3,959.44
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	3,959.44
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,959.44

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-32.80	0.00	3,992.24	3,959.44

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 November 12, 2025, the board, by a _____ vote, approves payments, totaling \$2,431.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26736825 through 26736825, totaling \$2,431.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
26736825	Gavina, Brenda Ariana	10/23/2025	2,431.24
1	Computer	Check(s) For a Total of	2,431.24

	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	2,431.24
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	2,431.24
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,431.24

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	2,431.24	0.00	0.00	2,431.24

Coversheet

Student Transfer Requests

Section:	IV. Consent Agenda
Item:	G. Student Transfer Requests
Purpose:	FYI
Submitted by:	
Related Material:	2025 11.12 Regular Board Meeting - Student Transfer Requests.pdf



SCHOOL BOARD REPORT

Student Transfer Requests

November 12, 2025

Transfer Requests 2025-2026

Released to PSD

- K. Riddell, Grade 9, Released from Colfax School District – Renewal

Released from PSD

- C. Hop, Grade 10, Released to Washington Virtual Academy in the Omak School District – New
- C. Lozaga, Grade 10, Released to Pacific Crest Online Academy in the Richland School District – New
- J. Larson, Grade K, Released to Washington Virtual Academy in the Omak School District – New
- S. Larson, Grade 2, Released to Washington Virtual Academy in the Omak School District – New
- J. Logue, Grade 9, Released to Washington Virtual Academy in the Omak School District – New
- T. Avilez-Rocha, Grade 10, Released to Washington Virtual Academy in the Omak School District – New
- C. Wildt, Grade 10, Released to Washington Virtual Academy in the Omak School District – New

Rescinded Transfer Requests

- K. Braun, Grade 10, Rescinded from Seaview Academy in the Port Angeles School District
- M. Youngsman, Grade 2, Rescinded from Washington Digital Academy in the South Bend School District

Coversheet

ASB Fundraisers

Section: IV. Consent Agenda

Item: H. ASB Fundraisers

Purpose:

Submitted by:

Related Material:

PHS ASB Fundraiser - Key Club_Winter Coat Drive 11.12.25.pdf
PHS ASB Fundraiser - Winter Sports Gate Sales 11.12.25.pdf
PHS ASB Fundraiser - Spring Sports Gate Sales 11.12.25.pdf
PHS ASB Fundraiser - Key Club_Family Movie Night 11.12.25.pdf
PHS ASB Fundraiser - ASB_Food Drive 11.12.25.pdf
PHS ASB Fundraiser - Science Olympiad 11.12.25.pdf
PHS ASB Fundraiser - Prom 2026 11.12.25.pdf
PHS ASB Fundraiser - Clash of the Combines 11.12.25.pdf
PHS ASB Fundraiser - FFA Plant Sale 11.12.25.pdf

Fundraising/Activity Form

☐ ASB ☐ ASB Charitable ☐ General Fund

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

School: <u>PHS</u>	Group Name: <u>Key Club</u>	Account #: _____
Proposed Fundraising Activity: <u>Winter Coat Drive</u>		
Intended Use of Proceeds: <u>Donate clothing to PHS closet and CAC</u>		
Estimated Revenues: \$ <u>0</u>	Estimated	<u>0</u>
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>0</u>		
Will the fundraiser be held for the benefit of an organization outside the district?		Yes ☒ No ☐
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser:	Start: <u>Dec 3</u>	End: <u>Dec 19</u>
Team/Club Leader (student): <u>[Signature]</u>	ASB Bookkeeper (staff): <u>[Signature]</u>	
(Signature & Date) <u>10/29/25</u>	(Signature & Date)	
Coach/Club Advisor (staff): <u>[Signature]</u>	Principal's Pre-Approval: <u>[Signature]</u>	
(Signature & Date) <u>10/29/25</u>	(Signature & Date) <u>11/5/25</u>	
Student Leadership(student): <u>[Signature]</u>	Activity Coordinator: <u>[Signature]</u>	
(Signature & Date) <u>10-29-25</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): _____	ASB Bookkeeper (staff): _____
(Signature & Date)	(Signature & Date)
Coach/Club Advisor (staff): _____	Principal: _____
(Signature & Date)	(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>PHS</u>	Group Name: <u>Athletics</u>	Account #: <u>2002</u>
Proposed Fundraising Activity: <u>Winter Sports Gate Sales (basketball, wrestling)</u>		
Intended Use of Proceeds: <u>support PHS athletic programs</u>		
Estimated Revenues: \$ <u>12000</u>	Estimated <u>0</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit:		<u>12000</u>
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☐ No ☒		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser:	Start: <u>11/29/2025</u>	End: <u>2/15/2026</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> <u>11/5/25</u> (Signature & Date)	Principal's Pre-Approval: <u>[Signature]</u> <u>11/5/25</u> (Signature & Date)	
Student Leadership (student): <u>[Signature]</u> <u>11-24-25</u> (Signature & Date)	Activity Coordinator: <u>[Signature]</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>PHS</u>	Group Name: <u>Athletics</u>	Account #: <u>2002</u>
Proposed Fundraising Activity: <u>Spring Sports Gate Sales (soccer)</u>		
Intended Use of Proceeds: <u>support PHS athletic programs</u>		
Estimated Revenues: \$ <u>2000</u>	Estimated <u>0</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>2000</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☐ No ☒		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>3/1/2026</u> End: <u>5/5/2026</u>		
Team/Club Leader (student): <u>Braden B. Mott</u> (Signature & Date)		ASB Bookkeeper (staff): <u>[Signature]</u> (Signature & Date)
Coach/Club Advisor (staff): <u>[Signature] 11/5/25</u> (Signature & Date)		Principal's Pre-Approval: <u>[Signature] 11/5/25</u> (Signature & Date)
Student Leadership (student): <u>[Signature] 11-29-25</u> (Signature & Date)		Activity Coordinator: <u>[Signature]</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 School</u>	Group Name: <u>Pullman Key Club</u>	Account #:
Proposed Fundraising Activity: <u>Family movie night for the community</u> - <u>Incredible</u> <u>Charlie Brown</u> <u>Polar Express</u>		
Intended Use of Proceeds: <u>Ronald McDonald Charity</u>		
Estimated Revenues: \$ <u>250</u>	Estimated	<u>50</u>
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>\$200</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☒ No ☐		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>Friday in Dec availability Pending</u>	End:	<u>Dec 8 2025</u>
Team/Club Leader (student): <u>Amber Chan</u> 10/21/25	ASB Bookkeeper (staff): <u>J. In</u>	
Coach/Club Advisor (staff): <u>[Signature]</u> 10/22/25	Principal's Pre-Approval: <u>[Signature]</u> 10/23/25	
Student Leadership (student): <u>AMBER CHAN</u> 10/22/25	Activity Coordinator: <u>Debbie Crabtree</u>	

Wall-E
Ponyo
or
Beauty:
Beast

Dec. 8
Aux Gym

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>Amber Chan</u> 10/21/25	ASB Bookkeeper (staff): _____
Coach/Club Advisor (staff): <u>[Signature]</u>	Principal: <u>[Signature]</u> 10/23/25
Activity Coordinator: _____	

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>ASB</u>	Account #: <u>1016</u>
Proposed Fundraising Activity: <u>Food Drive</u>		
Intended Use of Proceeds: <u>Donate Food to Food bank</u>		
Estimated Revenues: \$ <u>NA</u>	Estimated <u>NA</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>NA</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☒ No ☐ If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser:	Start: <u>11/18/17</u>	End: <u>11/21</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>11/5/25</u> (Signature & Date)	
Student Leadership (student): <u>[Signature]</u> <u>11/5/25</u> (Signature & Date)	Activity Coordinator: <u>[Signature]</u> <u>11-5-25</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: Pullman High School Group Name: Science Olympiad (PHS) Account #: _____

Proposed Fundraising Activity: Chipotle Fundraiser

Intended Use of Proceeds: Supplies for Competition

Estimated Revenues: \$ 100 Estimated 0

Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: 100

Will the fundraiser be held for the benefit of an organization outside the district? Yes ☐ No ☐
If yes, please attach a copy of the name, address and phone number of the organization.

Dates of the Fundraiser: Start: December 6th End: December 6th

Team/Club Leader (student): Jamie Park 11/1/25 ASB Bookkeeper (staff): [Signature] (Signature & Date)

Coach/Club Advisor (staff): Marla Haugen 11/1/25 Principal's Pre-Approval: [Signature] 11/5/25 (Signature & Date)

Student Leadership (student): [Signature] 11/5/25 Activity Coordinator: Debbie Gahr 11-5-25 (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): Jamie Park 11/1/25 ASB Bookkeeper (staff): _____ (Signature & Date)

Coach/Club Advisor (staff): Marla Haugen 11/1/25 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>PHS</u>	Group Name: <u>JE CLASS</u>	Account #: <u>3006</u>
Proposed Fundraising Activity: <u>PROM 2026</u>		
Intended Use of Proceeds: <u>SENIOR YEAR ACTIVITIES</u>		
Estimated Revenues: \$ <u>16,000</u>	Estimated <u>6,000</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>10,000</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☐ No ☒		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>5/11/2026</u> End: <u>5/29/2026</u> Date: <u>5/30/26</u>		
Team/Club Leader (student): <u>AMBROSE</u> (Signature & Date)	ASB Bookkeeper (staff): <u>[Signature]</u> (Signature & Date)	
Coach/Club Advisor (staff): <u>Kayman 10/2/25</u> (Signature & Date)	Principal's Pre-Approval: <u>[Signature]</u> (Signature & Date)	
Student Leadership (student): <u>[Signature]</u> (Signature & Date)	Activity Coordinator: <u>Debbie Gahler</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 School</u>	Group Name: <u>ASB</u>	Account #: _____
Proposed Fundraising Activity: <u>Clash of the Combines - Spirit Packs sold from ASB</u>		
Intended Use of Proceeds: <u>Donate to Alternatives to violence ^{on} the Palouse</u>		
Estimated Revenues: \$ <u>\$1000</u>	Estimated <u>expense</u>	<u>0 (items donated)</u>
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: _____		
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☒ No ☐		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>12.8.25</u> End: <u>12.13.25</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>Marian Grossler</u> (Signature & Date)	Activity Coordinator: <u>[Signature]</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 Highschool</u>	Group Name: <u>Pullman FFA</u>	Account #: <u>4035</u>
Proposed Fundraising Activity: <u>Plant Sale</u>		
Intended Use of Proceeds: <u>Funding FFA Activities and Purchasing Next Years Plant Sale materials.</u>		
Estimated Revenues: \$ <u>10,000</u>	Estimated Expense = <u>\$5,000</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>\$5,000</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes ☐ No ☒		
If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser:	Start: <u>5/2/2026</u>	End: <u>5/10/2026</u>
Team/Club Leader (student): <u>Queen Minter</u> (Signature & Date) <u>10/23/25</u>	ASB Bookkeeper (staff): <u>R. Hu</u> (Signature & Date)	
Coach/Club Advisor (staff): <u>[Signature]</u> (Signature & Date) <u>10/22/25</u>	Principal's Pre-Approval: <u>[Signature]</u> (Signature & Date) <u>11/9/25</u>	
Student Leadership (student): <u>Mariah Gentry</u> (Signature & Date) <u>10-22-25</u>	Activity Coordinator: <u>[Signature]</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>Queen Minter</u> (Signature & Date) <u>10/23/25</u>	ASB Bookkeeper (staff): _____ (Signature & Date)
Coach/Club Advisor (staff): <u>[Signature]</u> (Signature & Date) <u>10/22/25</u>	Principal: _____ (Signature & Date)
Activity Coordinator: _____ (Signature & Date)	

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

Coversheet

Overnight Field Trip Requests

Section:	IV. Consent Agenda
Item:	I. Overnight Field Trip Requests
Purpose:	
Submitted by:	
Related Material:	Overnight Field Trip - LMS Science Bowl_Regional_FEB 2026.pdf

Pullman School District Form

2320F

Page 1 of 1

Overnight Field Trip Request

Teacher/Group Requesting: LMS Science Bowl

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

1. Number of students involved: 122. Purpose of trip: Compete at Regional Science Bowl3. Destination: Boise, IdahoIs this a result of competition: ☒ Yes ☐ No

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

Hotel5. Number of chaperones: 1 + several parents who travel with us

Names of chaperones:

Roseanne August, Hang Liu, Jin Liu, others as the time gets closer

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

☒ ASB ☐ Principal ☐ Fund Raiser ☐ Other _____Cost to student: \$ NTE \$125 Total Cost: \$ _____

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

8:30 AM 2/6/26 - midnight 2/7/26

8. Insurance implications: _____

9. Method of transportation:

☐ School Bus ☐ Charter Bus ☐ Private Vehicles ☐ Rental Vehicles☒ Other (i.e. airplane, train, etc.) district vanSignature of Advisor/Coach: Marla HugenSignature of Building Principal: Chad HugenSignature of Superintendent: Blair Hunter

Board Action: _____ Date: _____

Coversheet

Records Destruction Log

Section:	IV. Consent Agenda
Item:	J. Records Destruction Log
Purpose:	
Submitted by:	
Related Material:	Records Destruction Log_Nutrition Services 11.12.25.pdf Records Destruction Logs - Finance 11.12.25.pdf

6570F: Pullman School District Records Destruction Log

The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this form when destroying all public records whose minimum retention is *other than* "Retain until no longer needed for agency business then destroy" (such as records covered in the "Records with Minimal Retention Value" section of the Local Government Common Records Retention Schedule (CORE)).

Legal Disposition Authority (taken from Records Retention Schedule)				Agency Records			
Records Series Title	Records Series DAN	Records Retention Schedule	Minimum Retention Period	Description (Box/item numbers, volume, etc.)	Dates Covered	Date Minimum Retention Met	Method(s) of Destruction (See examples, below*)
Food and supply invoices	SD51-08-34 Rev 1	Non-archival non-essential	4 years	files stored in folder in filing cabinet	August 2018-July 2019	yes	secure recycling
Meal production records	SD51-08-13 Rev 1	Non-archival non-essential	3 years	files stored in folder in filing cabinet	August 2018-July 2019	yes	recycling
Meal and milk count reports	SD51-08-05 Rev. 1	Non-archival non-essential	4 years	files stored in folder in filing cabinet	August 2019-July 2020	yes	secure recycling

**Examples of methods of destruction: electronic deletion, in-house OR outside contractor shredding, secure recycling, other (describe)*

Statement: *The public records listed above have met their minimum retention period(s), are not subject to ongoing or reasonably anticipated litigation or public records requests, are not needed for audit or other agency business, and shall be destroyed.*

The individual responsible for inventorying the listed records must sign below prior to the Records Manager's approval:

Employee Signature: Jessie Campbell Printed Name: Jessie Campbell Division: Nutrition Services
 Records Manager Signature: Robert Maxwell Printed Name: Robert Maxwell

The retention and disposition action for this Public Records Destruction Log is "Retain for the life of the agency" pursuant to CORE series GS50-09-06.

6570F: Pullman School District Records Destruction Log

The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this form when destroying all public records whose minimum retention is *other than* "Retain until no longer needed for agency business then destroy" (such as records covered in the "Records with Minimal Retention Value" section of the Local Government Common Records Retention Schedule (CORE)).

Legal Disposition Authority (taken from Records Retention Schedule)				Agency Records			
Records Series Title	Records Series DAN	Records Retention Schedule	Minimum Retention Period	Description (Box/item numbers, volume, etc.)	Dates Covered	Date Minimum Retention Met	Method(s) of Destruction (See examples, below*)
Financial Transactions- General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	Accounts Payable FY 2016/2017 7-boxes	Sept. 2016 - Sept. 2017	Oct. 2023	outside contractor shredding
Financial Transactions- General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	Accounts Payable FY 2017/2018 6-boxes	Sept. 2017 - Aug. 2018	Sept. 2024	outside contractor shredding
Banking-Accts & Transactions	GS2011-185	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	Fiscal Office Banking FY 2016/2017	Sept. 2015 - Aug. 2017	Sept. 2023	outside contractor shredding
Financial Transactions- General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	Fiscal Office Banking FY 2016/2017	Sept. 2016 - Aug. 2017	Sept. 2023	outside contractor shredding
Financial Transactions- General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of fiscal year then destroy	Accounts Payable FY 2016/2017	Sept. 2016 - Aug. 2017	Sept. 2023	outside contractor shredding
Information Management	GD2010-011	5.1 Forms Management	Retain for 3 FY or until State Auditors examination then des	Account Payable FY 2016/2017	Sept. 2015-Aug. 2018	Sept. 2019	outside contractor shredding

**Examples of methods of destruction: electronic deletion, in-house OR outside contractor shredding, secure recycling, other (describe)*

Statement: *The public records listed above have met their minimum retention period(s), are not subject to ongoing or reasonably anticipated litigation or public records requests, are not needed for audit or other agency business, and shall be destroyed.*

The individual responsible for inventorying the listed records must sign below prior to the Records Manager's approval:

Employee Signature: Lisa Spence Printed Name: Lisa Spence Division: Financial Department
 Records Manager Signature: Robert Maxwell Printed Name: Robert Maxwell

The retention and disposition action for this Public Records Destruction Log is "Retain for the life of the agency" pursuant to CORE series GS50-09-06.

6570F: Pullman School District Records Destruction Log

The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this form when destroying all public records whose minimum retention is *other than* "Retain until no longer needed for agency business then destroy" (such as records covered in the "Records with Minimal Retention Value" section of the Local Government Common Records Retention Schedule (CORE)).

Legal Disposition Authority (taken from Records Retention Schedule)				Agency Records			
Records Series Title	Records Series DAN	Records Retention Schedule	Minimum Retention Period	Description (Box/Item numbers, volume, etc.)	Dates Covered	Date Minimum Retention Met	Method(s) of Destruction (See examples, below*)
Financial Disputes and Collections	GS50-03B-14	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	Accounts Payable FY 2016/2017	Sept. 2016 - Aug. 2017	Sept. 2023	outside contractor shredding
Financial Transactions- General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	AP & AR FY 2017/2018	Sept. 2017 - Aug. 2018	Sept. 2024	outside contractor shredding
Financial Disputes and Collections	GS50-03B-14	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	AP & AR FY 2017/2018	Sept. 2017 - Aug. 2018	Sept. 2024	outside contractor shredding
Financial Transactions- General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	AP & AR FY 2017/2018	Sept. 2017 - Aug. 2018	Sept. 2024	outside contractor shredding
Financial Disputes and Collections	GS50-03B-14	3.1 Accounting and Fiscal	Retain for 6 yrs after end of fiscal year then destroy	AR/Banking FY 2017/2018	Sept. 2017 - Aug. 2018	Sept. 2024	outside contractor shredding
Banking-Accts & transactions	GS2011-185	3.1 Accounting and Fiscal	Retain for 6 yrs after end of fiscal year then destroy	AR/Banking FY 2017/2018	Sept. 2017 - Aug. 2018	Sept. 2024	outside contractor shredding

**Examples of methods of destruction: electronic deletion, in-house OR outside contractor shredding, secure recycling, other (describe)*

Statement: *The public records listed above have met their minimum retention period(s), are not subject to ongoing or reasonably anticipated litigation or public records requests, are not needed for audit or other agency business, and shall be destroyed.*

The individual responsible for inventorying the listed records must sign below prior to the Records Manager's approval:

Employee Signature: Lisa Spence Printed Name: Lisa Spence Division: Financial Department
 Records Manager Signature: Robert Maxwell Printed Name: Robert Maxwell

The retention and disposition action for this Public Records Destruction Log is "Retain for the life of the agency" pursuant to CORE series GS50-09-06.

6570F: Pullman School District Records Destruction Log

The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this form when destroying all public records whose minimum retention is *other than* "Retain until no longer needed for agency business then destroy" (such as records covered in the "Records with Minimal Retention Value" section of the Local Government Common Records Retention Schedule (CORE)).

Legal Disposition Authority (taken from Records Retention Schedule)				Agency Records			
Records Series Title	Records Series DAN	Records Retention Schedule	Minimum Retention Period	Description (Box/item numbers, volume, etc.)	Dates Covered	Date Minimum Retention Met	Method(s) of Destruction (See examples, below*)
Financial Transactions-General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 yrs after end of Fiscal year then destroy	AR/Banking FY 2017/2018	Sept. 2017 - Aug.2018	Sept. 2024	outside contractor shredding
Vendor Payment Information	GS2024-033	3.1 Accounting and Fiscal	Retain for 6 yrs after final payment then destroy.	IRS form W-9	1994-2018	Sept. 2024	outside contractor shredding
Information Management	GD2010-011	5.1 Forms Management	Retain for 3 FY or until State Auditors examination then des	Pre- numbered invoices	6/6/2025-12/01/2006	Sept. 2009	outside contractor shredding
Information Management	GD2010-011	5.1 Forms Management	Retain for 3 FY or until State Auditors examination then des	LMS ASB Imprest unused checks	08/09/2011-05/14/2020	Sept. 2023	outside contractor shredding
Information Management	GD2010-011	5.1 Forms Management	Retain for 3 FY or until State Auditors examination then des	PHS ASB Imprest unused checks	02/11/2011-08/06/2020	Sept. 2023	outside contractor shredding
Information Management	GD2010-011	5.1 Forms Management	Retain for 3 FY or until State Auditors examination then des	Donati Fund unused checks	11/18/1994-06/30/2020	Sept. 2023	outside contractor shredding

**Examples of methods of destruction: electronic deletion, in-house OR outside contractor shredding, secure recycling, other (describe)*

Statement: *The public records listed above have met their minimum retention period(s), are not subject to ongoing or reasonably anticipated litigation or public records requests, are not needed for audit or other agency business, and shall be destroyed.*

The individual responsible for inventorying the listed records must sign below prior to the Records Manager's approval:

Employee Signature: Lisa Spence Printed Name: Lisa Spence Division: Financial Department
 Records Manager Signature: Robert Maxwell Printed Name: Robert Maxwell

The retention and disposition action for this Public Records Destruction Log is "Retain for the life of the agency" pursuant to CORE series GS50-09-06.

6570F: Pullman School District Records Destruction Log

The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this form when destroying all public records whose minimum retention is *other than* "Retain until no longer needed for agency business then destroy" (such as records covered in the "Records with Minimal Retention Value" section of the Local Government Common Records Retention Schedule (CORE)).

Legal Disposition Authority (taken from Records Retention Schedule)				Agency Records			
Records Series Title	Records Series DAN	Records Retention Schedule	Minimum Retention Period	Description (Box/item numbers, volume, etc.)	Dates Covered	Date Minimum Retention Met	Method(s) of Destruction (See examples, below*)
Financial Transactions-Bond & Levy	GS2011-183	3.1 Accounting and Fiscal	Retain for 6 yrs after final bond payment or completion of proj	Debt Service Journal Entries	FY 2013-2015	Sept. 2021	outside contractor shredding
Financial Transactions-Bond & Levy	GS2011-183	3.1 Accounting and Fiscal	Retain for 6 yrs after final bond payment or completion of proj	Capital Projects Journal Entries	FY 2013-2015	Sept. 2021	outside contractor shredding
State and Local Tax Returns	GS50-12D-04	3.8 Taxes	Retain for 5 yrs after date of filing then destroy.	Excise Tax Reports & Vouchers	FY2017-2020	Sept. 2025	outside contractor shredding

**Examples of methods of destruction: electronic deletion, in-house OR outside contractor shredding, secure recycling, other (describe)*

Statement: *The public records listed above have met their minimum retention period(s), are not subject to ongoing or reasonably anticipated litigation or public records requests, are not needed for audit or other agency business, and shall be destroyed.*

The individual responsible for inventorying the listed records must sign below prior to the Records Manager's approval:

Employee Signature: Lisa Spence Printed Name: Lisa Spence Division: Financial Department
 Records Manager Signature: Robert Maxwell Printed Name: Robert Maxwell

The retention and disposition action for this Public Records Destruction Log is "Retain for the life of the agency" pursuant to CORE series GS50-09-06.

Coversheet

Irrigation Equipment Access Easement Agreement - City of Pullman & Pullman School District

Section: IV. Consent Agenda
Item: K. Irrigation Equipment Access Easement Agreement - City of Pullman &
Pullman School District
Purpose:
Submitted by:
Related Material: PSD - PAFC Irrigation Access Agreement _FINAL.pdf

After Recording Return to:
City of Pullman
Attn: Dee Stiles-Elliott
190 SE Crestview Street, Building "A"
Pullman, WA 99163

IRRIGATION EQUIPMENT ACCESS EASEMENT

GRANTOR: PULLMAN SCHOOL DISTRICT NO. 267, a municipal corporation of the State of Washington

GRANTEE: CITY OF PULLMAN, a municipal corporation of the State of Washington

ABBREVIATED LEGALS: Portions of the SE Quarter of Section 30, together with portions of the NE Quarter of Section 31, all in TWP 15N, R 45E, W.M.

ASSESSOR'S PARCEL NOS: 815000000000001 & 815000000000002

GRANTOR, PULLMAN SCHOOL DISTRICT NO. 267, a municipal corporation of the State of Washington, does hereby GRANT, CONVEY, and WARRANT to the GRANTEE, City of Pullman, a municipal corporation of the State of Washington, a perpetual Irrigation Equipment Access Easement for the following property:

PROPERTY DESCRIPTION

As shown on Stewart Title Subdivision Guarantee No. G-6329-13253, Order No. 2629837, dated May 30, 2025.

PARCEL A:

A parcel of land as described in a Correction Warranty Deed filed under Auditor's File Number 612246 together with a Warranty Deed filed under Microfilm Number 381967, records of Whitman County, Washington, located in the Southeast Quarter of Section 30 and the Northeast Quarter of Section 31, Township 15 North, Range 45 East, Willamette Meridian, City of Pullman, County of Whitman, State of Washington, more particularly described as follows:

COMMENCING AT the Northeast corner of said Section 31, said point is North 02°23'49" West, 2644.80 feet from the East Quarter Corner of said Section 31; thence South 02°23'49" East, 1754.78 feet to the **POINT OF BEGINNING**;

thence South 86°13'15" West, 550.65 feet; thence North 72°28'41" West, 440.00 feet; thence North 64°15'15" West, 178.63 feet; thence North 79°18'49" West, 330.12 feet; thence South 65°30'46" West, 540.20 feet; thence North 19°01'50" West, 1108.36 feet; thence North 60°36'37" East, 256.98 feet; thence North 73°57'54" West, 106.60 feet; thence North 13°15'31" West, 135.41 feet; thence North 30°41'00" West, 265.06 feet to the Southeasterly boundary line

of Paradise Hills Subdivision No. 7 according to the Plat thereof recorded under AFN 722762, records of said County; thence North 60°36'37" East, 906.92 feet along a portion of said Southerly boundary line; thence South 61°48'13" East, 323.47 feet; thence South 53°06'59" East, 110.39 feet; thence South 24°34'36" West, 262.14 feet; thence South 86°03'24" East, 195.49 feet; thence South 26°53'30" East, 299.41 feet; thence South 50°01'30" East, 399.59 feet; thence North 87°49'07" East, 379.65 feet; thence South 51°53'05" East, 312.92 feet to the East line of the Northeast Quarter of said Section 31; thence South 02°23'49" East, 91.51 feet along said East line; thence South 87°37'49" West, 200.66 feet; thence South 02°22'11" East, 200.00 feet; thence North 87°37'49" East, 102.87 feet; thence South 43°48'11" East, 148.00 feet to the East line of said Northeast Quarter of Section 31; thence South 02°23'49" East, 444.13 feet along said East line to the **POINT OF BEGINNING**.

TOGETHER WITH a parcel of land as described in a Quit Claim Deed filed in Whitman County, Washington under Auditor's File Number 660300, located in the Northeast Quarter of Section 31, Township 15 North, Range 45 East, Willamette Meridian, City of Pullman, County of Whitman, State of Washington, more particularly described as follows;

COMMENCING AT the Northeast Corner of said Section 31, said point is North 02°23'49" West, 2644.80 feet from the East Quarter Corner of said Section 31; Thence South 02°23'49" East, 1754.78 feet to the South boundary line of Pullman High School's Property; thence the following 7 courses along said Pullman High School's boundary; South 86°13'15" West, 550.65 feet; thence North 72°28'41" West, 440.00 feet; thence North 64°15'15" West, 178.63 feet; thence North 79°18'49" West, 330.12 feet; thence South 65°30'46" West, 540.20 feet; thence North 19°01'50" West, 1108.36 feet; thence North 60°36'37" East, 159.83 feet to the **POINT OF BEGINNING**;

thence North 29°38'12" West, 121.18 feet; thence North 42°41'07" West, 358.10 feet to a North Corner of the S & D Mader, LLC's boundary line; thence the following 5 courses along said boundary line; North 60°36'37" East, 137.42 feet; thence South 30°41'00" East, 265.06 feet; thence South 13°15'31" East, 135.41 feet; thence South 73°57'54" East, 106.60 feet; thence South 60°36'37" West, 97.15 feet to the **POINT OF BEGINNING**.

EXCEPTING THEREFROM a parcel of land as described in a Correction Warranty Deed filed under Auditor's File Number 612246 together with a Warranty Deed filed under Microfilm Number 381967, records of Whitman County, Washington, located in the Northeast Quarter of Section 31, Township 15 North, Range 45 East, Willamette Meridian, City of Pullman, County of Whitman, State of Washington more particularly described as follows;

COMMENCING AT the Northeast Corner of said Section 31, said point is North 02°23'49" West, 2644.80 feet from the East Quarter Corner of said Section 31; thence South 02°23'49" East, 1754.78 feet to the South boundary line of Pullman High School's property; thence the following 5 courses along said South boundary line; South 86°13'15" West, 550.65 feet; thence North 72°28'41" West, 440.00 feet; thence North 64°15'15" West, 178.63 feet; thence North 79°18'49" West, 330.12 feet; thence South 65°30'46" West, 540.20 feet to the West Boundary line of said Pullman High School's property; thence North 19°01'50" West, 799.56 feet to the

POINT OF BEGINNING;

thence continuing along said West boundary Line the following 2 courses; North 19°01'50" West, 308.80 feet; thence North 60°36'37" East, 159.83 feet; thence South 17°21'45" East, 119.88 feet; thence South 03°14'40" West, 134.00 feet; thence South 19°30'31" West, 117.00 feet; thence South 66°47'57" West, 30.12 feet to the **POINT OF BEGINNING**.

PARCEL B:

A tract of land situated in the Northeast Quarter of Section 31, Township 15 North, Range 45 East W.M. in the County of Whitman, State of Washington, more particularly described as follows:

BEGINNING AT a point on the East line of said Northeast Quarter of Section 31, which is 887.82 feet North 0°04' West of the Southeast corner of said Northeast Quarter, said point being also the most Northerly corner of Block 13 in Hall's Third Addition to Pullman; running thence South 88°36' West 549.36 feet; thence North 70°18' West 440.00 feet, thence North 61°59' West 178.71 feet; thence North 77°14' West 330.0 feet; thence South 67°52'30" West 540.0 feet; thence North 16°47" West 1109.82 feet; thence North 62°53" East 1040.0 feet; thence South 83°47' East 300.0 feet; thence South 24°37' East 299.82 feet; thence South 47°45' East 400.0 feet; thence South 89°53' East 380.0 feet; thence South 49°36' East 311.76 feet, more or less to the East line of said Northeast Quarter of Section 31; thence South 0°04' East 848.18 feet along said East line to the **POINT OF BEGINNING**., lying Southerly of NW Greyhound Way, formerly known as NW Larry St.

("Property").

Said easement is granted for the purpose of access to, and operation and maintenance of, existing irrigation equipment located on, above, and under the Property and for the future maintenance, upgrades, repairs, removal, and replacement of the existing irrigation equipment. "Irrigation Equipment" includes irrigation pumps, controllers, irrigation conveyance pipes, irrigation sprinkler heads, and electrical panels. The easement applies solely to the Irrigation Equipment that existed on the Property at the time of this easement. This easement does not authorize the installation of any new utilities beyond the existing Irrigation Equipment or in locations other than those currently occupied by such Irrigation Equipment.

The GRANTEE will provide the GRANTOR with at least ten days' prior written notice before performing any upgrades, removal, and replacement of the existing Irrigation Equipment at their current locations, except in the event of an emergency that necessitates immediate access. Any portion of the Property disturbed by the GRANTEE during the exercise of this easement shall be restored substantially to the same condition as existed prior to such work.

GRANTOR, for itself, its successors or assigns, does hereby covenant with the GRANTEE, its successors and assigns, to make no improvements nor construct nor erect any buildings or structures over, under, along, or across the Property which would interfere with the use and enjoyment of the Irrigation Equipment Access Easement herein granted. GRANTEE acknowledges that GRANTOR may, from time to time, require that all or part of the easement be relocated to accommodate development of the Property. GRANTEE agrees to permit such relocation if requested by GRANTOR, provided that: (i) GRANTOR pays the reasonable cost of the relocation, unless otherwise mutually agreed; and (ii) GRANTOR grants to GRANTEE a replacement easement, covering the relocated portion, in substantially the same form and content of this easement. GRANTEE's cooperation will not unreasonably delay or impede the relocation.

The grant and other provisions of the easement shall constitute a covenant running with the land for the benefit of said GRANTEE, its successors and assigns, and the terms, conditions, and covenants herein shall be binding upon and inure to the benefit of the successors and assigns of the GRANTOR and the GRANTEE.

GRANTOR, by its signatures below, does hereby represent and warrant to the GRANTEE that it is lawfully seized and possessed of the premises, and that it has a good and lawful right to convey this easement.

IN WITNESS WHEREOF, the GRANTOR and GRANTEE have executed this instrument this _____ day of _____, 2025.

PULLMAN SCHOOL DISTRICT NO. 267
a municipal corporation of the State of
Washington

By:

and
CITY OF PULLMAN
a municipal corporation of the State of
Washington

By:

STATE OF WASHINGTON)
) ss.
County of Whitman)

On this day personally appeared before me _____, to me known to be the _____ of PULLMAN SCHOOL DISTRICT NO. 267, a Washington municipal corporation, that executed the foregoing instrument and acknowledged said instrument to be the free and voluntary act of said district, for the purposes herein mentioned, and on oath stated that they are authorized to execute the said instrument on behalf of PULLMAN SCHOOL DISTRICT NO. 267.

GIVEN under my hand and official seal this _____ day of _____, 2025.

(S E A L)

Notary Public in and for the State of Washington

My appointment expires _____

STATE OF WASHINGTON)
) ss.
County of Whitman)

On this day personally appeared before me _____, to me known to be the _____ of CITY OF PULLMAN, a Washington municipal corporation, that executed the foregoing instrument and acknowledged said instrument to be the free and voluntary act of said city, for the purposes herein mentioned, and on oath stated that they are authorized to execute the said instrument on behalf of CITY OF PULLMAN.

GIVEN under my hand and official seal this _____ day of _____, 2025.

(S E A L)

Notary Public in and for the State of Washington

My appointment expires _____

Coversheet

Budget Status Report

Section:	IV. Consent Agenda
Item:	L. Budget Status Report
Purpose:	
Submitted by:	
Related Material:	October 2025 Budget Status Report.pdf

3wa6amswal2.p 18-4
05.25.10.00.00

PULLMAN SCHOOL DISTRICT #267
2025-2026 Budget Status Report

11/10/25

Page:1
10:28 AM

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of October, 2025

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	6,237,000	2,141,378.77	2,238,311.74		3,998,688.26	35.89
2000 Local Support Non Tax	866,200	90,489.61	254,087.01		612,112.99	29.33
3000 State Revenue-General Purpose	26,988,051	2,148,871.05	4,566,350.98		22,421,700.02	16.92
4000 State Revenue-Special Purpose	7,491,606	586,369.73	1,197,937.24		6,293,668.76	15.99
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
6000 Federal Revenue-Special Purpose	2,323,968	129,906.49	129,906.49		2,194,061.51	5.59
7000 Other School Districts	24,000	71.61	71.61		23,928.39	0.30
8000 Other Entities	510,500	.00	.00		510,500.00	0.00
9000 Other Financing Sources	100,000	.00	100,000.00		.00	100.00
Total REVENUES/OTHER FIN. SOURCES	44,541,325	5,097,087.26	8,486,665.07		36,054,659.93	19.05
B. EXPENDITURES						
00 Regular Instruction	23,554,670	1,939,162.59	4,179,370.90	16,719,385.06	2,655,914.04	88.72
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	5,777,707	506,433.22	1,018,806.34	4,566,117.53	192,783.13	96.66
30 Vocational Ed Instruction	1,738,845	141,062.19	280,252.96	1,142,253.84	316,338.20	81.81
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Education Instruction	2,223,687	154,687.70	334,486.01	1,410,409.19	478,791.80	78.47
70 Other Instruction Programs	694,019	5,816.04	11,918.12	58,409.71	623,691.17	10.13
80 Community Services	9,850	.00	2,095.60	0.00	7,754.40	21.28
90 Support Services	10,542,547	1,116,462.56	2,520,065.52	6,581,848.18	1,440,633.30	86.34
Total EXPENDITURES	44,541,325	3,863,624.30	8,346,995.45	30,478,423.51	5,715,906.04	87.17
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)						
	0	1,233,462.96	139,669.62		139,669.62	0.00
F. TOTAL BEGINNING FUND BALANCE						
	3,904,808		3,827,095.22			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)						
	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	3,904,808		3,966,764.84			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restricted for Unequalized Dedu	0	.00
G/L 821 Restricted for Carryover of Res	0	96,435.34
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	7,550	647.91
G/L 845 Restricted for Self Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Commitd to Min Fnd Bal Policy	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	556,659	588,932.04
G/L 891 Unassigned Min Fnd Bal Policy	3,340,599	3,280,749.55
<u>TOTAL</u>	3,904,808	3,966,764.84

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PULLMAN SCHOOL DISTRICT #267
2025-2026 Budget Status Report

11/10/25

Page:1
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20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)

For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of October, 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	297,000	101,871.64	106,450.94		190,549.06	35.84
2000 Local Support Non-Tax	121,000	20,389.20	29,343.78		91,656.22	24.25
3000 State Revenue-General Purpose	0	.00	.00		.00	0.00
4000 State Revenue-Special Purpose	0	.00	.00		.00	0.00
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
6000 Federal Revenue-Special Purpose	0	.00	.00		.00	0.00
7000 Other School Districts	0	.00	.00		.00	0.00
8000 Other Entities	0	.00	.00		.00	0.00
9000 Other Financing Sources	1,200,000	.00	.00		1,200,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	1,618,000	122,260.84	135,794.72		1,482,205.28	8.39
<u>B. EXPENDITURES</u>						
10 Sites	1,240,000	11,245.77	24,535.77	0.00	1,215,464.23	1.98
20 Buildings	2,222,000	.00	.00	26,086.26	2,195,913.74	1.17
30 Equipment	260,096	46,089.84	46,089.84	0.00	214,006.16	17.72
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	4,500	.00	.00	0.00	4,500.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	3,726,596	57,335.61	70,625.61	26,086.26	3,629,884.13	2.60
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	100,000	.00	100,000.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	2,208,596-	64,925.23	34,830.89-		2,173,765.11	98.42-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	2,705,515		2,649,981.19			
<u>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	496,919		2,615,150.30			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	24,882.52
G/L 862 Committed from Levy Proceeds	0	36,741.52
G/L 863 Restricted from State Proceeds	0	1,738,620.46
G/L 864 Restricted From Federal Proceed	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fee	0	.00
G/L 869 Restricted from Undistributed P	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	496,919	814,905.80
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	496,919	2,615,150.30

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05.25.10.00.00PULLMAN SCHOOL DISTRICT #267
2025-2026 Budget Status Report

11/10/25

Page:1
10:28 AM30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of October, 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	7,087,920	2,406,424.62	2,516,163.73		4,571,756.27	35.50
2000 Local support Non-Tax	90,000	13,352.15	26,248.83		63,751.17	29.17
3000 State Revenue-General Purpose	0	.00	.00		.00	0.00
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,177,920	2,419,776.77	2,542,412.56		4,635,507.44	35.42
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	4,625,000	.00	.00	0.00	4,625,000.00	0.00
Interest on Bonds	2,335,591	.00	.00	0.00	2,335,591.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	10,000	.00	.00	0.00	10,000.00	0.00
<u>Total EXPENDITURES</u>	6,970,591	.00	.00	0.00	6,970,591.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	207,329	2,419,776.77	2,542,412.56		2,335,083.56	> 1000
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,766,324		3,713,129.79			
<u>G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,973,653		6,255,542.35			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	3,973,653		6,255,542.35			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	3,973,653		6,255,542.35			

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05.25.10.00.00PULLMAN SCHOOL DISTRICT #267
2025-2026 Budget Status Report

11/10/25

Page:1
10:28 AM40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of October, 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	295,555	30,774.31	76,700.65		218,854.35	25.95
2000 Athletics	178,470	13,633.10	78,633.53		99,836.47	44.06
3000 Classes	15,300	.00	.00		15,300.00	0.00
4000 Clubs	130,150	28,203.59	52,459.84		77,690.16	40.31
6000 Private Moneys	7,000	433.67	433.67		6,566.33	6.20
Total REVENUES	626,475	73,044.67	208,227.69		418,247.31	33.24
B. EXPENDITURES						
1000 General Student Body	251,275	4,802.92	9,390.92	10,591.00	231,293.08	7.95
2000 Athletics	239,057	25,543.77	37,036.84	9,033.89	192,986.27	19.27
3000 Classes	20,640	134.67	134.67	938.40	19,566.93	5.20
4000 Clubs	221,905	37,527.21	38,014.48	7,765.29	176,125.23	20.63
6000 Private Moneys	7,000	.00	.00	433.67	6,566.33	6.20
Total EXPENDITURES	739,877	68,008.57	84,576.91	28,762.25	626,537.84	15.32
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)						
	113,402-	5,036.10	123,650.78		237,052.78	209.04-
D. TOTAL BEGINNING FUND BALANCE						
	614,281		564,893.54			
E. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)						
	XXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)						
	500,879		688,544.32			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	500,879		688,544.32			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	500,879		688,544.32			

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05.25.10.00.00PULLMAN SCHOOL DISTRICT #267
2025-2026 Budget Status Report

11/10/25

Page:1
10:28 AM90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2025 (September 1, 2025 - August 31, 2026)For the PULLMAN SCHOOL DISTRICT #267 School District for the Month of October, 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Non Tax	30,000	3,523.79	7,029.74		22,970.26	23.43
3000 State Revenue-General Purpose	0	.00	.00		.00	0.00
4000 State Revenue-Special Purpose	300,518	.00	.00		300,518.00	0.00
5000 Federal Revenue-General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Entities	0	.00	.00		.00	0.00
9000 Other Financiing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	330,518	3,523.79	7,029.74		323,488.26	2.13
 B. <u>9900 TRANSFERS IN FROM GF</u>	 0	 .00	 .00		 .00	 0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	 330,518	 3,523.79	 7,029.74		 323,488.26	 2.13
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	285,000	.00	.00	194,128.18	90,871.82	68.12
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond/Levy Issuance and/or Electi	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 285,000	 .00	 .00	 194,128.18	 90,871.82	 68.12
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 F. <u>OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	 45,518	 3,523.79	 7,029.74		 38,488.26-	 84.56-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	 847,828		 1,013,651.70			
 I. <u>GLS 896, 897, 898 ACCOUNTING</u> <u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	 XXXXXXXXX		 .00			
 J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	 893,346		 1,020,681.44			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	893,346	1,020,681.44
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 893,346	 1,020,681.44

Coversheet

3425 Accommodating Students with Adrenal Insufficiency

Section: V. Action Items
Item: A. 3425 Accommodating Students with Adrenal Insufficiency
Purpose:
Submitted by:
Related Material:
ES 3425 Accommodating Students with Adrenal Insufficiency 10.22.25.pdf
3425 Accommodating Students - Adrenal Insufficiency 10.22.25.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

3425 Accommodating Students with Adrenal Insufficiency

Executive Summary

October 22, 2025

Bob Maxwell

Superintendent

Background:

Board Policy 3425 Accommodating Students with Adrenal Insufficiency is a new critical model policy. Per the October 2025 WSSDA Policy and Legal News, this new policy reflects the passage of Substitute House Bill 1709 Addressing the care of students with adrenal insufficiency by parent-designated adults and requirements outlined in RCW 28A.210.358, which differs in some ways from the laws for students with diabetes or seizure disorders/epilepsy. The adrenal insufficiency statute has different training requirements and directs the individual health plans comply with RCW 28A.210.260.

Recommended Board Action:

Adopt Policy 3425 Accommodating Students with Adrenal Insufficiency.

Motion to Approve

I move approval of the adoption of Board Policy 3425 Accommodating Students with Adrenal Insufficiency.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

3425

Page 1 of 2

STUDENTS

Accommodating Students with Adrenal Insufficiency

I. Individual Health Plans

The district will develop an individual health plan for each student with adrenal insufficiency. The plan will include emergency plans, be updated at least annually, and be distributed to the appropriate staff based on the student's needs and staff level of contact with the student.

In developing the individual health plan, the district will acquire parent requests and instructions, and orders from licensed health professionals prescribing within the scope of their prescriptive authority for monitoring and treating adrenal insufficiency at school.

The district may need to provide exceptions to school policies to implement a student's individual health plan. If that's necessary, the exceptions will be described in the health plan.

The district will follow Policy 3416 and 3416P in administering adrenal insufficiency medication, including the proper storage of medical equipment and medication provided by the parent.

II. Parent-Designated Adults

Parents may assign a parent-designated adult to care for their student.

A parent-designated adult means an adult who is authorized by the parents of a student with adrenal insufficiency to provide care for the child consistent with the student's individual health plan, volunteers to do so, receives additional training selected by the parents, and provides care to the student consistent with their individual health plan. A parent-designated adult may be a district employee.

A parent-designated adult must complete training selected by the student's parents in the proper procedures to care for the student, including administering an emergency injection of corticosteroid during an adrenal crisis, consistent with the student's individual health plan. The training may be provided by an organization that offers training for staff caring for students with adrenal insufficiency or for caretakers of children with adrenal insufficiency.

For a district employee who isn't licensed under chapter 18.79 RCW to be a parent-designated adult, they must voluntarily file a written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. If an employee who isn't licensed under chapter 18.79 RCW chooses not to file such a letter, the employee may not be subject to reprisal or discipline for refusing to file it.

The district will collect and store legal documents for the parent-designated adult to provide care if necessary.

III. Immunity

The district, a district employee, or a parent-designated adult shall not be liable in any criminal action or for civil damages for providing assistance or services to a student with adrenal insufficiency under this policy if they acted in good faith and substantially complied with the student's individual health plan and the instructions of the student's licensed health care professional.

Pullman School District Board Policy

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Cross References:

Board Policy, 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy, 3416	Medication at School
Board Policy, 5630	Volunteers

Legal References:

RCW 28A.210.260	Public and private schools -- Administration of medication -- Conditions
RCW 28A.210.350	Student with diabetes, epilepsy or other seizure disorders, or adrenal insufficiency--Compliance with individual health plan-- Immunity
RCW 28A.210.358	Students with adrenal insufficiency--Individual health plans--Parent-designated adult

Management Resources:

Policy News, October 2015

Classification: Critical

Adoption Date:

Coversheet

5000 Recruitment, Selection and Evaluation of Staff

Section:	V. Action Items
Item:	B. 5000 Recruitment, Selection and Evaluation of Staff
Purpose:	
Submitted by:	
Related Material:	ES 5000 Recruitment, Selection and Evaluation of Staff 10.22.25.pdf 5000 Recruitment and Selection of Staff 10.22.25.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

5000 Recruitment, Selection and Evaluation of Staff

Executive Summary

October 22, 2025

Bob Maxwell

Superintendent

Background:

Board Policy 5000 Recruitment, Selection and Evaluation of Staff has been revised and aligned with the most recent WSSDA model sample policy. Per the October Policy and Legal News, WSSDA has identified and revised several model policies, including Policy 5000, to align with the Washington School Board Standards.

Recommended Board Action:

Approve revisions to Policy 5000 Recruitment, Selection and Evaluation of Staff.

Motion to Approve

I move to approve the revisions to Policy 5000 Recruitment, Selection and Evaluation of Staff as presented.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

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PERSONNEL

Recruitment, and Selection, and Evaluation of Staff

The Pullman School District Board of Directors delegates most or all ~~recognizes the importance of~~ recruitment and selection of school district ~~staff~~ to the superintendent for creating conditions for student and /or their designee(s). staff success.

1.0 Responsible Governance

Staff are recruited and selected to ensure that all staff members To assure that students grow and meet their full potential, the district recruits staff that are highly effective and have, having the necessary skills and experience to meet the learning needs of all students. ~~The district works with teacher preparation programs, communicating the teaching skills, competencies, and experiences it considers of primary importance in its staff, and providing field experiences designed to train teachers to be able to improve student learning. Decisions about hiring, assigning, or transferring staff should be based on maximizing the effectiveness of that staff member within the district's programs.~~

2.0 Creating Conditions for Student and Staff Success

Staff positions are established by the board based on recommendations to provide the district's comprehensive program of the superintendent according to the needs and financial constraints of the district. education. New positions are established by the board as needed. The superintendent or their designee establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels required for each position, ~~as it relates to the district's comprehensive program of education, and to contribute toward~~ the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, ~~and~~ reference check process, and otherequity requirements.

3.0 High Expectations for Student Learning

Positions are created and filled with consideration of salary and within budget parameters, strategic goals, student enrollment, and legal requirements. Part of the district's strategic and short-term planning processes analyzes-analyze current and projected staffing requirements. ~~The filling of individual positions is done with consideration to salary issues, budget parameters, and legal requirements.~~ The superintendent or their designee(s) regularly evaluates the effectiveness of the district's staff recruitment and selection processes, and reports the findings and recommendations from the evaluation to the board.

4.0 Community Engagement

The board and district regularly communicate to staff, professional associations, employee bargaining units, teacher and professional preparation programs in higher education, students, parents, and the larger community the district's commitment to hiring those people best prepared and able to improve student achievement.

Cross References:

Board Policy 5005 Employment: Disclosures, Certification Requirements, Assurances and Approval
Board Policy 5240 Evaluation of Staff
 Board Policy 5610 Substitute Employment

Legal References:

RCW 28A.400.300 Hiring and discharging employees — Written leave policies — Seniority and leave benefits of, retention upon transfers of employees transferring between school districts and other educational employers

Pullman School District Board Policy

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RCW 28A.405.210 Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — non-renewal due to enrollment decline or revenue loss — Notice — Opportunity for hearing
RCW 43.43.830 Background checks — Access to children or vulnerable persons — Definitions
RCW 43.43.832 Background checks — Disclosure of information--Sharing of criminal background information by health care facilities
RCW 49.44.200 Personal social networking accounts – Restrictions on employer access - Definitions
RCW 49.44.205 Violations of RCW 49.44.200 – Civil action - Remedies
Chapter 162-12 WAC Pre-employment Inquiry Guide (Human Rights Commission)
P.L. 99-603 (IRCA) Immigration Reform and Control Act of 1986
Title 8 USC, Ch. 12 §1324a and §1324b
WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination

Management Resource:

[Policy News, October 2025](#)

Policy News, December 2012

Policy News, February 2012 Model Policies Aligned with Washington School Board Standards

Classification: Important

Adoption Date: September 26, 2012

Revised: May 13, 2015

Coversheet

2025-2026 School Improvement Plans

Section:	V. Action Items
Item:	C. 2025-2026 School Improvement Plans
Purpose:	
Submitted by:	
Related Material:	ES 2025-26 SIP Plans 11.12.25.pdf Jefferson_Elementary_SIP_2025-2026.pdf Franklin_Elementary_SIP_2025-2026.pdf Kamiak_Elementary_SIP_2025-2026.pdf Sunnyside_Elementary_SIP_2025-2026.pdf Pullman High School SIP 2025-26.pdf Lincoln Middle School SIP 2025-26.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

2025-2026 School Improvement Plans

Executive Summary

November 12, 2025

By: Bob Maxwell

Superintendent

Background:

Every year, each school in the district is required to present their School Improvement Plan (SIP) to the school board per Policy 2005, and then submit it to the state. Elementary principals presented their 2025-2026 SIPs to the board for discussion at the October 1, 2025 board work session. Secondary Principals presented their 2025-2026 SIPs to the board for discussion at the November 5, 2025 board work session. The School Improvement Plans return to this meeting for final approval.

Recommended Board Action:

Approval of the 2025-2026 School Improvement Plans.

Motion to Approve

I move that we approve the 2025-2026 School Improvement Plans.

☐ Approved

☐ Not Approved

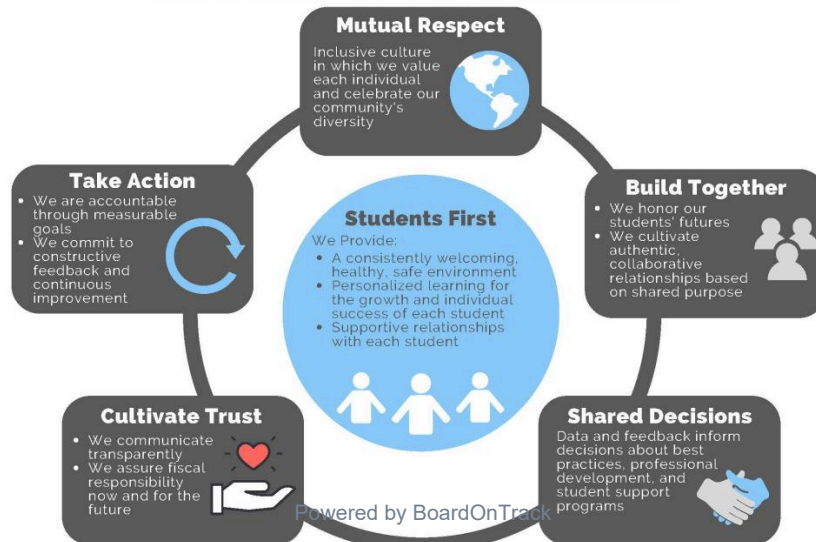
Date: _____

Board Secretary Signature: _____



The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.



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

School Name: Jefferson Elementary		Principal: Kelsey Winningham		Date: 10.1.25	
Team Member	Position/Role	Team Member	Position/Role		
Penny Zimmerman	Kindergarten Teacher				
Diane Hathaway	1st grade Teacher				
Jill Patera	2nd grade Teacher				
Sara King	3rd grade Teacher				
Trisha Doumit	4th grade Teacher				
Samantha Schertenleib	5th grade Teacher				
Niki Wolf	Core+ Teacher				
Nikkita Dehle	School Counselor				
Jacob Gion	Assistant Principal				
Kelsey Winningham	Principal				
Kate Agnew	Parent				
Michelle Bennefield	Parent				
Juan Parra	Parent				

Areas of Focus for School Improvement		
<i>Chronic Absenteeism</i>	<i>ELA Targeted Population</i>	<i>Math Targeted Population</i>
Vision		
To achieve our mission we will: ● Intentionally foster positive student relationships ● Celebrate academic growth, personal growth, and cultural diversity ● Collaborate with district staff, students, families, and community members ● Consistently monitor student performance to inform all instruction ● Commit to ongoing growth in our professional learning and practice ● Believe all Jaguars are capable of success, NO EXCEPTIONS!		
Mission		
It is the mission of Jefferson Elementary School to recognize the talents, skills, and intelligence of all students. We are a safe and loving community where everyone achieves high levels of learning, personal growth, and future success.		
Core Beliefs		
We collectively commit to: ● Identify, revisit, and evaluate our adherence to our team norms to guide us in working together. ● Analyze student achievement data and establish team SMART goals that we work collaboratively to achieve. ● Clarify and assess the most important essential standards of ELA and math with our team. ● Contribute to the process of prioritizing the pace and sequence of math and ELA content to help students achieve mastery in the intended essential standards. ● Teach the agreed-upon, guaranteed and viable curriculum in a culturally responsive manner. ● Develop team-created and frequent common formative assessments that help teams determine each student's mastery of essential learning/standards. ● Establish and teach the proficiency standards (work sample/rubric) we want each student to achieve on each skill and concept that our common formative assessments examine. These criteria will be taught to promote student understanding. ● Use the results of the common assessments to identify students who need additional time and support to master the essential standards during our Tier 1 and 2 instructional time. ● Gather and celebrate evidence of student learning, share it with colleagues, and use that evidence to inform and improve instructional practice.		

School Level Data

Data from the 2024-2025 school year as related to the goals established in this SIP:
All goals related to students living in poverty

- 26% of 3rd-5th graders were proficient on the ELA SBA
 - 3rd grade: 30% proficient
 - 4th grade: 19% proficient
 - 5th grade 30% proficient
- 23% of 3rd- 5th graders were proficient on the Math SBA
 - 3rd grade: 29% proficient
 - 4th grade: 26% proficient
 - 5th grade: 15% proficient
 -
- Attendance: 85% of 5th grade students attended school consistently as measured by chronic absenteeism
 - Six out of 42 students were considered to have “chronic” absenteeism

Data from the 2025-2026 school year (Fall MAP)

- Kindergarten
 - ELA: 11% proficient, 47% proficient
 - Math: 15% proficient, 65% proficient
- 1st grade
 - ELA: 27% proficient, 50% proficient
 - Math: 35% proficient, 62% proficient
- 2nd grade
 - ELA: 17% proficient, 41% proficient
 - Math: 24% proficient, 50% proficient
- 3rd grade
 - ELA: 22% proficient, 45% proficient
 - Math: 25% proficient, 48% proficient
- 4th grade
 - ELA: 23% proficient, 55% proficient
 - Math: 11% proficient, 31% proficient
- 5th grade
 - ELA: 15% proficient, 41% proficient
 - Math: 19% proficient, 42% proficient

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Last year (2024-2025 school year), we had 85% of our 5th grade students attending school consistently as measured by chronic absenteeism (<10% absenteeism)

Goal Statement: Jefferson Elementary will have 97% of all 5th grade students attending school consistently as measured by chronic absenteeism (<10% absenteeism)

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
We will use a tiered approach in determining how to best support our students to recognize their efforts in attendance. Students needing more intensive (tier II) support will utilize activities such as family meetings to address barriers to arriving at school on time. Tier III approaches may include home visits, attendance contracts, and the use of our	We will look at our attendance data monthly for all 5th grade students. Students who are showing a pattern of repeated absences will require family meetings to create a support plan. We want to get to 97% of our students attending school regularly.	We will look at our data monthly. Teachers will discuss attendance concerns at fall conferences and will be supported with letters/additional meetings from the assistant principal or principal.	Indicators of success would be finding solutions for students/families who may have barriers in attending school regularly. Regular attendance from our students in grade 5 will also be an indicator of success.	ALL 5th grade teachers & students, school counselor, social-emotional support specialist, attendance secretary, assistant principal, principal, and families will be responsible for achieving this goal.	The projected length of time is the entire 2025-2026 school year with periodic check-ins monthly (as needed) and through Parent-Teacher conferences.	Attendance Works success plans, incentive charts, team meetings through our student intervention team or community engagement board, family engagement events.

community engagement board.						
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School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: Last year (2024-2025 school year), we had set a goal that 60% of all 3rd-5th grade students living in poverty would meet the state standard on the ELA SBA. We only achieved 26% proficiency.

Goal Statement:
60% of all 3rd-5th grade students living in poverty will meet the state standard (Level 3 or 4) on the 2025-2026 ELA SBA.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
All students will participate in Tier I core instruction (as determined by our essential standards and guaranteed-viable curriculum). Tier II instruction will happen a minimum of 2x per week for 30 minutes for either intervention or extension depending on results of the common formative assessments given by grade level teams. We will utilize “the	The desired result is that we are able to move students to proficiency of the standard. Ultimately, we have set a goal school-wide that all students are reading by the time they leave 2nd grade. We have then set a goal that all students in grades 3-5 are able to read text and comprehend it as there are questions that require them to analyze the text.	We will progress monitor in a variety of ways. We will use progress monitoring for DIBELS and re-test DIBELS in the winter and spring. We will utilize the Core Phonics Screener every 6 weeks for our students who scored in the intensive range requiring foundational teaching of reading. We will also utilize our common formative	We will be looking for growth on our MAP assessments. We also will look for students moving from red to yellow on DIBELS, and yellow to green. For Core Phonics, we will see that students master their skill area and are able to move to the next group.	ALL Jefferson Jaguars are responsible for this action plan. Grade level teams will be collaborating on our school-wide goals in relation to specific essential standards (K-5). Our interventionists will be supporting our grade level teams with our Tier III interventions.	The timeframe is the entirety of the 2025-2026 school year. Each grade level has set short-term goals which will require many check-ins throughout the year. As mentioned already, grade level teams have decided on a single essential standard that they are ensuring that EVERY student will master. These standards build upon each other and will help our students achieve	We are utilizing many resources to help our students achieve success. We will use collaborative literacy as our primary resource for our ELA instruction. We will also utilize UFLI and SIPPS for some of our more intensive interventions. Many teams are utilizing supplementary materials such as ReadWorks, CommonLit and NewsELA to give students more

floor is lava” and move students as they show mastery of the standard to the next skill related group. Tier III interventions will occur 5 days a week for 20-30 minutes. We will utilize the Core Phonics Screener & DIBELS as our universal screeners to help us provide students with the necessary academic skills to help fill any foundational gaps. Tier III support will be provided in collaboration with grade level teachers, Title I, and Special Education. Tier III intervention will be for ALL students; everyone has a “job.” We will be working on either a.) intensive reading foundational instruction, b.) nice to know		assessments to continue to guide our Tier I and II instruction. SBA interims will be utilized in grades 3-5.			our desired goal.	opportunities to master the essential standards.
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standards for students who did not score intensively on our screeners.						
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School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: Last year (2024-2025 school year), we had set a goal that 50% of all our 3rd-5th grade students living in poverty would meet the state standard on the Math SBA. Our outcome was only 23% proficient.

Goal Statement:

50% of all 3rd-5th grade students living in poverty will meet the state standard (Level 3 or 4) on the 2025-2026 Math SBA.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
All students will participate in Tier I core instruction (as determined by our essential standards and guaranteed-viable curriculum). Tier II instruction will happen a minimum of 2x per week for 30 minutes for either intervention or extension depending on results of the common formative assessments given by grade level teams. We will utilize “the floor is lava” and	The desired result is that we are able to move students to proficiency of the standard. Ultimately, we have set school wide goals for K-5 for math principals that build upon one another as determined by our K-5 essential standards in math. We will be working towards number sense and place value so that we can move on to solid understanding of our four	We will progress monitor in a variety of ways. We will utilize the Number Sense screener every 6 weeks. We will also utilize our common formative assessments to continue to guide our Tier I and II instruction. SBA interims will be utilized in grades 3-5.	We will be looking for growth on our MAP assessments. We also will look for students showing progress in their skill group for Tier II and III time as it relates to foundational math skills. For the Number Sense screeners, we will see that students master their skill area and are able to move to the next group.	ALL Jefferson Jaguars are responsible for this action plan. Grade level teams will be collaborating on our school-wide goals in relation to specific essential standards (K-5). Our interventionists will be supporting our grade level teams with our Tier III interventions.	The timeframe is the entirety of the 2025-2026 school year. Each grade level has set short-term goals which will require many check-ins throughout the year. As mentioned already, grade level teams have decided on a single essential standard that they are ensuring that EVERY student will master. These standards build upon each other and will help our students achieve our desired goal.	We are utilizing many resources to help our students achieve success. We will use Bridges Math as our primary resource for our math instruction. We will also utilize the Bridges Intervention Kits for some of our more intensive interventions.

move students as they show mastery of the standard to the next skill related group. Tier III interventions will occur 5 days a week for 20-30 minutes. We will utilize the Bridges screeners (per unit) and the Number Sense screener as our universal screeners to help us provide students with the necessary academic skills to help fill any foundational gaps. Tier III support will be provided in collaboration with grade level teachers, Title I, and Special Education. Tier III intervention will be for ALL students; everyone has a “job.” We will be working on either a.) intensive math foundational instruction, b.) nice to know	operations.					
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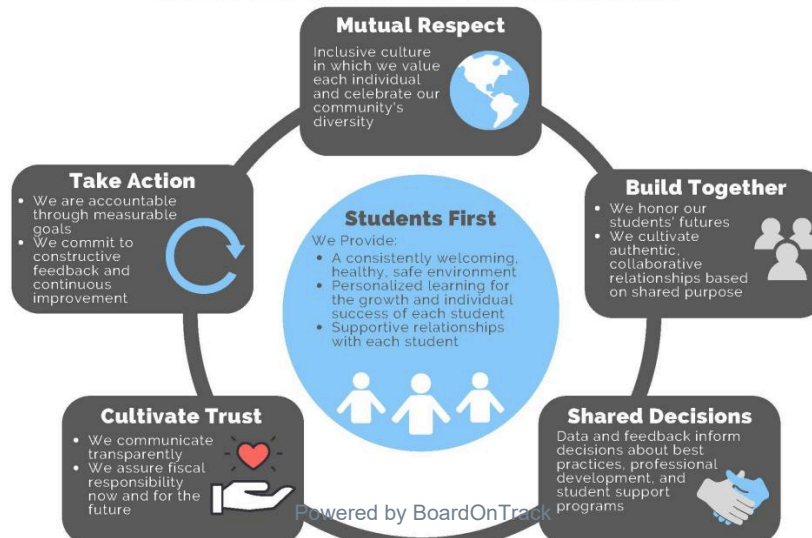
standards for students who did not score intensively on our screeners.						
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School Improvement Plan Process

The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.



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

- 1) Establish a diverse team
 - Teacher leaders (formal and informal)
 - Community/parents
 - Classified staff
 - Students
- 2) Create protocols and norms with your team.
 - Strategies and activities - actions of the adults
 - Progress monitoring - benchmarks
 - Indicators of success - What is the evidence that the strategy is having intended effect?
 - Resources - new, existing, and where resources will come from
- 3) Examine school level data to determine areas for improvement.
- 4) Create School Improvement Plan (SIP) using PSD SIP Template.
- 5) Share SIP with staff and parents *(Dates)*
- 6) Share with PSD School Board *(add dates from Courtney)*

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

School Name: Franklin Elementary		Principal: Liz Pavlik		Date: 9/13/25	
Team Member	Position/Role	Team Member	Position/Role		
Lonna Carrier	Kindergarten Teacher				
Marci Sontgerath	1st Grade Teacher				
Heather Strader	2nd Grade Teacher				
Holly Steele	3rd Grade Teacher				
Chris Lippay	4th Grade Teacher				
Julie Lippay	5th Grade Teacher				
Haylee Fishback	PE Teacher				
Tarrin Weber	Counselor				
Sarah Davis	CORE+				
Liz Pavlik	Principal				

Areas of Focus for School Improvement		
<i>Chronic Absenteeism</i>	<i>ELA Targeted Population</i>	<i>Math Targeted Population</i>
Vision		
We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff: •Are dedicated to the whole student, so that success is achievable and measurable •Work together, interdependently, in collaborative teams, ensuring high levels of learning •Are working to improve, using evidence-based methods and training. •Monitor student progress based on the essential learning standards, and use data to guide our instruction and interventions •Reflects as a team on results on a continuous basis, while celebrating our successes.		
Mission		
Combining our strengths as educators, to ensure high levels of learning for EVERY Franklin Fox!		
Core Beliefs		
● Each and every Franklin Fox can learn and grow with MY support ● We believe all students can grow socially and emotionally with the tools we provide ● We are a staff that learns, grows, and supports one another ● We are here for ALL of you and our students. Belonging is key at Franklin, and we are so excited to have you as a part of our Franklin Fox Family.		
School Level Data		
Data from the 2024-2024 school year as related to the target population goals established in this SIP. ● 55% of 3rd-5th grade students were proficient on the ELA SBA ○ 3rd Grade: 47% ○ 4th Grade: 57% ● 52.5% of 3rd-5th grade students were proficient on the Math SBA ○ 3rd Grade: 47% ○ 4th Grade: 57%		

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: **Chronic Absenteeism**

2024-2025	2025-2026
87% of 4th grade students attended school consistently as measured by chronic absenteeism.	90% of 5th grade students will attend school consistently as measured by chronic absenteeism.

Goal Statement: Students at Franklin Elementary will consistently demonstrate behaviors that will positively increase 5th grade attendance and tardy records. Decrease chronic and at-risk attendance rates as measured by chronic absenteeism.

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Monitor attendance	Create an awareness of patterns and catch students early.	Print a weekly report of attendance	Decreasing the number of unexcused absences	Michelle	Daily/Weekly	Skyward
Counselor Connection	Our counselor will reach out to identify and eliminate barriers to attendance	Routine attendance meeting with secretary, counselor, and administrator	Improved family/community connection and support	Tarrin	Weekly reports	Counselor's Corner
Family Education on Impacts of Attendance	Increase awareness of the impacts of attendance on educational outcomes	Staff will be proactive in sending out communication and setting up meetings with families	Increased awareness and attendance	Classroom Teachers Counselor Administrator	Ongoing	Monthly newsletters Individual family meetings

School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: ELA						
Targeted Population ELA		2025-2026 SBA Proficiency: Increase from 55% to 57% of students that will receive a 3 or 4.				
Goal Statement: Franklin Elementary will improve student performance in language arts as measured by local, district, state, and national indicators.						
Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Increase Science of Reading Knowledge	Our Core+ Team will provide professional development for teachers based of LETRS training	DIBELS assessments and progress monitoring	Utilize Science or Reading strategies to guide instruction.	Sarah Ann	Ongoing	LETRS training
Consistent and evolving WIN groups	Win groups are constantly changing based on students demonstration of mastery for each essential standard	- DIBELS progress monitoring - Common Formative Assessments	Students will receive intense intervention, remediation, or extension as demonstrated by assessment	Classroom Teachers Core+ Staff Paraeducators	Ongoing	Utilize Science of Reading strategies to guide instruction.
Collaborative PLC meetings with all stakeholders	To collaborate with all stakeholders to ensure that we are supporting and have plans to help all students achieve growth	- PLC agenda - Analyzing CFA data	- Students working with a multitude of adults - Growth on MAP assessment and DIBELS progress monitoring	Classroom Teacher Support Staff	Ongoing	- Common Formative Assessments - Unit Assessments

School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: Math

Targeted Population Math	2025-2026
SBA Proficiency: Increase from 52.5% to 55% of students that will receive a 3 or 4.	

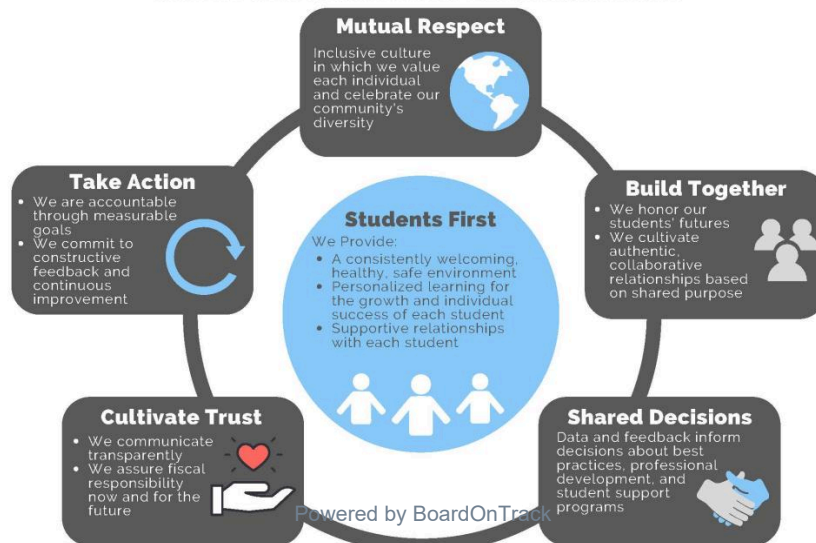
Goal Statement: Franklin Elementary will improve student performance in mathematics as measured by local, district, state, and national indicators.

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Tighten up Core 1 instruction	Reflect on past lessons based on documentation from PLC's.	Provide feedback at PLC collaboration	Decrease the number of students needing intervention.	Classroom Teacher	Classroom Teachers	TACA forms Common Formative Assessments Unit Assessments
Consistent and evolving WIN groups	Win groups are constantly changing based on students demonstration of mastery for each essential standard	- DIBELS progress monitoring - Common Formative Assessments	Students will receive intense intervention, remediation,	Classroom Teachers Core+ Staff Paraeducators	Ongoing	Utilize Science of Reading strategies to guide instruction.
Collaborative PLC meetings with all stakeholders	To collaborate with all stakeholders to ensure that we are supporting and have plans to help all students achieve growth	- PLC agenda - Analyzing CFA data	- Students working with a multitude of adults - Growth on MAP assessment and DIBELS progress monitoring	Classroom Teacher Support Staff	Ongoing	- Common Formative Assessments - Unit Assessments



The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.





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

School Name: Kamiak Elementary School Principal: Cheyenne Webber Date: 10.1.25			
Team Member		Position/Role	
Cheyenne Webber		Principal	
Jacob Gion		Assistant Principal	
Sarah Corbin		Kindergarten Teacher	
Sadie Boone		First Grade Teacher	
Kelly Pollestad		Second Grade Teacher	
Shelley Opgenorth		Third Grade Teacher	
Brianne Pizzigoni		Fourth Grade Teacher	
Emily Poston		Fifth Grade Teacher	
Meghan McKeirnan		Fifth Grade Teacher	
Pat Doumit		Core + Teacher	
Madison Hotchkiss		Core + Teacher	



Areas of Focus for School Improvement		
<i>Chronic Absenteeism</i>	<i>ELA Targeted Population</i>	<i>Math Targeted Population</i>
Mission		
Our mission is to provide a safe, developmentally appropriate, nurturing environment that maximizes growth in social-emotional, cognitive, and physical development for every student.		
Core Beliefs		
All means all at Kamiak Elementary school. Whether you are a student receiving services in special education, a student from a low-income family, or a student from a sub-group who has been historically marginalized, we believe you can learn and grow. Our educators clarify and pace essential learnings in ELA and math using our essential standards, curriculum guides, assessment blueprints, pacing guides, and textbooks. We develop and implement common formative grade level assessments to frequently monitor each student's learning of essential standards and we provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. Our educators create and implement a master instructional schedule at each grade level to provide a protected block of core instructional time for all areas of the content. We initiate individual and small group programs to provide additional intervention and enrichment learning time for students. We provide parents with resources and strategies to help their children succeed academically. Information is provided through newsletters and Weekly Webber Updates on ParentSquare about parent-teacher conferences, community connection events, and other family nights. Our educators use a variety of best instructional strategies to help all students learn essential standards at or above grade level proficiency targets, using OSPIs Best Practices Menu. Lastly, we work together to provide ongoing, job-embedded professional development.		
School Level Data		
Data from the 2024-2025 school year: All goals related to students living in poverty ● Of 3-5th graders were proficient on the ELA SBA ○ 3rd grade: 22% proficient ○ 4th grade: 16% proficient ○ 5th grade: 27% proficient ● Of 3-5th graders were proficient on the Math SBA ○ 3rd grade: 23% proficient ○ 4th grade: 18% proficient		



- 5th grade: 28%

Attendance of 5th grade students (total students: 52):

- 42% had good attendance (22)
- 35% were at risk (18)
- 23% had chronic attendance (12)
 - This data includes all students

Data from the 2025-2026 school year (Fall MAP)

- Kindergarten
 - ELA: 61% proficient, 14% proficient
 - Math: 78% proficient, 22% proficient
- 1st grade
 - ELA: 63% proficient, 34% proficient
 - Math: 77% proficient, 40% proficient
- 2nd grade
 - ELA: 60% proficient, 36% proficient
 - Math: 78% proficient, 41% proficient
- 3rd grade
 - ELA: 63% proficient, 17% proficient
 - Math: 64% proficient, 19% proficient
- 4th grade
 - ELA: 45% proficient, 23% proficient
 - Math: 64% proficient, 35% proficient
- 5th grade
 - ELA: 66% proficient, 26% proficient
 - Math: 57% proficient, 23% proficient

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Last year (2024-2025), we had 29% of our current 5th grade students attend school consistently. 27% were at risk and 44% were considered chronic.



Goal Statement: Students at Kamiak Elementary will consistently demonstrate behaviors that Learning is Required by ALL Kestrels which will positively increase 5th grade attendance and tardy records from 2024-25 to 2025-26. More specifically, increase our positive attendance from 42% to 90%.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Information Letter to all students and parents that includes benefits of regular attendance Attendance Protocol 1. Phone, Monitor Attendance Data Daily 2. Email or Phone Call from Teacher about missed days. Phone call from AP if attendance does not improve 3. Letter to Families about missed days 4. Take Data Informed Steps to eliminate or reduce student's	We want the cohort of students that are in fifth grade to improve their attendance & tardies from the previous year	Skyward Attendance Reports Custom Attendance Reports	Less unexcused absences and tardies this year than the previous year for this cohort of students.	Attendance Secretary Assistant Principal Teachers SIT team	1. Daily 2. As needed 3. After 3rd unexcused or 7th excused absence 4. After 3rd unexcused or 7th excused absence 5. Between 2 and 7 unexcused absences 6. Between 2 and 7 unexcused absences 7. After 7 unexcused in a month or 15 cumulativ	Skyward Attendance Reports Community Engagement Board State Attendance Truancy Requirements Attendance Awareness Materials Information Letter for Parents



Items					Item Number e absences	
5. Attendance: Meeting with Parents and AP-Create Family Plan						
6.RTI for Students with high attendance issues (Community Engagement Board): Enter in agreement						
7. File truancy petition						



School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: In the 2024-2025 school year our students living in poverty achieved this level of proficiency on the ELA SBA:

- 3rd grade: 22% proficient
- 4th grade: 16% proficient
- 5th grade: 27% proficient

Goal Statement:

In the 2025-2026 school year, our goal for each grade is as follows for ELA SBA:

3rd (targeted population): 17% proficient to 27% proficient

4th (targeted population): 23% proficient to 35% proficient

5th (targeted population): 26% proficient to 32% proficient

*proficient=scoring a Level 3 or 4

**proficiency is based off of MAP Projected SBA scores

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
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Curriculum: -Clarify & Pace Essential Standards(skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum (Collaborative Literacy) Guides, assessment blueprints, pacing guides and textbooks. -Teachers will utilize grade level established essential standards and DOK levels Assessments: - Develop and implement common formative assessments to: 1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple	Increased results for all students on local, district, state/provincial, and national indicators	Common Formative Assessments ELA MAPS DIBELS	Seeing growth with CFAs in relation to the same essential standard. Changing WIN groups constantly, based on need. Seeing growth in MAP scores, specifically in proficiency. Seeing growth in DIBELS, specifically in proficiency.	Professional Learning Communities (Collaborative Grade Level Teams) Teachers Paraeducators	Throughout the 2025-2026 school year. Three times a year. Progress monitoring throughout the year	-Grade-Level Collaborative team goals and Pacing Guides -Solution Tree -PLC Training -Essential Standards Alignment -Common Formative Assessments -OSPI Menu of Best Practices -Prioritize Instructional Content ELA Staffing/Time -Interim Assessments -Vocabulary Lists -Core+ -SIPPS -UFLI -Intervention Schedule -ELA Core Instruction Schedule -PSD/Kamiak Professional Development -Peer Observations -Utilize TPEP evaluation growth model to support ELA instruction, including enhancement of principal
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opportunities to demonstrate progress in meeting and exceeding learning targets. Instruction: -Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content. -Initiate individual and small group programs to provide additional intervention and enrichment learning time for students. WIN Time. -Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, parent teacher						evaluation support through collaboration -Vertical instructional alignment
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conferences, and family nights.

- Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the OSPI Best Practices Menu.

Staff

Development:

- Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.

- Create a variety of common, formative assessments designed to monitor student learning of essential skills in reading and writing.

- Provide ongoing, job-embedded staff development.



School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: In the 2024-2025 school year our students living in poverty achieved this level of proficiency on the Math SBA:

- 3rd grade: 23% proficient
- 4th grade: 18% proficient
- 5th grade: 28% proficient

Goal Statement:

3rd (targeted population): 19% proficient to 26% proficient

4th (targeted population): 17% proficient to 32% proficient

5th (targeted population): 23% proficient to 34% proficient

*proficient=scoring a Level 3 or 4

**proficiency is based off of MAP Projected SBA scores

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
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Curriculum: -Clarify and pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides, and curriculum materials. -Teachers will use the Bridges curricular materials scope and sequence -Teachers will utilize grade level established essential standards and DOK levels -Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value, and	Increased results for all students on local, district, state/provincial, and national indicators	Common Formative Assessments Math MAPS Bridges Screeners/Pre-Assessments	Seeing growth with CFAs in relation to the same essential standard. Changing WIN groups constantly, based on need. Seeing growth in MAP scores, specifically in proficiency. Using screener and pre-assessments data to guide instruction.	Professional Learning Communities (Collaborative Grade Level Teams) Teachers Paraeducators	Throughout the 2025-2026 school year. Three times a year. Throughout the 2025-2026 school year	-Grade-Level Collaborative team goals and Pacing Guides -Solution Tree -PLC Training -Essential Standards Alignment -Common Formative Assessments -OSPI Menu of Best Practices -Prioritize Instructional Content Math Staffing/Time -Interim Assessments -Vocabulary Lists -Core+ -Bridges Interventions -Counting Collections -Number Talks -"What Doesn't Belong" -Intervention Schedule -Math Core Instruction Schedule -PSD/Kamiak Professional Development -Peer Observations -Utilize TPEP evaluation growth
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will use manipulatives, interactive resources, and materials.

Assessments:
-Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.

Instruction:
-Create and implement a master instructional schedule at each grade level to provide protected blocks of CORE instructional time for all areas of the

model to support Math instruction, including enhancement of principal evaluation support through collaboration
-Vertical instructional alignment



content.
-Initiate individual and small group programs to provide additional intervention and enrichment learning time for students. WIN time.
-Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, parent/teacher conferences, and family nights.
-Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the OSPI Best Practices Menu

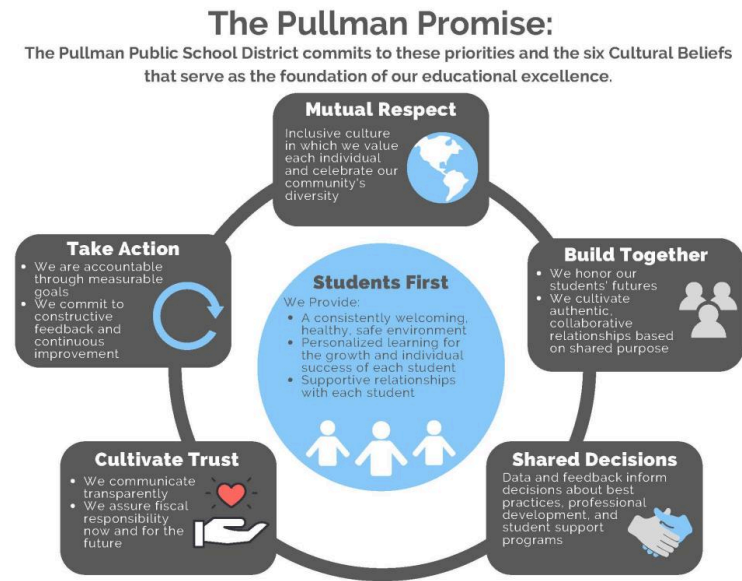
Staff Development:
-Collaboratively study standards &



curriculum guides to generate grade level lists of essential skills. -Create a variety of common, formative assessments designed to monitor student learning of essential skills in mathematics. -Provide ongoing, job-embedded staff development.						
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School Improvement Plan Process





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

- 1) Establish a diverse team
 - Teacher leaders (formal and informal)
 - Community/parents
 - Classified staff
 - Students
- 2) Create protocols and norms with your team.
 - Strategies and activities - actions of the adults
 - Progress monitoring - benchmarks
 - Indicators of success - What is the evidence that the strategy is having intended effect?
 - Resources - new, existing, and where resources will come from
- 3) Examine school level data to determine areas for improvement.
- 4) Create School Improvement Plan (SIP) using PSD SIP Template.
- 5) Share SIP with staff and parents (8/21,9/17, 10/7)
- 6) Share with PSD School Board (10/1)



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

School Name: SESPrincipal: Pam BrantnerDate: 9/12/2025		
Team Member	Position	Role
Pam Brantner	Principal	Facilitator
Annalisa Kiblen	Kindergarten	Co-Facilitator
Sarah Zylstra	1st Grade	Time Keeper
Kelly Laird	2nd Grade	
Erin Thompson	3rd Grade	
Cari DenHerder	4th Grade	Note Taker
Shelby Sandvick	5th Grade	
Corina Andersen	Special Education	
Desiree Greystone	Specialists/ ART-STEM	



Areas of Focus for School Improvement		
Chronic Absenteeism	ELA Targeted Population	Math Targeted Population
Vision/Mission		
Our mission is to help all children become successful adults, to love learning and to respect our work and its people. DEB Mission: “The Diversity Equity & Belonging committee promotes a welcoming environment where Superstars are valued, respected, and included. Superstars are empowered to be their authentic selves through aligned lessons, and important conversations. ”		
Purpose		
Learning is required for ALL Superstars!		
Guiding Coalition: Our Sunnyside Guiding Coalition purpose is to guide and support our collaborative teams in the PLC and RTI processes to ensure that all students achieve at high levels of learning (grade level and beyond)		
25-26 SES PLC Outcomes		
● Review Collective Commitments, Essential Standards, Tight/Loose, CFA Checklist, Accountability Systems ● WIN Time (Tier 2 Instruction) ○ WIN time interventions/extensions in Unit Plans or Scope and Sequence ○ Data Protocol that supports the WIN time (TACA Form) ● Student Goal Setting ○ Becomes ongoing process that can be done as part of regular instruction ○ Ongoing training for student goal settings (teacher experts) ○ Goal Sharing during staff meetings ● TACA Data Conversations (How to have them) ○ Analyzing personal practice with the use of videoing own practice ● Teacher Experts: ○ 1x a month during staff meetings with a focus on instructional strategies that connect to our SIP goals ○ Pop-up PD for teachers (self directed)- google, canva, Supported schools, etc. ● Vertical Collaboration 4x a year ○ WIN Time lessons/interventions/extensions ○ Essential Standard alignment and proficiency ● Unit Plans ○ Revisiting what these look like ○ With focus on adding intervention/extension		
School Level Data		
Attendance 7 students with chronic attendance at grade 5 18 students with at-risk attendance at grade 5 27 students with good standing attendance at grade 5		



Targeted Sub Group- Economically Disadvantaged

SBA 2024 ELA Proficiency

- Third grade-80 %
- Fourth grade- 45%
- Fifth grade- 37%

SBA 2024 Math Proficiency

- Third grade- 67%
- Fourth grade- 29%
- Fifth grade- 25%

SES School STRETCH GOALS 2025-2026

STRETCH SBA Reading			
	2024-2025 % of students met proficiency	2025-2026 Goal	2026-2027 Goal
Low Income	65%	75%	76%

STRETCH SBA Math			
	2024-2025 % of students met proficiency	2025-2026 Goal	2026-2027 Goal
Low Income	45%	55%	57%

Attendance: 96% of all 5 th grade students will attend school consistently as measured by chronic absenteeism (Learning is Required by All Superstars)		
2024-2025 # of absences, tardies	2025-2026 # of absences, tardies	2026-2027 Goal



315 excused, 110 tardies, and 95.2% attendance (37 students)	Less than 375 excused, less than 150 tardies, and 96% attendance (52 students) Reduce 5 more more absences for chronic and at risk students (decrease by 27% for 7 students)	Less than 300, less than 100 tardies, and 96% attendance
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School Improvement Action Plan: *Chronic Absenteeism*

<i>Area for Improvement:</i> Attendance		
Goal Statement: {SMART Goal}: Students at Sunnyside Elementary will consistently demonstrate behaviors that Learning is Required by ALL Superstars which will positively increase 5th grade attendance and tardy records. Increase chronic and at-risk attendance rates so that 96% of all 5 th grade students will attend school consistently as measured by chronic absenteeism		
2024-2025 # of absences, tardies	2025-2026 # of absences, tardies	2026-2027 Goal
Total: 562 Absences and 94% Attendance 128 Chronic Absences (7 Students) 316 At Risk Absences (22 Students) 315 excused, 110 tardies, and 95.2% attendance (37 students)	Less than 450 absences with 95% attendance (50 Students) Reduce 5 more more absences for chronic and at risk students (decrease by 27% for 7 students) Less than 375 excused, less than 150 tardies, and 96% attendance (52 students)	Less than 300, less than 100 tardies, and 96% attendance



Action Plan				
Strategies / Activities	Progress Monitoring	Data Measures Indicators of Success	Person(s) Responsible Timeline	Resources
1. Attendance Protocol Phone, Monitor Attendance Data Daily	<u>Beginning of Year:</u> Answer this question and fill out the table below. <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i> We will preemptively meet before school starts and identify students who are at-risk and chronic from the previous school year. These families will be sent a parent square letter sharing the importance of attendance. This data will be tracked. Teams will meet monthly to look over students who are at risk or chronic in their attendance thus far, Each month attendance meetings may have to occur to address the issues. The principal is meeting with families who have requested a pre-approved absence that is longer than 3 days to discuss the impact on their students' learning.	Skyward Attendance Report, Data Attendance	Daily Christa	• Skyward Attendance Reports • RTI • State Attendance Truancy Requirements • Attendance Awareness Materials
2. RTI for Students with high attendance issues			As Needed SIT Team	
3. Attendance Protocol: Letter to Families			As Needed, after 4 absence	
4. Attendance: Meeting with Parents-Create Family Plan			Before 5 unexcused or 10 excused absences Pam, Kelli, Annalisa, Marki	



School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: Reading/ELA		
Goal Statement: {SMART Goal}: Sunnyside Elementary will improve student performance in language arts as measured by local, district, state/provincial, and National indicators.		
Subgroup targets Low-income	2025-2026	2026-2027
	SBA Results: Increase from 65% to 75% of students will receive a level 3 or 4	SBA Results: Increase from 75% to 76% of students will receive a level 3 or 4



School Improvement Action Plan: *Targeted Population ELA Goal*

Action Plan				
Strategies / Activities	Progress Monitoring	Data Measures Indicators of Success	Person(s) Responsible Timeline	Resources
Curriculum: 1. Clarify & Pace Essential Standards(skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and textbooks.	Beginning of Year: Answer this question and fill out the table below. <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i> - By the mid-year point, we will see 70% of students meet their growth goal and 77% of students achieve a level 3 or 4 on the MAP reading tests. - We will also improve our low income students' MAP proficiency to 54% of low income students achieving a level 3 or 4. - Grade level teams will analyze data on common formative assessments for reading as well as DIBELS progress monitoring often. - Teams will use this data to drive small group instruction during WIN time and reading intervention times to help students improve reading skills, keeping weekly data on the	- Increased results for all students on local, district, state/provincial, and national indicators Lists of Essential Standards - Learning Targets Creation of Common Formative Assessments - Lists of Each Team's Essential Standards & Pacing Guides - Peer Observation Schedule - Common Grade Level Schedules - Intervention/Enrichment Schedule - Volunteer Log Newsletters 3 End of Term Reports - Grade Level Lists ELA grade-level smart goals created within Collaborative teams - Student Goal Setting Lessons and Practices - District Summative Assessments and Scope and Sequence	On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	- Grade-Level PLT goals and Pacing Guides - PLC training through Solution Tree - Aligned Essential standards - Common Formative Assessments - Collaborative Teams - ELA Menu of Best Practices - Priority Instructional Content in ELA/Literacy - Current staffing/time - Common Core Reading Standards - PTO - Interim Assessments -Interim - Block Assessments - Vocabulary Lists - Digital Library - School-Wide calibration of scoring - Core+ Intervention Schedule - ELA Block Scheduling - Curriculum Nights (take home/in person) - Family Challenge Night/STEAM - Grade-Level list of writing models - District Professional Development
2. Teachers will utilize grade level established essential standards and DOK levels			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Assessments: 3. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	



Instruction: 4. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.	<i>progress of students who are not yet at grade level benchmarks.</i> <i>Increasing number of students meeting proficiency on CL Checkpoints, Post-assessments, and CFAs for essential skills that spiral within the Bridges curriculum</i> Mid Year Data: End of Year:		Revisited once a year Principal/CORE +/SPED	- Staff Professional Development at School - Peer Observations - Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration - CougPals - Penfriends - Alignment of instruction both horizontal and vertical - Transition meetings between preschool and Middle school - Calibrated practices in the classroom
5. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
6. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and parent/child reading nights.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
7. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menus			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Staff Development: 8. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills. -Teacher Expert led PD for instructional strategies 1x per month			Revisit at least one time a year Professional Learning Communities (Grade Level Teams) Teachers	
9. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
10. Provide ongoing, job-embedded staff development.			On Going- All Year Long Principals, TOSAS	



School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: Math		
Goal Statement: {SMART Goal}: Sunnyside Elementary will improve student performance in mathematics as measured by local, district, state/provincial, and National indicators.		
Subgroup targets Low-income	2023-2024 SBA Results: Increase from 45% to 50% of students will receive a level 3 or 4	2025-2026 SBA Results: Increase from 50% to 55% of students will receive a level 3 or 4



Action Plan				
Strategies / Activities	Progress Monitoring	Data Measures Indicators of Success	Person(s) Responsible Timeline	Resources
Curriculum: 1. Clarify & pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and curriculum materials.	Beginning of Year: Answer this question and fill out the table below. <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i> - At least 65% of all students meeting mid-year growth goal on MAPs - At least 70% of all students at a mid-year Level 3 on MAPs testing - Increasing number of students meeting proficiency on Bridges Checkpoints, Post-assessments, and CFAs for essential skills that spiral within the Bridges curriculum - Teams analyzing data from MAPs and classroom assessments and responding with intervention for essential standards	- Increased results for all students on local, district, state/provincial, and national indicators - Lists of Essential Standards, - Learning Targets - Creation of Common Formative Assessments - Lists of Each Team’s Essential Standards & Pacing Guides - Peer Observation Schedule - Common Grade Level Schedules - Intervention/Enrichment Schedule - Volunteer Log Newsletters 3-End of Term Reports - Grade-Level Lists - Math grade level smart goals within collaborative teams - Student Goal Setting Lessons and Practices - District Summative Assessments and Scope and Sequence	On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	- Grade-Level PLC goals and Pacing Guides - PLC training with Solution Tree - PLC training through Solution Tree - Aligned Essential standards - Common Formative Assessments - Collaborative Teams - Bridges Scope and Sequence - Bridges screeners/pre-assessments - Priority Instructional Content in Mathematics -Mathematics Menu of Best Practices - Current staffing/time - Common Core Mathematics Standards - PTO - Interim Assessments - Interim Block Assessments - Vocabulary Lists - Digital Library - Core+ Intervention Schedule - Math Block Scheduling - Curriculum Nights - Family Challenge and STEAM nights - District Professional Development - Staff Professional Development at School - Peer Observations - Peer Mentors
2. Teachers will use the Bridges mathematic curriculum scope and sequence			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
3. Teachers will utilize the REAL process from Solution Tree to prioritize essential standards.			At least once per year Professional Learning Communities (Grade Level Teams) Teachers	
4. Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value using manipulatives, interactive resources, and materials.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Assessments: 5. Develop and implement local, common, formative grade level assessments to:1)			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	



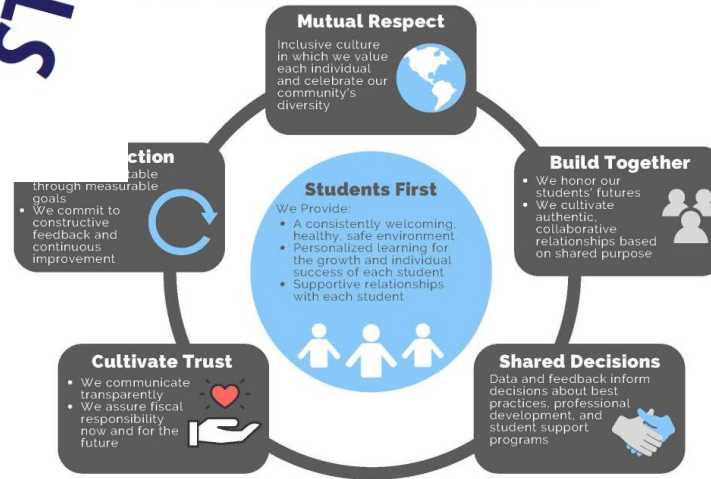
frequently monitor each student’s learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.				● Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration ● Alignment of instruction both horizontal and vertical ● Transition meetings between preschool and Middle school ● Calibrated practices in the classroom
Instruction: 6. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.			Once per year Principal/CORE + /SPED	
7. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
8. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and possible math night.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers, Principal	
9. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menu			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Staff Development: 10. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.			At Least Once per year Professional Learning Communities (Grade Level Teams) Teachers	
11. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in mathematics.			On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
12. Provide ongoing, job-embedded staff development.			On Going- All Year Long Principal/TOSAS	





The Pullman Promise:

Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.





School Improvement Plan Process



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

- 1) Establish a diverse team
 - Teacher leaders (formal and informal)
 - Community/parents
 - Classified staff
 - Students
- 2) Create protocols and norms with your team.
 - Strategies and activities - actions of the adults
 - Progress monitoring - benchmarks
 - Indicators of success - What is the evidence that the strategy is having intended effect?
 - Resources - new, existing, and where resources will come from
- 3) Examine school level data to determine areas for improvement.
- 4) Create School Improvement Plan (SIP) using PSD SIP Template.
- 5) Share SIP with staff and parents (*Guiding Coalition 10/7/25, Parents 10/13/25, Staff 10/15/25*)
- 6) Share with PSD School Board (*11/5/25*)





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

School Name: Pullman High School		Principal: Jerrod Fleury		Date: 9/30/2025	
Team Member	Position/Role	Team Member	Position/Role	Team Member	Position/Role
Debbie Crabtree	Assistant Principal	Evan Hecker	Assistant Principal		
Luke Conley	Teacher	Matt Coulter	Teacher		
Sherre Komp	Teacher	David Cofer	Teacher/Dean Students		
Kate Agnew	Teacher	Scott Thompson	Teacher		
Dan Bromley	Teacher	Raeiah Currier	Teacher		
Tanner Ferry	Teacher	Deanna Kile	Counselor		
PHS Staff	Teachers	Anna Engle	Parent		
Megan Itani	Parent	Becki Fleury	Parent		



Areas of Focus for School Improvement		
<i>Chronic Absenteeism</i>	<i>ELA Targeted Population</i>	<i>Math Targeted Population</i>
Vision		
Pullman High School will be a place where every student belongs, every voice will be heard, and every learner is provided the opportunity to grow. Our vision is rooted in the belief that “ALL means ALL.” We will strive to provide an environment where every student deserves the opportunity to achieve at the highest level and feel connected to a school community who values who they are.		
Mission		
Our mission is to ensure that every student feels connected, supported, and challenged to grow academically, socially and personally, preparing them to thrive in college, career, and life.		
Core Beliefs		
Pullman High School's core beliefs are centered around connection, service, and growth. Connection is creating an environment where students will learn best because they feel known, valued, and part of a supportive community. Service is the act of contributing to others which in turn helps build a strong school community. A community centered on developing responsibility, empathy, and shared successes. Our final core belief centers around growth. We believe that ALL students can achieve at high levels with the right support, encouragement, and opportunities.		
School Level Data		
The data at Pullman High School continues to support the need for focused interventions around chronic absenteeism for 9th grade students, ELA support for low-income 10th grade students, and Math support for low- income 10th grade students. Attendance patterns show that while many students maintain consistent engagement, we need to continue to work on reducing chronic absenteeism to ensure all learners have access to instruction. In academics, SBA scores indicate that not all learners are yet meeting grade-level expectations. By focusing on consistent attendance, strengthening core instruction in math and English, and providing targeted support, we are committed to ensuring that every student has the opportunity to achieve at high levels—because all means all.		



School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: {insert summary of area for improvement, include supporting data}

Attendance data shows a significant challenge for students transitioning into high school with chronic absenteeism. The goal aims to cut chronic absenteeism. Success at 9th grade is a strong indicator for future graduation success. It is critical that we utilize early warning systems to identify Tier 1, 2, and 3 strategies to develop systems of support that will provide students with the skills to be successful.

Goal Statement: {SMART Goal}

By June 2026, Pullman High School will reduce the percentage of 9th grade students who are chronically absent from 36% to 25%.

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources



Create a Tiered approach to address chronic absenteeism	Increase accountability on admin, staff, students and families	Tracking system for conversations	Decreased chronic absenteeism	Admin to create and staff and admin to implement	Ongoing	Create a tiered system with action plans for each tier.
Greet students daily and increase positive adult presence in hallways and entryways	Students feel connected and welcomed, reducing absences	Walkthrough logs; staff duty schedules	Improved attendance on daily counts; positive climate surveys	All Staff and Administration	Daily	CharacterStrong routines; staff duty roster
Identify and meet with students showing early attendance concerns through a Hound-Time Advocacy Panel	Students reflect on barriers and make improvement plans. Admin identifies and works to remove barriers	Reflection and data tracking forms	Reduction in repeat absences for targeted students	Counselors, Dean of Students, Attendance Technician, and Administration	Ongoing	Reflection templates; Hound Time
Increase communication with families when attendance issues arise (calls, ParentSquare messages, conferences)	Families are engaged as partners in solving attendance barriers	Communication logs; meeting notes	Higher family participation; decline in unexcused absences	Teachers; Attendance Office; Admin	Ongoing	ParentSquare; phone/email logs



School Improvement Action Plan: ***ELA Goal - Low-Income 10th Grade Students***

Area for Improvement: {insert summary of area for improvement, include supporting data}

Improving outcomes in English Language Arts is an essential priority for our school. Literacy skills are the foundation for success in every subject area, and strong reading, writing, and communication skills open doors for students both in high school and beyond. SBA data reveals that 63% of our current 10th grade students met standard in ELA based on their 8th grade scores, while only 53% of our current 10th grade low-income students were proficient in 8th grade. Research shows that when students face barriers outside of school, such as limited access to resources or enrichment opportunities, strong instruction and support in ELA can help close achievement gaps and ensure equity.

Goal Statement: {SMART Goal}

Pullman High School will increase ELA achievement among low-income 10th-grade students by providing resources and support to help move 30% of level 1 students to level 2 and by moving 30% of students from level 2 to level 3 as indicated by the SBA assessment given in the spring of 2026. *(Students - 51 total {13/ 25% Level 1 and 11/22% Level 2})*

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources



Embed high leverage Tier 1 instructional strategies across all courses	All students can access grade level content and materials	Walkthroughs and PLC commitments	Increased student engagement and decrease in students performing below proficiency	All teachers	Weekly to Monthly	PD to develop Tier 1 instructional strategies
Continue work with common formative assessments (CFA's)	Increased consistency in measuring student mastery	Data cycles after each CFA	Growth in CFA results; SBA improvement	All Department PLC's	Ongoing	Common assessment bank, PLC collaboration time
Clarify and pace essential standards across all all courses	Alignment ensures focus on critical content; improved instructional coherence	Review of Essential Standards documents	Common pacing guides and CFA focused on mastering essential standards	All PLCs, Guiding Coalition	Ongoing (yearlong)	PLC training, Solution Tree resources, Best Practices



School Improvement Action Plan: ***Math Goal - Low-Income 10th Grade Students***

Area for Improvement: {insert summary of area for improvement, include supporting data}

Strong math skills can build confidence, open doors and set students up for success in college and career. Current SBA data is based on our current 10th graders scores from 8th grade. The SBA data shows a significant gap in math performance. 62% of our current 10th graders met standard on the SBA Math assessment in 8th grade. Current scores for our low income students provide evidence for additional support. Only 49% of our current 10th graders reached proficiency based on their scores from 8th grade. Students from low-income will often rely on us to provide the support and encouragement they need to stay on track. It is our goal to make sure every student has the chance to succeed in math.

Goal Statement: {SMART Goal}

Pullman High School will increase Math achievement among low-income 10th-grade students by providing resources and support to help move 30% of level 1 students to level 2 and by moving 30% of level 2 students to level 3 as indicated by the SBA assessment given in the spring of 2026. *(Students - 51 total {16/ 31% Level 1 and 10/20% Level 2})*

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Implement self-reported grades and expectations	Students set learning goals and track their own progress	Goal sheets; CFA reflections	Higher motivation; measurable growth across units	Math Teachers	Quarterly	Time for Math team to develop Goal-tracking tools
Embed high leverage Tier 1 instructional strategies across all courses	All students can access course level standards	Walkthroughs	Increased student engagement and decrease in students performing below proficiency	All teachers	Daily	PD to develop Tier 1 instructional strategies during staff Trainings
Math Support Intervention course in Algebra I	Strengthen foundational skills		Improved MAPS scores, fewer D/F grades	Admin, Math Support Teachers	Ongoing	MAPs assessment



Administer SBA Interim Assessments in Math at least twice per semester	for struggling students Students and staff receive standards-based progress data prior to the state assessment	MAPS Algebra data, interims and course grades Assessment participation logs	80%+ student participation in interims	Math Department; Admin	Fall 2025–Winter 2026	Scheduling time to create Interims
Continue work with common formative assessments (CFA's)	Increased consistency in measuring student mastery	Data cycles after each CFA	Growth in CFA results; SBA improvement	All Department PLC's	Ongoing	Common assessment bank, PLC collaboration time
Clarify and pace essential standards across Alg. 1, Geometry, and Integrated	Alignment ensures focus on critical content; improved instructional coherence	Review of Essential Standards documents	Common pacing guides and posted learning targets	Math PLCs, Guiding Coalition	Ongoing (yearlong)	PLC training, Solution Tree resources, Best Practices



School Improvement Action Plan: *Family Engagement*

Area for Improvement: {insert summary of area for improvement, include supporting data}

Family engagement is a critical driver of student success, yet current trends show inconsistent family involvement across academic, cultural, and extracurricular events. Strengthening family partnerships through intentional, consistent communication (ParentSquare), diverse events, and authentic family voice opportunities will help close equity gaps, improve student attendance, and support academic achievement.

Goal Statement: {SMART Goal}

The goal for Pullman High School is to increase family engagement through offering a variety of different events that will provide families with resources to help students be successful throughout their time at PHS. In addition, the communication goal is to ensure that 80% of staff use ParentSquare monthly to communicate with families about student learning, celebrations, and opportunities for involvement, ensuring families feel connected, valued, and informed.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
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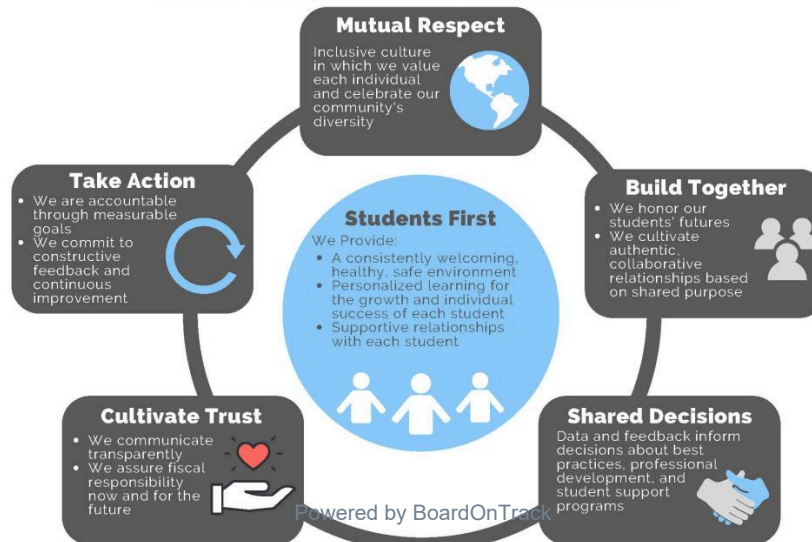
Family Advisory Council: Create a diverse family council that meets quarterly to provide input on SIP goals, school policies, and events.	Family voice is represented in decision-making.	Meeting agendas and minutes.	Consistent attendance; family feedback integrated into SIP updates.	Admin; Family Engagement Coordinator	Quarterly, 2025–26	Council membership; interpretation services.
Consistent ParentSquare Use: All teachers send at least one monthly update celebrating learning, sharing resources, or inviting family involvement	Families feel informed, valued, and connected to their child's school experience	ParentSquare analytics; random family surveys	80%+ of staff using ParentSquare monthly; to provide celebrations and positive communication	Teachers; Admin monitoring	Monthly, 2025–26	ParentSquare; training; exemplars of effective messages
Family/Parent Nights: Host quarterly evenings focused on College/Career, information to support parenting and events to help parents navigate high school systems	Families better understand academic expectations and how to support well-being at home	Attendance logs; post-event surveys	20% increase in family attendance at academic workshops	Department Teams, Counselors and Admin	4 times per year	Examples include Graduation event, Grey Hound Gear up, back to school night, college in high school event, CTE art show. Systems to provide translators, childcare, and dinner options



School Improvement Plan Process

The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.



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

- 1) Establish a diverse team
 - Teacher leaders (formal and informal)
 - Community/parents
 - Classified staff
 - Students
- 2) Create protocols and norms with your team.
 - Strategies and activities - actions of the adults
 - Progress monitoring - benchmarks
 - Indicators of success - What is the evidence that the strategy is having intended effect?
 - Resources - new, existing, and where resources will come from
- 3) Examine school level data to determine areas for improvement.
- 4) Create School Improvement Plan (SIP) using PSD SIP Template.
- 5) Share SIP with staff and parents *(August 2025)*
- 6) Share with PSD School Board *(Nov. 4, 2025)*

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

School Name: Lincoln Middle School		Principal: Cameron Grow		Date: 08/15/25	
Team Member	Position/Role	Team Member	Position/Role		
Cameron Grow	Principal				
Tammy Sewell	Asst. Principal				
Aubrey Anderson	Dean of Students				
Grace Grow	Teacher/Assessment specialist				
Mimi Dissmore	Math team lead				
Emma Haug	ELA team lead				
Marla Haugen	Science team lead				
Janet Fulfs	Social Studies team lead				
Becky Adderson	Special Education team lead				
Katharine Covill	Music team lead				

Areas of Focus for School Improvement		
<i>Chronic Absenteeism</i>	<i>ELA Targeted Population</i>	<i>Math Targeted Population</i>
Vision		
At LMS, we believe that every year should be a journey of exploration, learning, and growth. Our goal is to make your experience here exciting, challenging, and filled with opportunities that inspire confidence and pride. We care deeply about each of our students and are committed to creating a positive, supportive environment where everyone can thrive.		
Mission		
Together, let's make this a memorable year—one where you do your best for yourself, for others, and for your school.		
Core Beliefs		
● Students First ● I prioritize resources based on what is needed for the success of every student ● Cultivate Trust ● I value, trust, and respect ALL ● Mutual Respect ● I recognize and value the beliefs and experiences of ALL. ● Shared Decisions ● I provide and accept input to guide decisions and influence policies ● Build Together ● I collaborate and compromise to accomplish shared goals		

- **Take Action**

- I actively address concerns, seek solutions, and give timely feedback in a constructive manner.

School Improvement Action Plan: *ELA Goal*

SY 2025-2026 SMARTIE Goal #1: LMS SBAC scores will increase by 5% at each grade level in the area of ELA. 6th grade proficiency will increase to 75%. 7th grade proficiency will increase to 68%. 8th grade proficiency will increase to 68%.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
- LMS collaborative teams focus on their essential standards at each grade level. - LMS collaborative teams focus on Guaranteed Viable Curriculum for all students to ensure equitable practices for all. - LMS Guiding Coalition monitoring work of collaborative teams and their goals. - Development of school-wide intervention system to ensure high levels of learning for all students.	All LMS students will benefit from each of these action steps. Collaborative teams holding themselves accountable to each of the action steps.	- LMS collaborative teams Common Formative Assessment data - Fall, Winter, and Spring MAPS data collected for all students in the area of ELA. - Interim assessment data of all students in the area of ELA. End of year SBAC data for all students	- Data will be reviewed standard by standard and unit by unit by LMS Collaborative teams and LMS Guiding Coalition. - MAPS data will be collected and reviewed by LMS collaborative teams in the fall, winter, and spring. - Interim assessments will be reviewed by grade level collaborative teams in the winter and spring. SBAC data will be reviewed at the completion of the assessment in the spring.	- LMS collaborative teams at each grade level. - LMS Guiding Coalition - LMS school Administration	August 2025 thru May 2026	- Continued professional development focused on the PLC process. - Weekly collaborative time for all teams. - LMS staff meetings focused on student data in the area of ELA. Monthly Guiding Coalition meetings

School Improvement Action Plan: *Math Goal*

SY 2025-2026 SMARTIE Goal #2: : LMS SBAC scores will increase by 5% at each grade level in the area of Math. 6th grade proficiency will increase to 68%. 7th grade proficiency will increase to 64%. 8th grade proficiency will increase to 58%.

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
- LMS collaborative teams focus on their essential standards at each grade level. - LMS collaborative teams focus on Guaranteed Viable Curriculum for all students to ensure equitable practices for all. - LMS Guiding Coalition monitoring work of collaborative teams and their goals. - Development of school-wide intervention system to ensure high levels of learning for all students.	All LMS students will benefit from each of these action steps. Collaborative teams holding themselves accountable to each of the action steps.	- LMS collaborative teams Common Formative Assessment data - Fall, Winter, and Spring MAPS data collected for all students in the area of ELA. - Interim assessment data of all students in the area of Math. End of year SBAC data for all students	- Data will be reviewed standard by standard and unit by unit by LMS Collaborative teams and LMS Guiding Coalition. - MAPS data will be collected and reviewed by LMS collaborative teams in the fall, winter, and spring. - Interim assessments will be reviewed by grade level collaborative teams in the winter and spring. SBAC data will be reviewed at the completion of the assessment in the spring.	- LMS collaborative teams at each grade level. - LMS Guiding Coalition - LMS school Administration	August 2025 thru May 2026	- Continued professional development focused on the PLC process. - Weekly collaborative time for all teams. - LMS staff meetings focused on student data in the area of ELA. Monthly Guiding Coalition meetings

School Improvement Action Plan: *Chronic Absenteeism*

SY 2025-2026 SMARTIE Goal #3: Students at Lincoln Middle School will attend school regularly. LMS will reduce chronic absenteeism by 15% over the course of the 2024-25 school year for our 7th grade students moving to 8th grade. 63 students were chronically absent in cohort, this will reduce to 53 students or less.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
- Information letter to students and parents that focuses on positive attendance (done in spring by counselors) - Teacher phone calls along with calls from attendance secretary. - Focus on using Community Truancy board as a resource for our kids/parents/staff - Attendance letters sent to families. - Home visits by administration and counselors - Attendance meetings with parents	8th grade students will attend school regularly	- Skyward attendance reports - Daily attendance figures	- Daily attendance figures - Number of CEB referrals drops	- LMS Administration - LMS Attendance Secretary - Registrar and front office staff - Counselors	25-26 School year	- Letters during the summer - Phone calls progressively during year - During course of school year. - Letters are sent as needed during year - Home visits are done on an as needed basis. - Meetings are done with admin on as needed basis. - Skyward attendance reports

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School Improvement Action Plan: *Targeted Population ELA Goal*

SY 2025-2026 SMARTIE Goal #4: Students who live in poverty will increase their literacy skills (ELA) from 44% proficiency to 50% proficiency as measured by the Smarter Balanced Assessment.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
- LMS collaborative teams focus on their essential standards at each grade level. - LMS collaborative teams focus on Guaranteed Viable Curriculum for all students to ensure equitable practices for all. - LMS Guiding Coalition monitoring work of collaborative teams and their goals. - Development of school-wide intervention system to ensure high levels of learning for all students.	All LMS students will benefit from each of these action steps. Collaborative teams holding themselves accountable to each of the action steps.	- LMS collaborative teams Common Formative Assessment data - Fall, Winter, and Spring MAPS data collected for all students in the area of ELA. - Interim assessment data of all students in the area of ELA. End of year SBAC data for all students	- Data will be reviewed standard by standard and unit by unit by LMS Collaborative teams and LMS Guiding Coalition. - MAPS data will be collected and reviewed by LMS collaborative teams in the fall, winter, and spring. - Interim assessments will be reviewed by grade level collaborative teams in the winter and spring. SBAC data will be reviewed at the completion of the assessment in the	- LMS collaborative teams at each grade level. - LMS Guiding Coalition - LMS school Administration	August 2025 thru May 2026	- Continued professional development focused on the PLC process. - Weekly collaborative time for all teams. - LMS staff meetings focused on student data in the area of ELA. Monthly Guiding Coalition meetings

			spring.			
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School Improvement Action Plan: *Targeted Population Math Goal*

SY 2025-2026 SMARTIE Goal #5: Students who live in poverty will increase their math skills from 36% proficiency to 50% proficiency as measured by the Smarter Balanced Assessment.						
Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
- LMS collaborative teams focus on their essential standards at each grade level. - LMS collaborative teams focus on Guaranteed Viable Curriculum for all students to ensure equitable practices for all. - LMS Guiding Coalition monitoring work of collaborative teams and their goals. - Development of school-wide intervention system to ensure high levels of learning for all	All LMS students will benefit from each of these action steps. Collaborative teams holding themselves accountable to each of the action steps.	- LMS collaborative teams Common Formative Assessment data - Fall, Winter, and Spring MAPS data collected for all students in the area of ELA. - Interim assessment data of all students in the area of Math. End of year SBAC data for all students	- Data will be reviewed standard by standard and unit by unit by LMS Collaborative teams and LMS Guiding Coalition. - MAPS data will be collected and reviewed by LMS collaborative teams in the fall, winter, and spring. - Interim assessments will be reviewed by grade level collaborative teams in the winter and spring. SBAC data will be reviewed at the completion of the	- LMS collaborative teams at each grade level. - LMS Guiding Coalition - LMS school Administration	August 2025 thru May 2026	- Continued professional development focused on the PLC process. - Weekly collaborative time for all teams. - LMS staff meetings focused on student data in the area of Math. Monthly Guiding Coalition meetings

students.			assessment in the spring.			
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Coversheet

Diversity, Equity, Inclusion & Belonging Task Force Review

Section: VI. Discussion Items
Item: A. Diversity, Equity, Inclusion & Belonging Task Force Review
Purpose:
Submitted by:
Related Material: ES DEIB Task Force Review 11.12.25.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

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Diversity, Equity, Inclusion & Belonging Task Force Agenda Items

Executive Summary

November 12, 2025

Board of Directors

Background:

In accordance with Board Procedure 4110P, the Diversity, Equity, Inclusion & Belonging (DEIB) task force must receive a clear charge or specific assignment. The Board of Directors will review and discuss items related to the task force's goals and responsibilities.

Recommended Board Action:

Motion to Approve

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Coversheet

Purchase and Sales Agreement - Harms Place, LLC & Pullman School District

Section:	VI. Discussion Items
Item:	B. Purchase and Sales Agreement - Harms Place, LLC & Pullman School District
Purpose:	
Submitted by:	
Related Material:	ES Purchase and Sale Agreement Purchase of Quist Property.pdf Purchase and Sale Agreement - Harms Place LLC and Pullman SD.pdf



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Purchase and Sale Agreement - Purchase of Real Property

Executive Summary

November 12, 2025

Juston Pollestad

Executive Director of Operations

Background:

Pullman School District is pursuing the purchase of approximately 30.01 acres of land located near the west end of Crestview Street. This parcel adjoins the 60 acres of property the District already owns in the same area, creating a unified 90-acre site under District ownership.

The acquisition provides several key advantages:

Improved Access: The new parcel includes direct frontage on Crestview Street, establishing reliable road access to the combined site - an improvement over the District's existing property, which currently lacks direct street access.

Utility Availability: The property has access to municipal utilities, reducing future infrastructure costs and improving site readiness for potential development.

Strategic Planning: This purchase enhances the District's long-term flexibility, allowing for potential future school facility development, transportation or maintenance infrastructure, or other District needs as enrollment and community growth continue.

Investment in Growth: This acquisition represents a proactive investment in the District's future capacity to serve students and the community.

Recommended Board Action:

Approve Pullman School District to purchase 30.01 acres of Real Property.

Motion to Approve

I move that the Board approve the purchase of 30.01 acres of Real Property

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

PURCHASE AND SALE AGREEMENT

THIS PURCHASE AND SALE AGREEMENT (“Agreement”), made this 3 day of November, 2025, by and between:

HARMS PLACE, LLC, a Washington limited liability company, hereinafter called “Seller,”

and

PULLMAN SCHOOL DISTRICT NO. 267, a Washington municipal corporation, hereinafter called “Buyer.”

WITNESSETH:

1. PREMISES. Seller shall sell and Buyer shall buy the property (the “Premises”) more particularly described on Exhibit “A” attached hereto and incorporated herein by reference (Whitman County Assessor Parcel No. 200004414121690), containing 30.01 acres, together with all improvements thereon and any and all rights, easements, and appurtenances thereto. The Premises are unimproved real property.
2. CONSIDERATION. As consideration for the Buyer’s purchase of the Premises set forth in Section 1 the Buyer shall do the following: Pay the sum of \$600,000.00 in cash to Seller on or before Closing.
3. BUYER’S REPRESENTATION. Buyer represents that Buyer has sufficient funds available to close this sale in accordance with this Agreement, and is not relying on any contingent source of funds unless otherwise set forth in this Agreement.
4. CONTINGENCIES.
 - a. Buyer’s Contingencies. Buyer’s obligation to close this transaction shall be contingent upon the following contingencies, each of which shall conclusively be deemed satisfied, unless Buyer provides written notice to Seller of dissatisfaction of one or more of the contingencies at least ten (10) days prior to the Closing:
 - i. Inspection. Buyer’s inspection and satisfaction, in Buyer’s sole discretion, of the physical condition and attributes of the Premises, including, without limitation, the condition of title; the Premises’ suitability for Buyer’s intended use; and the physical,

legal, and financial feasibility of Buyer's plans for the Premises in its sole discretion.

ii. Appraisal. Buyer's receipt of an appraisal, in accordance with RCW 28A.335.090, of the Premises by an appraiser of Buyer's choice.

iii. Board Approval. This Agreement is contingent upon approval of this Agreement by the Board of Directors of Pullman School District No. 267 on or before the Closing date.

If each of the foregoing contingencies is not satisfied as provided herein, the Agreement and all rights, liabilities and obligations of the parties hereto shall terminate and the earnest money, if any, shall be returned to Buyer.

b. Seller's Contingencies. This Agreement, and Closing, is also contingent upon the Seller, on or before Closing, finalizing a Short Plat Division, or other type of subdivision, at Seller's sole cost and expense, with the City of Pullman, Washington, making the Premises a legal lot of record and a separate tax parcel with a discrete legal description. If, for any reason, a Short Plat Division, or other type of subdivision, cannot be secured by Seller prior to Closing, then on Closing, this Agreement and the obligations and liabilities of the parties hereunder shall terminate and the earnest money, if any, shall be returned to Buyer.

c. Mutual Contingency. This Agreement, and Closing, are contingent upon Buyer and Seller executing and recording a written reaffirmation confirming all terms and conditions set forth in the previously recorded public street, road, and utility easements, as well as in the Memorandum of Understanding for Infrastructure between the parties concerning the 30-acre parcel and the 60-acre parcel. The reaffirmation shall also acknowledge that these easements and the Memorandum of Understanding provide access to Seller's adjacent southern 149.9-acre parcel.

5. TITLE. Unless otherwise specified in this Agreement, title to the Premises shall be marketable at Closing and free of all encumbrances, claims, and liens when conveyed.

After mutual execution of this Agreement, Seller shall obtain and deliver to Buyer a preliminary title commitment ("PTC") for an owner's standard coverage policy of title insurance from Pioneer Title Company showing the condition of Seller's title to the Premises, together with legible copies of all instruments which appear as conditions or exceptions to title. Before the end of the feasibility period described in Section 3, Buyer shall give written notice to Seller of any deficiency or title exceptions, covenants, conditions, or restrictions (all "Exception[s]") disclosed

therein to which Buyer objects, and Seller shall have the option of curing such Exceptions. If Seller is unwilling or unable to cure or remove any Exceptions which are unacceptable to Buyer, then Buyer may elect to terminate this Agreement in accordance with Section 3 or waive such objection and proceed with the Closing. In the event that Buyer waives its objection to any Exception, then such Exception, together with all other Exceptions disclosed in the PTC or other documents for which Buyer had no objection, shall become "Permitted Exceptions" for purposes of this Agreement. Liens, assessments, and encumbrances for the payment of money shall not be deemed Permitted Exceptions, shall be cured by Seller on or before Closing, and need not be objected to by Buyer. Encumbrances to be discharged by Seller shall be paid by Seller on or before Closing.

At Closing, Seller shall cause a title policy to be issued by Title Company to Buyer pursuant to the PTC in the face amount of the purchase price insuring Buyer's title, with and subject to no Exceptions other than the Permitted Exceptions and the printed form of all General Exceptions in the title policy. If title is not insurable as provided above and cannot be made so insurable by the Closing, the earnest money, if any, shall be refunded to Buyer and all rights of Buyer terminated; provided, however, Buyer may waive any defects and elect to purchase.

6. CONVEYANCE. Title for the real property to be conveyed to Buyer shall be conveyed by Statutory Warranty Deed from Seller to Buyer, free of encumbrances and defects except those included in this Agreement or otherwise acceptable to Buyer.

7. TITLE INSURANCE. Seller authorizes Closing Agent, at Seller's expense, to apply for a standard form owner's policy of title insurance to be issued by Pioneer Title Company of Whitman County, Washington, for the property to be conveyed to Buyer.

8. BOUNDARIES. Seller makes no representations or warranties regarding the location of the boundaries of the Premises.

9. POSSESSION. Buyer shall be entitled to possession of the Premises on Closing and shall assume all risks on Closing.

10. RISK OF LOSS. Until Closing, the Seller shall assume all risk of loss or damage with respect to the Premises. In the event of any loss or damage to all or any part of the Premises, the Buyer shall have the right to terminate this Agreement and the earnest money, if any, shall be returned to Buyer and each party shall be fully released and discharged from any further obligations under this Agreement.

11. PRORATION. Real estate taxes, water and other utilities, rent, and other income and expense items, if any, related to the Premises shall be prorated as of Closing. If the Premises are, for real estate tax purposes, considered Agricultural/Open Space land

pursuant to RCW 84.34, then the Seller shall pay, at Closing, all recaptured taxes and interest and fees resulting from the termination of the Open Space designation, unless the Buyer elects at Closing to continue the property taxation as Agricultural/Open Space, then any recaptured taxes, all interest and fees resulting from removal in the future, if any, shall be paid by the Buyer at that time.

12. INSPECTION. Except as expressly otherwise provided in this Agreement and the Statutory Warranty Deed, the Premises shall be sold "AS IS." Buyer shall have the right to enter the Premises, at its own risk and expense, in order to make or cause to be made any and all inspections, tests, studies (including, without limitation, such inspections, tests and studies requiring the taking of samples or otherwise disturbing the physical characteristics of the Premises), analyses or other inquiries with respect to the Premises as Buyer shall desire. Such studies may include, without limitation, Buyer's determination of development costs, construction costs, zoning, comprehensive planning, soil structure, topography, drainage, access, wetlands, hazardous wastes, availability of utilities, and financing costs and alternatives. Buyer shall make repairs or compensate Seller for any damage(s) to the Premises resulting from such inspections, studies and tests. In addition, Buyer shall defend, indemnify and hold Seller and its manager and member, harmless from and against any and all claims, demands, suits, actions, awards and judgments for or relative to injuries, including death or property damage, occasioned by Buyer or Buyer's representatives inspections, tests, studies. No verbal agreements shall modify this Agreement.
13. COSTS. Seller shall pay the costs of clearing title, real estate excise tax, if any, and title insurance premium for a standard owner's title insurance to Buyer. Buyer shall pay all recording fees, all loan fees, and all appraisal fees, if any. Each party shall pay their own attorneys' fees incurred. Closing Agent's fees shall be paid one-half (1/2) by Seller and one half (1/2) by Buyer. If this transaction shall fail to close, for no fault of either party, then Buyer and Seller agree to equally share any title insurance or closing cancellation fees charged by the Closing Agent or Pioneer Title Insurance Company of Whitman County, Washington.
14. REPRESENTATIONS, WARRANTIES, AND COVENANTS OF THE SELLER.

The Seller represents and warrants to, and covenants with the Buyer, as follows:

- a. The execution, delivery and consummation of this Agreement by the Seller has been duly approved in accordance with applicable law and all documents or instruments governing the Seller. The execution, delivery and consummation of this Agreement by the Seller will not, with the passage of time, giving of notice, or otherwise, cause the Seller to be in violation or breach of any law, regulation, contract, agreement, or other

restriction to or by which the Seller or the Premises is subject or bound. At Closing, Seller shall provide to the Buyer a certificate from the State of Washington dated not more than forty-five (45) days prior to Closing indicating that the Seller is in good standing and qualified to do business in the state of Washington.

- b. Except as disclosed in writing to the Buyer fourteen (14) days prior to the Closing, no approval or consent of any person, firm or other entity is required to be obtained by the Seller to permit the Seller to consummate the transaction contemplated by this Agreement.
- c. The Seller owns and possess all right, title, and interest in and to the Premises free and clear of all covenants, conditions, easements, liens and encumbrances except for a public street/road and utility easement and other utility easements. At Closing, the present lease for the Premises will be terminated, effective at Closing.
- d. The Premises is not currently served by any utilities.
- e. No representations or warranty made by the Seller in this Agreement or in any document or agreement furnished in connection with the Agreement contains or will contain any untrue statement of material fact, or omits or will omit to state a material fact necessary to make the statements not misleading.
- f. The Seller is not in default under the terms of any contract, agreement, lease, license or understanding and no condition or event has occurred which, after notice, the passage of time, or otherwise, would constitute a default under or breach of any such terms. The Seller is not aware of any condition that will result in default under any such terms.
- g. The Seller has complied in all material respects with all laws, regulations, and orders affecting the Premises and is not in default under or in violation of any provisions of any federal, state, local or provincial order, rule, regulation or law.
- h. There is no equitable, legal or administrative suit, action, arbitration or other proceedings pending or threatened against or affecting the Seller or the Premises.
- i. The Seller is not obligated to pay a fee or commission to a broker, finder, or intermediary for or on account of the transaction contemplated by this Agreement.
- j. From the effective date of this Agreement to Closing, the Seller shall (1) maintain the Premises in good repair and not allow or take action that would reduce the future development value, (2) not enter into any contracts or purchase orders relating to

the Premises, and (3) perform all acts necessary to insure that the representations, warranties and covenants of the Seller shall be true, complete, and accurate in all respects on and as of the date of Closing to the same force and effect as if made at Closing.

k. After the Seller's acceptance of this Agreement, the Buyer and the Buyer's authorized representatives shall have reasonable access to the Premises.

l. Seller makes no representation or warranty as to the Premises being buildable or suitable for construction of any structure, to include, without limitation, any education structure as proposed by Buyer. Buyer assumes all (100%) responsibility to determine, prior to Closing, that the Premises are buildable and suitable for its particular use.

m. To the best of Seller's knowledge no toxic, dangerous, or hazardous substances have at any time prior to Closing been improperly generated, treated, stored, or disposed of, or otherwise deposited in or on the Premises, including without limitation the surface waters and subsurface waters thereof, no underground tanks have been located on the Premises, and there are no substances or conditions in or on the Premises which may support a claim or cause of action under federal, state, or local environmental statutes, regulations, ordinances, or regulatory requirements.

15. CONDITIONS PRECEDENT TO CLOSING.

a. The obligations of the Buyer under this Agreement are, at Buyer's option, subject to the satisfaction of the following conditions. Seller shall make a good faith effort to satisfy each condition:

i. The representations and warranties of the Seller are true, complete and accurate as of the date of this Agreement and as of the date of Closing as if made as of such date.

ii. The Seller has performed all obligations, covenants and agreements to be performed prior to Closing as set forth in this Agreement.

iii. The Title Company is prepared to issue a policy in accordance with the provisions of Section 7.

iv. The Seller shall have executed and delivered to the Closing Agent for recording (a) the Statutory Warranty Deed, and (b) a written reaffirmation confirming all terms and conditions set forth in the previously recorded public street, road, and utility easements, as well as in the Memorandum of Understanding for Infrastructure between the parties concerning the 30-acre

parcel and the 60-acre parcel for recording. The reaffirmation shall also acknowledge that these easements and the Memorandum of Understanding provide access to Seller's adjacent southern 149.9-acre parcel.

iv. The Seller shall have executed and delivered to the Buyer a duly adopted and certified copy of a Resolution of all the LLC Members authorizing the execution and delivery by the Seller of this Agreement and all other documents contemplated by this Agreement.

v. The Seller shall have delivered to the Buyer copies of the Seller's Certificate of Good Standing issued by the Secretary of State of Washington and dated not more than forty-five (45) days prior to the Closing date.

vi. The Seller delivers to the Buyer an affidavit executed by the Seller under penalty of perjury that (1) complies with Internal Revenue Code Section 1445(b) (2), or the corresponding provision of any future law, (2) provides the Seller's United States taxpayer identification number, and (3) states that the Seller is not a foreign person.

vii. Termination of the existing farm lease at Closing.

b. Buyer may waive, as a condition precedent to Closing, compliance with some or all of the conditions set forth in Section 16a above. However, waiver of compliance for purposes of Closing shall not waive or diminish any right of Buyer to recover damages or enforce other available rights by reason of noncompliance by the Seller with any representation, warranty or covenant of the Seller set forth in this Agreement.

16. CLOSING. This sale shall be closed by Pioneer Title Company of Whitman County, Washington, Closing Agent, on or before **Wednesday February 18, 2026**. The parties shall sign and/or deliver necessary documents or funds when requested by Closing Agent to do so.

Closing Agent shall draft the conveyance, escrow and other documents and instruments appropriate under the terms of this Agreement. Seller and Buyer shall review the same and obtain any independent legal counsel they desire prior to signing those documents.

This Agreement was drafted jointly by the attorneys for each party. The parties are advised to carefully read this Agreement prior to signing it and to obtain the assistance of legal counsel of their choosing prior to signing it.

The parties acknowledge that they have, or may have, conflicting interests in this

transaction. It is the duty of the Closing Agent to prepare the documents contemplated by this Agreement. It is each party's own responsibility to determine whether or not specific terms of the documents and instruments, satisfy their individual interests.

17. DEFAULT. For purposes of this paragraph, a "default" is the failure of any party, without legal excuse, to complete the purchase or sale of the Premises. Time is of the essence of this Agreement. If neither party defaults, but a contingency to the sale is not satisfied, this Agreement shall be rescinded and the earnest money, if any, shall be refunded to Buyer.

If Seller default, Buyer may exercise one of the following options, but not more than one: (1) have the earnest money, if any, refunded to Buyer, or (2) sue Seller for damages including costs and reasonable attorneys' fees, or (3) sue for specific performance of this Agreement and costs and reasonable attorneys' fees incurred in said suit.

If only Buyer default, then Seller may, at Seller's option, treat Buyer's default as a breach of this Agreement and sue for specific performance of this Agreement or seek rescission of this Agreement, and, if suit is instituted for specific performance, to recover their costs and attorney's fees.

18. ASSIGNABILITY. This contract is binding upon the heirs, personal representatives, successors and assigns of Buyer and Seller. However, Buyer shall not assign this Agreement without the written consent of Seller. Assignment by consent shall not relieve the assigning party of any obligations hereunder.

19. NOTICES. Unless otherwise specified in this Agreement, any and all notices required or permitted to be given under this Agreement must be given in writing. Notices to Seller must be signed by at least one Buyer and shall be deemed to be given when actually received by or at the Administrative Offices of Seller at the address set forth below its signature on this Agreement, or at the office of Seller's attorney, James M. Onstad, via electronic mail at: onstad@imsblaw.com. Notices to Buyer must be signed by at least one Seller and shall be deemed to be given when actually received by or at the Administrative Offices of Buyer at the address set forth below its signature on this Agreement, or the Buyer's attorney, Anthony N. Anselmo, via electronic mail at: tanselmo@stevensclay.org.

20. COMPUTATION OF TIME. Unless otherwise expressly specified herein, any period of time specified in this Agreement shall expire at 9:00 p.m. of the last calendar day of the specified period of time, unless the last day is Saturday, Sunday, or legal holiday, as prescribed in RCW 1.16.050, in which event the specified period of time shall expire at 9:00 p.m. of the next business day. Any specified period of five (5) days or less shall include business days only.

21. TERMINATION. In the event of termination of this Agreement, any cost authorized under this Agreement to be advanced from the earnest money deposit shall be deducted before the remaining earnest money is refunded to Buyer or forfeited to Seller.
22. LEGAL FEES - VENUE. In the event either party hereto institutes suit against the other to enforce any rights herein, the location of such action shall be in the Superior Court of Whitman County, State of Washington, and the prevailing party shall receive from the other reasonable attorney fees and costs to be fixed by the court, including such fees and costs as may be incurred in any appellate proceeding. This Agreement is made under and shall be construed in accordance with the laws of the State of Washington.
24. REAL PROPERTY TRANSFER DISCLOSURE STATEMENT - DELIVERY OF DOCUMENTS. Within ten (10) days after execution of this Agreement, Seller shall prepare and deliver to Buyer a disclosure statement required by law. In addition, Seller shall furnish to Buyer, not later than ten (10) days after the date of this Agreement, copies of the following documents, if any: all leases, licenses, and permits affecting the Premises.
25. COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument. Signature pages from the counterparts may be separated therefrom and attached to one single agreement, the same to then be deemed the original and to have been executed when counterparts have been executed by all parties hereto.
26. MISCELLANEOUS.

The provisions of this Agreement shall not be deemed merged in the Statutory Warranty Deed, but shall survive the Closing and continue in full force and effect.

Waiver by either party of any covenant, condition, or provision of this Agreement shall not operate as or be considered to be a waiver by such party of any other covenant, condition, or provision hereof, or of any subsequent breach of either party.

This Agreement and the exhibits attached hereto set forth the entire Agreement between Seller and Buyer relating to the transaction contemplated hereby. No modification or amendment of this Agreement shall be valid unless the same is in writing and signed by each of the Parties hereto.

Seller and Buyer hereby agree to perform, execute, and/or deliver or cause to be performed, executed, and/or delivered at Closing or thereafter, any and all such further acts, documents and assurances as Buyer or Seller, as the case may be, may reasonably require to

consummate the transaction contemplated hereby.

Electronic delivery of documents (i.e. transmission by email) including signed offers or counteroffers and notices shall be legally sufficient to bind the party the same as delivery of an original. At the request of either party, or the Closing agent, the parties will replace electronically delivered offers or counteroffers with original documents.

SELLER

BUYER

HARMS PLACE, LLC

PULLMAN SCHOOL DISTRICT NO. 267

By:  11/04/2025

CARL QUIST
Managing Member
401 Trestle Road
Pullman, WA 99163

By: _____

BOB MAXWELL
Superintendent
240 SE Dexter
Pullman, WA 99163

 11/04/2025
By: Shirley Quist by Carl Quist POA

SHIRLEY QUIST
201 Trestle Road
Pullman, WA 99163

EXHIBIT "A"
LEGAL DESCRIPTION FOR THE PREMISES

A parcel of land situate within the NE 1/4 of Section 12, T 14 N, R 44 E, W.M., Whitman County, State of Washington.

EXCEPT A parcel of land situate within the NE 1/4 of Section 12, T 14 N, R 44 E, W.M., Whitman County, State of Washington and is further described as follows:

BEGINNING at the NE corner of said Section 12, thence S 0001'47" W 485.12 feet, along the easterly boundary of said Section 12, to the point of beginning (said point lies N 0001'47" E 4836.40 feet from the SE corner of said Section 12); Thence S 0001'47" W 970.25 feet, continue along the easterly boundary of said Section 12; Thence S 88'44'3 1" W 2694.14 feet, leaving said easterly boundary and running to the N-S subdivision line of said Section 12; Thence N 0000'33" W 970.23 feet, along said N-S subdivision line; Thence N 88'44'3 1" E 2694.54 feet, to the point of beginning.

Area of said described parcel of land is 30.01 acres.

Initial
CR

11/04/2025

Coversheet

2025-2028 Pullman Education Association Bargaining Agreement

Section:	VI. Discussion Items
Item:	C. 2025-2028 Pullman Education Association Bargaining Agreement
Purpose:	
Submitted by:	
Related Material:	Executive Summary - PEA Agreement 2025-2028.pdf Pullman Education Association Agreement 2025-2028.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

2025-2028 Pullman Education Association Bargaining Agreement

Executive Summary

November 12, 2025

By: Bob Maxwell
Superintendent

Background:

The Pullman Education Association (PEA) and the Pullman School District have reached a tentative three-year collective bargaining agreement.

Highlights of the changes to the collective bargaining agreement include:

- Revised salary schedule which includes:
 - Inflationary factor increase of 2.5% for the 2025-2026 school year
 - Inflationary factor + 0.5% increase for the 2026-2027 school year
 - Inflationary factor + 0.5% increase for the 2027-2028 school year
- New language regarding instructional coaches
- New and revised language regarding employee safety
- New and revised language regarding assignment, transfer and vacancy
- New and revised language regarding reduction in force
- Update to caseload language
- Addition of clarifying language to explain how the changes to preparation time for elementary teachers will be phased in over the course of the next three school years
- Updated evaluation language regarding student growth goals
- Adjustment to allow one of the professional development days prior to the start of the school year to be used for classroom preparation time
- Minor grammatical changes and language clarification throughout the agreement

Recommended Board Action:

Approve the 2025-2028 Pullman Education Association Bargaining Agreement as presented.

Motion to Approve

I move to approve the 2025-2028 Pullman Education Bargaining Agreement as presented.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

COLLECTIVE BARGAINING AGREEMENT

BETWEEN THE

PULLMAN SCHOOL DISTRICT #267

AND THE

PULLMAN EDUCATION ASSOCIATION

Effective September 1, 2025– August 31, 2028

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PREAMBLE

This Agreement is entered into by and between the Board of the Pullman School District and the Pullman Education Association pursuant to Chapter 41.59 RCW.

The Board and the Association agree that their common goal – to provide each student of this district with a high-quality education – depends on the collective efforts of all parties. Both parties agree that student learning needs are best met by balancing the professional needs of employees with the overall stewardship and financial management of the district. The Board and the Association recognize that establishing and maintaining a collaborative working relationship requires trust, mutual respect, and direct communication.

ARTICLE I – ADMINISTRATION

Section 1: Definitions of Terms

- A. The term "District" shall mean the Pullman District Number 267, Whitman County, Washington State, or its agents.
- B. The term "Board" shall mean the Board of Directors of the Pullman School District.
- C. The term "Association" or "PEA" shall mean the Pullman Education Association, which is affiliated with the Washington Education Association, the National Education Association, and the WEA-Eastern Washington UniServ Council.
- D. The term "Parties" shall mean the District and the Association.
- E. The term "Agreement" shall mean this collective bargaining agreement, which shall be signed by the parties.
- F. The term "Employee" shall mean any member of the bargaining unit as set out in this Agreement. Unless the context in which they are used clearly requires otherwise, words used in the contract denoting gender shall include both the masculine and feminine.
- G. The term "day" shall mean any day the District business office is open for business with the public, unless specified otherwise in this Agreement.
- H. The term "Superintendent" shall mean the chief administrative officer of the District or their designee.
- I. The term "President" shall mean the President of the Association or their designee.
- J. The term "contract" shall mean the individual employee's contract issued to, and signed by, each employee.
- K. The term "supplemental contract" shall mean that contract issued and signed for special and supplemental assignments and shall be in accordance with current statutory provisions.
- L. The term "seniority" shall mean years of certificated experience in the State of Washington unless otherwise specified in this agreement.

- M. The term “RCW” shall mean the Revised Code of Washington.
- N. The term “WAC” shall mean the Washington Administrative Code.
- O. The term “OSPI” shall mean the Washington State Superintendent of Public Instruction or their office.
- P. The term “PERC” shall mean the Washington State Public Employee Relations Commission.
- Q. The term “inflationary increase” shall mean implicit price deflator (IPD) or as defined by the State Legislature.
- R. The term “ESA” Educational Staff Associates shall mean Speech Language Pathologist, Occupational Therapist, Physical Therapist, or School Psychologists.

Section 2: Exclusive Recognition

- A. The District recognizes the Association as the exclusive bargaining representative for all non-supervisory full-time and part-time certificated employees including short-term and long-term substitutes.
- B. Employees who are not under contract but who are entitled to recognition as members of the bargaining unit are temporary employees who meet the definition of long-term and short-term substitutes as set forth below:
 - 1. Long-term Substitute: A long-term substitute is a person who is employed to work more than twenty (20) consecutive days in one (1) position. After the twentieth (20th) day, a long-term substitute shall be eligible for per diem salary placement. The following provisions shall apply to long-term substitute employees:
 - Article I
 - Article II, Sections 1, 2 and 4
 - Article III, Sections 3, 4, 5, 7, 8 and 9
 - Article VI, Sections 1-10 and 12
 - Article VIII, Sections 1 and 3
 - Article IX, Sections 3, 4, 5, 13 and 15
 - Long-term substitutes are eligible for insurance benefits in accordance with Federal and State Law.
 - 2. Short-term Substitute: A short-term substitute is a person who has been employed in various assignments for more than thirty (30) days during the current or immediately preceding school year. A short-term substitute shall be paid at the current substitute rate of pay and is exempt from all other provisions of this Agreement.

- C. Employees not subject to the terms and conditions of this Agreement include all administrators and other supervisory personnel as provided for in RCW 41.59.020.

Section 3: Employment of Certificated Employees

The Board shall in all instances employ certificated employees who are properly credentialed in accordance with applicable State laws, and by other such requirements as specified by the Office of the State Superintendent of Public Instruction. Non-certificated personnel shall not be assigned to perform work which will substitute or replace an employee in their assignment or employment.

Section 4: Instructional Coaches

- A. Instructional Coaches are certificated staff. The primary role is to support professional learning related to instruction, curriculum, assessment, and/or educational resources.
- B. Posting and Selection: All vacant Instructional coaches' positions will be posted and hired as per vacancy procedures in Article IV.
- C. Instructional coaches will be on the salary schedule in Appendix A.
- D. Return Rights:
 - 1. In the event that the instructional coach position is opened due to the employee wishing to enter a classroom position, the employee is subject to the provisions set forward in Article IV: Assignment, Transfer, and Vacancy.
 - 2. In the event that the instructional coach position is eliminated, the employee in this position is subject to the provisions set forward in Article V: Reduction in Force.

Section 5: Contracting Out

- A. All work customarily performed by the School District in its own facilities with its own certificated employees shall continue to be performed by the District and its certificated employees.

There shall be no subcontracting for certificated employee services except in situations when there are not any qualified certificated personnel within the District. It is understood that the District will continue to search for certificated personnel to fulfill such positions through the recruitment and selection process. Prior to contracting out any work presently performed by a bargaining unit member, the District will notify the Association of its intent.

- B. Under certain circumstances and upon mutual agreement a person can be employed under a limited certificate, as outlined in WAC 181-79A-231, to teach courses as long as there are no qualified certificated personnel available.

Section 6: Status of Agreement

- A. Throughout this agreement certain rights and functions are accorded and ascribed to the Association which are in addition to the rights and functions provided for in the rules, regulations, policies, resolutions and practices of the District. These rights and functions are afforded to the Association as the exclusive bargaining representative for all employees covered under this agreement. Said rights and functions are not common to any other employee organization within the District. Other privileges afforded the Association and its constituent organizations shall not be granted to a minority organization seeking to represent employees officially represented by the Association. The right to participate as an organization officially representing employees in grievance processing shall be an exclusive right of the Association.
- B. This agreement is in effect as ratified by the Board and Association and executed by authorized representatives thereof and may be amended or modified only as specified herein.
- C. This agreement shall supersede any rules, regulations, policies, resolutions, or practices of the District which shall be contrary to or inconsistent with its terms.

Section 7: Conformity to Law

This agreement shall be governed and construed according to the constitution and laws of the State of Washington. If any provision of this agreement or any application of this agreement to any certificated employee or groups of certificated employees covered hereby shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law, but all other provisions or applications of the agreement shall continue in full force and effect.

Section 8: Labor Management Meetings

The Association President and representatives chosen and designated by the Association President shall meet with the Superintendent and/or designees monthly during the school year and as needed during the summer to preview and discuss current school concerns, practices, and the administration of this agreement.

Section 9: Distribution of Agreement

- A. No later than thirty (30) days after the ratification and signing of the Agreement, the Association shall provide the District with a final proof of the Agreement for electronic distribution.

- B. There shall be two (2) signed copies of the final Agreement for the purpose of records. One (1) shall be retained by the District and one (1) by the Association.
- C. The Agreement will be distributed electronically unless otherwise mutually agreed upon by the parties.
- D. All certificated individuals making application to the District may, in the Human Resource Office, examine a printed copy of this agreement. Newly hired employees shall be informed of how to access the agreement and may be provided a printed copy of the agreement upon request.
- E. The Agreement shall be posted on the Pullman School District website.

Section 10: Management Rights

- A. It is agreed that the customary and usual rights, powers, functions, and authority of management are vested in management officials of the District. Included in these rights in accordance with and subject to applicable laws, regulations, and the provisions of this contract, is the right to direct the work force, the right to hire, promote, retain, transfer and assign employees in positions; the right to suspend, discharge, demote, or take other disciplinary action against employees; and the right to release employees from duties because of lack of work or for other legitimate reasons. The District shall retain the right to maintain efficiency of the District operation by determining the methods, the means, and the personnel by which operations undertaken by the employees in the unit are to be conducted.
- B. The right to make reasonable rules and regulations shall be considered acknowledged functions of the District.
- C. It is the intention of the parties hereto that all rights, powers, prerogatives, duties and authority which the District now has or had, whether exercised or not, prior to the signing of this Agreement, are retained by the District except those which are specifically abridged or modified by the Agreement.

ARTICLE II – BUSINESS

Section 1: Dues Deductions

- A. The Association and its affiliates (WEA and NEA) shall have the exclusive right of automatic payroll deduction of membership dues, assessments and fees for certificated employees. Dues shall be remitted to WEA or its designee.
- B. Any certificated employee who is a member of the Association, or who has applied for membership, shall sign and deliver an authorization form to the Association. Such membership authorization shall continue in effect from year to year unless revoked in writing and sent to the Washington Education Association. The District shall discontinue the deduction of membership dues upon receipt of notification from the WEA.

Section 2: Other Deductions

- A. Upon appropriate written authorization from an employee, the employer shall make the stated remittance for WEA-PAC, NEA-FCPE, and charitable donations.
- B. Upon written authorization from an employee, payroll deductions shall be made for District and Association approved insurances, savings, and annuity programs that have at least five (5) subscribers.
- C. As a condition of employment, employees are required to complete and pay for the legally mandated background check.

Section 3: Hold Harmless

The Association agrees to fully and completely defend, indemnify, and hold the District harmless against any claims, allegations, suits, actions, proceedings, or judgments that are asserted, instituted, filed or obtained against the District arising from or connected with the provisions of this Article of the Agreement or the District's deduction of Association dues or membership fees or charitable payments under the terms of this Section of this Agreement. The Association agrees to reimburse the District any amounts paid in error because of the membership dues/representation fee deduction provisions of this Section of this Agreement.

Section 4: Associations Rights

- A. The Association and its representatives shall have the right to use District buildings for meetings and to transact Association business so long as such use does not interfere with previously scheduled District use.
- B. The Association shall have the right, with the prior knowledge of the building administrator, to use District facilities and equipment, at reasonable times when such equipment is not otherwise in use. The Association shall reimburse the district for any and all supplies used.
- C. The Association shall have the right to post notices of activities and matters of Association concern that are nonpolitical as defined by law or the Public Disclosure Commission on bulletin boards to be provided in each faculty lounge of each building of the District.
- D. The Association shall have the right to use in-district mail service, if available, and employee mailboxes for communication purposes that are nonpolitical as defined by law or the Public Disclosure Commission.
- E. The District shall furnish to the Association, upon written request, any information that is public record under the Public Disclosure Act of the state of Washington.
- F. Representatives duly authorized by the Association who participate during working hours in negotiations, grievance proceedings, conferences or meetings with representatives of the District shall suffer no loss of pay.
- G. The Association and its representatives shall have access to all District buildings and bargaining unit employees.
- H. By September 10, or within five (5) days of hire for employees hired after September 1, the District shall provide the Association with a list of names of newly hired employees and their contact information. The Association shall be able to meet with new employees for thirty (30) minutes during new employee orientation, or at another mutually agreed upon time during regular work hours, no more than ninety (90) days after the new employee begins work.

- I. The association rights granted in this section shall not be extended to any other individual or organization which seeks to represent employees subject to this agreement regarding wages, hours, and other terms and conditions of employment.

Section 5: Orientation of Staff

- A. At the annual meeting of all employees prior to the opening of school for students, the President of the Association or their designee and the Superintendent and/or Board President, or their designees shall each have time to address the employees.
- B. In the formal program provided by the District for the orientation of new employees, there shall be adequate opportunity for participation by Association representatives.
- C. The names of all employees, their building, grade, and subject assignments shall be provided to the Association by September 10.

Section 6: Pre-service Training

Interested and qualified employees may cooperate with educational certification programs approved by the District, to provide certificate training opportunities for pre-service program students. An agreement between certification program institutions and the Pullman School District is required prior to placements being made. Placement of a pre-service student in the school must be coordinated and approved by the Assistant Superintendent. Copies of the agreements are available by request in the Human Resources Department. Any and all stipend amounts or other consideration, if provided by the pre-service institution, will be distributed to participating employees according to the institution's stated intentions.

Section 7: District Committees

- A. The Association shall have the right to appoint one (1) Association representative to District committees pertaining to instruction and/or working conditions, including but not limited to, curriculum, curriculum adoption, study or focus groups, and citizens' advisory committees. Association representatives are not eligible for compensation for committee participation, provided such compensation is offered by the District.

- B. The District will post to the website the minutes of any committee meeting pertaining to instruction and/or working conditions prior to the formal submission of a final report to the Board. The Association President may request a meeting to discuss the report.
- C. The Association may waive its right, in writing, to appoint Association representatives to advisory and/or other committees.

ARTICLE III – EMPLOYEE RIGHTS

Section 1: Due Process/Just Cause

- A. No employee shall be disciplined (including nonrenewal or discharge for disciplinary reasons) without just and sufficient cause (see Appendix G). Causes leading to disciplinary action shall be reduced to writing and delivered to the employee.
- B. An employee shall have the right to have a representative of their own choosing present in any hearing where disciplinary action is being discussed or considered provided that any such meeting will not be delayed more than five (5) employee workdays.
- C. The District agrees to follow progressive discipline. Any disciplinary or other adverse action taken against an employee shall be appropriate to the behavior or situation that precipitates the action. That means, in some instances that directly impact the workplace including, but not limited to, inappropriate, unsafe, or unprofessional behaviors (which may include a violation of the code of conduct), it may be appropriate to skip the progressive disciplinary steps described in the following sentence. Progressive disciplinary steps may include the following: oral warning, written warning, written reprimand, suspension and discharge. Non-disciplinary measures may include: oral instruction/counseling and written instruction/counseling.
- D. Each employee formally disciplined shall be served with a written notice, which shall include the reasons and clarification of future expectations.
- E. The evaluation procedure is not a form of disciplinary action.

Section 2: Complaint Procedure

- A. Any complaint and complainant's name (unless the release of such name is prohibited by court order or state and/or federal law) made against an employee by any parent, student, or other person will be called to the attention of the employee by the employee's next workday or as soon as possible but no later than ten (10) days from the receipt of such complaint. Written notification shall be acceptable should the employee be unavailable to discuss the cause for the complaint.
- B. Any complaint not called to the attention of the employee shall not be used as the basis for any disciplinary action against the employee. The employee shall acknowledge receipt of the complaint

by signing a receipt of notice of such complaint without requiring agreement to the substance of the complaint.

- C. The employee shall have the right to Association representation at any meetings or conferences regarding the complaint that may lead to discipline.

Section 3: Individual Rights/Nondiscrimination

- A. Employees shall be entitled to full rights of citizenship. The District will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, discipline and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. Unless based upon a bona fide occupational qualification, the prohibition against discrimination of a disability shall not apply if the particular disability prevents the proper performance of the particular work involved. RCW 49.60.180
- B. Nothing contained herein shall be construed to deny or restrict to any employee such rights as they may have under applicable laws and regulations. The rights recognized hereunder shall not be exclusive but are in addition to those provided elsewhere. Nonetheless, an employee who believes that they have been discriminated against may file a grievance according to the procedure described in Article X of the Agreement. However, no party can advance the grievance beyond Step 3.
- C. The private life of an employee is not within the appropriate concern or attention of the District, provided those actions do not interfere with the performance of their duties and are not contrary to the Code of Professional Conduct (WAC 181.87 and WAC 181.88).

Section 4: Academic Freedom

- A. The principle of academic freedom for certificated employees shall not supersede the basic responsibilities of the employee to the educational profession. These responsibilities include:
 - 1. A commitment to support the Constitution of the United States.
 - 2. A concern for the welfare, growth and development of children.
 - 3. An insistence upon objective scholarship.

- B. The free exchange of ideas is an expected part of effective teaching. A certificated employee must be free to think and to express ideas. Such freedom must not be restricted except when it conflicts with the basic responsibility of the employee to utilize the district-authorized courses of study, such as adopted curriculum, Common Core State Standards, Next Generation Science Standards, or in adhering to established District policies and administrative procedures related to the review and to the presentation of controversial issues.
- C. Employees will not purchase and download an internet-based application to replace district-adopted materials without the approval of the Assistant Superintendent and Technology Supervisor.

Section 5: Personnel File

- A. Certificated employees have the right to inspect all contents of their complete personnel file. Certificated employees may schedule an appointment with the Human Resources Department to review their complete personnel file. Anyone, at the certificated employee's request, may be present with the certificated employee during this review. Upon request, a copy, at employee's expense at current reproduction rate, of any documents contained therein shall be afforded the employee. No secret, duplicate personnel files shall be kept in the District. This does not prevent the District from maintaining investigation files, grievance files, or working files as outlined in Section 6. Upon request by the certificated employee, the Superintendent or their official designee shall sign to verify contents.
- B. Each certificated employee's personnel file shall contain the following minimum items of information: all certificated employee's evaluation reports, copies of annual contracts, teaching certificate, and a transcript of academic records.
- C. Disciplinary or derogatory materials shall not be placed in the personnel file without the employee's knowledge, in writing, of such placement. It is understood that forms required by the evaluation procedure are not to be considered as derogatory references. Any material critical of an employee which is not shown to the employee within ten (10) days after placement in the personnel file will not be allowed as evidence in any grievance or disciplinary action against such employee.
- D. After three (3) years from the date of issuance of any disciplinary action or the placement of any derogatory material in the personnel file, the employee may request in writing removal of such documents, provided that there are no related incidents during the three (3) year period after the placement of such materials in the personnel file. Materials shall not be removed if prohibited by State law or the applicable records retention schedule. (RCW 28A.400.301)

Section 6: Working File

Working files maintained by the employee's supervisor and/or evaluator may be reviewed at any time by the employee. Such files shall not be passed on from one administrator to another nor shall such files follow the employee from one assignment to another. Working files shall be cleared at the end of each school year, except that derogatory materials may remain for one (1) calendar year from the date of occurrence in the working file.

Section 7: Work Environment

- A. The District shall follow the Washington State Department of Labor and Industry standards as it relates to the employee's working environment.
- B. The District shall maintain working conditions which meet the health and safety requirements in the workplace for students and employees. It shall be the obligation of each individual employee to report inadequate environmental conditions to their immediate supervisor.
- C. When a verified IEQ/Health/Safety issue arises, the District shall provide immediate notice to the entire staff of the impacted building, safety committee, and the Association. As information becomes known, it will be communicated to staff and the building safety committee.

Section 8: Student Discipline

- A. The District shall support and uphold employees in their efforts to maintain discipline in the school and shall promptly respond. Employee requests regarding discipline problems must first be addressed at the building level. If it is not satisfactorily resolved at the building level, the request will then be addressed during labor management. Further, the authority of the employee to use prudent disciplinary measures for the safety and well-being of students and others is outlined in state law. In the exercise of authority, an employee may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with federal or state laws or regulations.
- B. The principal or designee of each building shall, prior to the start of the school year, distribute and explain the discipline procedures of the school building and the policy of the District relating to discipline. The Superintendent or designee shall ensure district-wide communication of said policy.

- C. In accordance with board policy, as well as all applicable federal and state law, each employee shall have the authority to impose discipline upon a student for misconduct which violates written rules of the school district and/or individual classroom.
- D. Any student who creates a disruption of the educational process in violation of the building or District disciplinary standards in accordance with Board Policy 3241 and Board Procedure 3241P while under an employee's immediate supervision may be excluded by the employee from the employee's individual classroom, instructional or activity area for all or any portion of the balance of the school day, or up to the following two (2) days, or until the principal or designee and employee have conferred, whichever occurs first. Both parties recognize the state and federal regulations under the Individual with Disabilities Act (IDEA) shall be honored.
- E. Except in emergency circumstances, the employee must first attempt one (1) or more alternative forms of corrective action in accordance with Board Policy 3241P. In no event without the consent of the employee may an excluded student return to the class during the balance of that class or activity period or up to the following two (2) student days, or until the principal or designee and the employee have conferred. RCW 28A.600.020 The parties recognize that students who have an Individualized Education Plan (IEP) will be subject to the procedures/steps identified in the IEP.
- F. Following a teacher's classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation and corrective actions taken that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. Classroom exclusion under the behavioral violation category of "other" is insufficient. The excluded student may return to the classroom after the Principal or their designee and the teacher have conferred regarding the facts of the situation and actions taken. This conference should be held outside of class time; however, the teacher may give permission for a student to return to class without said conference. The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.
- G. Upon employee request, a conference between student, parent/guardian, principal, and the employee will be held to discuss future behavior expectations of the student and may result in a formal reentry plan or behavior contract.
- H. Nothing in this section prevents the District, if it has suspended or expelled a student from the student's regular school setting, from providing educational services to the student in an alternative setting or modifying the suspension or expulsion on a case-by-case basis.
- I. If a student has a documented Behavior Intervention Plan/Contract or the school district is notified by a court of a student's conviction of a violent crime, the principal or designee shall notify the employee(s) who will work directly with the student of said behavior plan or history.

- J. After a threat assessment, if a safety plan is determined necessary, the safety plan in place for a student must be communicated in writing to employees who have a legitimate educational interest in order to access these documents. Employees have a responsibility to familiarize themselves with and follow all applicable state and federal privacy laws and regulations regarding confidentiality of student and parent information.
- K. Each building shall have use of the district approved communication tool set up for administrators, front office staff, counseling staff, and any required additional support staff for teachers to use for discipline communications and reporting.

Section 9: Classroom Visitation

To provide patrons of the District the opportunity to visit classrooms with the least interruption to the teaching process, the following guidelines are set forth:

- A. All visitors to a school and/or classroom shall obtain the approval of the principal, and if the visit is to a classroom, the time will be arranged after the principal has conferred and scheduled the visitation with the employee.
- B. The employee shall be afforded the opportunity to confer with the classroom visitor before and/or after the visitation.

Section 10: Employee Safety

- A. The District acknowledges the impact that serious threats and assault on staff members has on the educational process and will follow the student disciplinary process in accordance with District policy and State and Federal law. Offenses against an employee can lead to disciplinary actions up to, and including, long-term suspension, removal, and/or expulsion whenever appropriate and in accordance with student due process rights.
- B. Employees who are threatened with bodily harm, while carrying out their occupational obligations shall immediately notify the building principal or supervisor. The building principal/supervisor shall notify the superintendent/designee of the threat and take immediate steps in cooperation with the employee to provide reasonable precautions for their safety.
- C. Students committing any offense against an employee may be disciplined and referred to local law enforcement as appropriate.

- D. Employees are free to exercise their personal legal rights and alternative courses of action concerning threats and/or assaults.
- E. Employees who suffer injury caused by a physical assault by a student, parent, guardian of a student, or other individual, during the course of their employment or the authorized supervision of students at a district sponsored event, will complete a Pullman School District Employees' Accident Report form and turn it in to the appropriate district official. If needed, the employee may seek professional medical care.
- F. An employee who has a complaint regarding harassment may file said complaint with the employee's direct supervisor. If the complaint is not satisfactorily resolved, or if the complaint involves the supervisor, the complaint should be made to the district Civil Rights Coordinator.
- G. Employees who report experiencing harassment, a threat, or assault during their employment or the authorized supervision of students at a district-sponsored event, may take personal or sick leave if needed. If the administrator immediately deems this report to be serious and intentional harm aimed at the employee, they may allow the employee to take the rest of day off.
- H. If the reported incident involves one or more students, those students will be referred to the threat assessment team for a safety and re-entry plan.
- I. When a student has been referred to the threat assessment team, that student's safety and re-entry plan will be communicated in writing to all the staff members who work with that student prior to student re-entry. This shall include coaches and advisors for the activities that the student is involved in.

Section 11: Protection of Employees and Property

The board shall provide employees with insurance protection as is required by RCW 28A.400.370. Upon request, the District will provide employees with a written summary of the coverage they have under the provisions of District insurance policies.

Section 12: Harassment

- A. The District prohibits harassment of any kind, including sexual harassment, and will take appropriate action in response to complaints or knowledge of any type of harassment toward employees. For purposes of this section, "harassment, intimidation or bullying" means any intentionally written message or image including those that are electronically transmitted – verbal, or physical act to intimidate, threaten, or coerce an employee, co-worker or any person working for

or on behalf of the District. Verbal taunting (including racial and ethnic slurs) that, in the employee's opinion, impairs the employee's ability to perform their job is included in the definition of harassment.

- B. Should an employee complain that they have been harassed in the performance of their job, such an employee shall report the complaint to the employee's supervisor or their Human Resources Department. The District shall treat all such complaints or allegations with respect and confidentiality regarding the personal privacy of all concerned parties. Following district policy and procedures, the supervisor or designee shall assess the complaint and inform the employee of what action, if any, has been taken in response to the alleged complaint in accordance with State and Federal regulations. Employees may exercise their personal right to report incidents of harassment to the local law enforcement agency. There shall be no retaliatory action against anyone filing a good faith complaint of any type of discrimination, including harassment.

Section 13: Enrollment of Employee's Child

The District shall enroll students who are the children of part or full-time certificated employees living within Washington State in accordance with Policy and Procedure 3131 (Attendance Area Transfer) and Policy and Procedure 3141 (Non-Resident Students).

Section 14: Social Media

- A. The district acknowledges that many existing laws and policies apply to social media use by district staff, students, and the public. These include, but are not limited to, laws and policies in the areas of civility, privacy, public records retention, and disclosure, copyright, ballot measures, access to district resources, and First Amendment rights. The district will comply with these laws and update existing policies and procedures appropriately.
- B. If an employee reports that a social media platform or other online platform is being used to threaten, harass, or impersonate them as an employee of the district, the district will take the following steps:
 - 1. If the communication comes from a student, the district will follow its student discipline policies and procedures to investigate and determine potential consequences for the student's conduct.
 - 2. If the communication comes from a district employee, the district will investigate the matter and determine potential consequences for the employee.
 - 3. If the communication comes from a community member or parent, the district will meet with the employee and work with them to discuss the situation.
- C. Employees are free to exercise their personal legal rights and alternative courses of action concerning cyber threats and harassment.
- D. Any case of a verbal, written or physical assault (including postings on Facebook, Twitter, or other social networking sites) upon an employee related to their employment with the district shall be promptly reported to the Superintendent, and if necessary, the police, or designee who will render assistance to the employee in connection with handling of the incident by law enforcement authorities. Assaults and insults shall be dealt with as specified by RCW 28A.635.010, RCW28A.635.020, RCW28A.635.030, RCW28A.635.090, RCW28A.635.100, RCW 10.31.100 (10), RCW 9A.84 as revised, as appropriate.

Section 15: Personal Electronic Devices

The District will provide electronic devices deemed necessary by administration, including subscription based online software programs, for required work purposes. In the event an employee is required to work from home because district buildings are not accessible, the district will provide an appropriate computer for the employee to use to ensure student instructional and communication needs are met.

ARTICLE IV – ASSIGNMENT, TRANSFER AND VACANCY

Section 1: Definitions

- A. Assignment: The specific grade level, subject, course, specialty area within your assigned building, or other certificated job responsibilities covered by the terms and conditions of this Agreement.
- B. Reassignment: A change in assignment within a building either by request or because of building or program needs.
- C. Voluntary Reassignment: A change in assignment within a building by employee request.
- D. Involuntary Reassignment: A reassignment within the building initiated by a building principal.
- E. Vacancy: A position presently unfilled; a position currently filled that will be open in the future; or a newly created position.
- F. Transfer: A change from an employee's current assignment to an assignment in another building.
- G. Voluntary Transfer: A movement of an employee within the district at the employee's request and with the approval of the administration.
- H. Involuntary Transfer: A movement of an employee initiated by the District without the initial request or consent of the employee.
- I. Position Exchange: An exchange of assignments.
- J. District Seniority: Seniority status, for purposes of transfer or reassignment, is defined as the date of hire (upon Board approval) for the Pullman School District as a certificated employee. A break in service will result in a new hire date. This does not include members who are returning from an approved leave of absence or members returning from a Reduction in Force.
 - 1. Followed by the total length of certificated service in the state of Washington.
 - 2. Then the total length of certificated service.

Section 2: Assignment

- A. Employees will be assigned in their area of certification and/or major field of study. Exceptions will be handled consistent with applicable WACs or RCWs. Written notification of their tentative assignment for the upcoming school year shall be provided to all employees no later than one (1) week before the last day of the current school year.

- B. When a new assignment occurs due to an involuntary reassignment or involuntary transfer, the affected employee shall be notified and upon request be allowed up to two (2) additional per diem days to prepare for the new assignment. In order to receive payment, the employee must submit a timeslip within 30 calendar days of the new assignment or no later than September 30, whichever comes later.
- C. The employee may request the assistance of the District to help move the employee's instructional materials.
- D. In the event any teacher is assigned outside their endorsement area as a result of involuntary reassignment or involuntary transfer, the annual evaluation of the teacher shall bear the notation that the assignment upon which they are being evaluated is an emergency assignment.

Section 3: Voluntary Reassignment

- A. Reassignment within a building is not a transfer.
- B. Enrollment/staffing levels and classes are set administratively.
- C. Principals will inform all building employees via email of positions open for reassignment. Employees will have three (3) days to respond to indicate interest.
- D. Principals will complete reassignments within their building, including those returning from leave, before any vacancy is declared and posted through the Human Resources Department.
- E. The following sequence will be used when filling openings within the building:

Elementary

1. Based on employee interest, qualifications, and seniority, principals/administrators reassign in-building employees including consideration of those returning from leave. Priority will be given to displaced teachers based on certification. All being equal, seniority will be the deciding factor for the final determination.
2. Employee is reassigned to position.

Secondary

1. Administrators determine the building schedule and the number of certificated staff required for each content area.
2. Based on employee interest, qualifications, and seniority, principals/administrators reassign in-building employees including consideration of those returning from leave. Priority will be given to displaced teachers based on certification. All being equal, seniority will be the deciding factor for the final determination.

3. Employee is reassigned to position.
- F. When two (2) or more employees in the same building seek to be reassigned to an opening for which they are qualified, the employee not selected will be informed of the specific reasons.
- G. No new employees shall be hired to fill an existing or new 1.0 FTE continuing positions within the building until the employee who is qualified having less than a 1.0 FTE continuing contract, has been provided the opportunity to be reassigned to the continuing 1.0 FTE position or reject the reassignment.

Section 4: Involuntary Reassignment

The following procedures shall be followed for involuntary reassignments of employees due to change of program, an anticipated enrollment shift or declared emergency (fire, flood, etc.) within or upon the building/district:

- A. The principal/designee shall seek volunteers, via email to all certificated staff in the building, prior to an involuntary reassignment.
- B. When there are no volunteers for the open position, the building principal may reassign the least senior employee from their current position based on certification and endorsements held by that employee.
 1. In the event there is a tie for least seniority, the building principal, in consultation with the employees, will make the decision.
- C. Involuntary reassignments will never be punitive.
- D. Involuntary reassignments will always be preceded by a collaborative conversation between the employee and their building principal.
- E. An employee may only be reassigned involuntarily from their current position if:
 1. their current position is not anticipated to be available the following school year or;
 2. the building principal can provide a rationale, supported by specific documented evidence, explaining why the teacher would be more successful in the reassigned position.
- F. Employees who are involuntarily reassigned will be given the option to return to their former position should the position become available within three (3) years following an involuntary reassignment as follows:

1. Once the position is declared open within the building, the employee will have two (2) days to notify the principal/designee of their intent to return to that position.
 2. If the employee chooses to waive their right to return to their previous position, that position will be declared vacant. The position shall be filled according to the procedures in Section 3, Voluntary Reassignment, above.
- G. No employee shall be involuntarily reassigned for more than two (2) consecutive years.
- H. Employees will not be involuntarily reassigned more than two (2) times within a five (5) year period.

Section 5: Vacancy

- A. When a vacancy is declared, the hiring administrator will initiate the hiring process through the Human Resources Department. The job posting shall clearly set forth the qualifications and requirements for the position.
- B. Various means of informing current employees covered by this Agreement about these vacancies will be used. These will include, but are not limited to, notification on the Pullman School District website and email.
- C. Vacancies shall be posted in-district for five (5) days and after five (5) days posted out-of-district. Hard to fill positions will be posted simultaneously in-district and out-of-district (these include special education, CTE, Math, Science, SLP, OT, Music, Art, or other positions mutually agreed upon by both administration and PEA leadership at least annually). This language shall only be applied to fill positions declared prior to June 1.

Section 6: Position Exchange

- A. Two (2) or more certificated employees desiring to exchange positions for the following school year shall complete a position exchange form found in Appendix F within two (2) weeks of notification of assignments for the following year..
- B. The principal(s) and Superintendent must approve the exchange and, in conjunction with the employees, agree to the duration of the exchange.
- C. The District shall notify the employees as to the disposition of the request, in writing, within fifteen (15) working days after the request is received.

Section 7: Voluntary Transfer

- A. By March 1, the District will survey staff via an interest survey of their intent to return the following year and their desire to potentially transfer to a different assignment within the building or to potentially transfer to a different assignment in another building within the District. The Annual Staff Assignment Interest Survey can be found in Appendix H.
- B. Employees desiring a transfer to a vacant position must submit a letter of interest through the electronic job application system and notify the principal of the building to which they are seeking a transfer. Procedures listed in Section 5 above will be used to fill the vacancy.
- C. In-district nonprovisional candidates will automatically receive an informal interview for any vacancy for which they meet the qualifications listed in the job posting provided their two (2) most recent summative evaluations have a rating of proficient or above and are absent of any performance deficiencies, and their personnel file does not contain letters of disciplinary action within the (3) years of the date of the transfer application. The interview team will consist of members of the building. Elementary employees applying for secondary positions and secondary employees applying for elementary positions will be encouraged to do a teaching demonstration as part of the informal interview process.
- D. Hiring preference will be given to in-district candidates based on the three criteria below; however, the District reserves the right to hire the most qualified candidate for the position.
- E. Seniority Priority
 - 1. Among qualified applicants, the teacher with the highest district seniority shall receive first consideration as long as they meet F below.
 - 2. Seniority shall be defined as the total number of certified teaching experience within the district.
 - 3. In the event of a tie in seniority:
 - i. The teacher with the greater total years of experience in the state of Washington shall be given priority.
 - ii. If the total number of years of experience within the district and in the state of Washington are the same, the total length of certificated teaching experience shall be given priority.
 - iii. If total years of experience is equal, the assignment shall be determined by a lot drawing conducted by Human Resources in the presence of a representative from the association.
- F. Summative Evaluation Ratings
 - 1. When multiple teachers express interest in the same position, summative evaluation ratings from the previous two academic school years shall be used as a secondary factor.
 - 2. Teachers rated overall as “Proficient” or “Distinguished” with student growth impact rating of average or high shall be prioritized.
- G. Balanced Experience Distribution
 - 1. To maintain instructional equity, during the assignment and transfer process no school building shall exceed 50% of staff with fewer than three (3) years of teaching experience.

2. Before finalizing any assignment, the District will review the staffing profile of the departure building to ensure compliance with the threshold.
 3. If assigning a teacher would result in exceeding the experience cap, the District shall offer the teacher the next available position that aligns with their qualifications and maintains staffing balance.
- H. The employee not selected will be informed in writing of the specific reasons they were not selected.

Section 8: Involuntary Transfer

- A. The Superintendent/designee shall seek volunteers prior to an involuntary transfer.
- B. When there are no volunteers, the least senior employee, as defined in Article IV, Section 1, who is qualified by certification for other positions, will be selected for the transfer.
- C. The Superintendent/designee shall verbally discuss with the employee the conditions which require the transfer. The employee shall also be given written notification for the conditions requiring the transfer within ten (10) working days of the conference.
- D. No employee will be involuntarily transferred for more than two (2) consecutive years. Employees who are involuntarily transferred will be given priority on returning to the position from which they have been involuntarily transferred should a position become available within three (3) years of involuntary transfer. Employees who are involuntarily transferred have the option of notifying the Superintendent in writing if they want to waive their right of return at any time following their involuntary transfer. If the employee is offered the opportunity to return to the building they were involuntarily transferred from and the employee rejects the return, the employee has waived their right to return. An employee will need to indicate on their intent to return form the desire to return to the building from which they were involuntarily transferred. Employees are encouraged to clarify their desire to return to their previous position on the intent to return form, see Appendix H.

Section 9: Assistance with Moving

- A. In-building: Employees required to move into an alternate classroom will receive moving assistance and one (1) day of per diem pay. Consideration for additional hours will be given on a case-by-case basis. Employees who request to change rooms for their own reasons are not eligible for this assistance.
- B. In-district: Employees required to transfer to a different worksite, will receive moving assistance and two (2) days of per diem pay. Consideration for additional hours will be given on a case-by-case basis. In order to receive payment, the employee must submit a timeslip within 30 calendar days of the new assignment or no later than September 30, whichever comes later.

- C. Packing materials shall be provided to employees upon request.

Section 10: Job Sharing

Job sharing refers to two (2) employees sharing one full-time position or to one (1) employee filling a part-time position while also being on part-time leave of absence for the balance of a full-time contract.

- A. Employees desiring to share a position must submit a letter of application which shall include the reasons for the request and a written agreement as specified in letter E. below. The Superintendent shall determine, in a timely manner, whether to honor the request. If such request is denied, the specific reasons will be provided to the employee(s).
- B. Any new job sharing arrangements will be for one (1) year and may be renewed for one additional year, for a total of no more than two (2) years, by submitting a letter of application by March 1 of each year. An employee that is filling a part-time job share position while also being on part-time leave of absence, for the balance of their full-time contract shall be allowed only one (1) school year of leave of absence up to a total of two (2) years. After the initial year of leave the employee must decide whether to continue the job share for another year or return to a full-time position. If the job share is extended to a second year, the employee shall return to a full-time position at the conclusion of the job share.
- C. Final approval shall be with the Board of Directors.
- D. Job sharing arrangements will be filled by employees who have jointly agreed to work together and may take two (2) forms:
 - 1. Two (2) regular employees agree to share one (1) full-time position. Under such an arrangement each employee will become a half-time employee. Each teaching assignment must fulfill the part-time FTE requirements.
 - 2. A regular full-time employee may request a job share arrangement by applying for a “job share leave.” A replacement for the remainder of the position would be hired on a non-continuing contractual basis.
- E. Prior to entering into the job share, employees will develop in writing, as a part of the application, an agreement which addresses: responsibilities, work hours and/or day pattern, preparation time, conferencing, student progress reporting, attendance at in-service or staff development activities, PTA/PTO responsibilities, late start and early release days, attendance at required meetings, and other arrangements necessary for proper intra-team communication and support of the total program. This agreement must be approved by their supervisor(s) prior to submission of the request for job share. Each employee’s individual calendar shall be forwarded to Payroll and the Human

Resources Department prior to August 15 for the calendar year in which the job sharing will take place.

F. Parameters governing job sharing shall be:

1. Each employee will be issued a standard contract with salary proportionately based on salary schedule placement and amount of time or portion of FTE to be shared.
2. Employees have the option to substitute for their job share partner at the normal substitute pay rate when the one partner is out on approved leave. Employees are required to submit a leave request form for any absence from approved job share schedule.
3. Seniority will accrue according to the proportion of the employee's contract.
4. Employees will advance on the salary schedule in the same manner as other part-time employees.
5. All rights and privileges of this Agreement and Washington State statutes remain in effect.
6. Requests to return to full-time status from a job share arrangement as above will be done through the assignment and transfer provisions of this Agreement. Employees will notify the Superintendent by March 1 of the intent to return to full-time status.

G. If one of the employees, returns to full-time status, resigns or goes on leave of absence, the job share shall be determined to be dissolved. The District, at its option, shall offer the remaining employee the position full-time or the employee may seek to establish a new job share arrangement.

ARTICLE V– REDUCTION IN FORCE

Section 1: Definitions

- A. Reduction in Force (RIF) – reduction of nonprovisional continuing-contract employees resulting from a financial emergency. A financial emergency is a loss of funding – like a failure of a special levy, a reduction in state or federal funding, or a loss of funding because of a decline in enrollment – that requires the involuntary separation of employees. Any employee placed on RIF status shall retain all accrued benefits as are regularly extended to any employee on leave.
- B. Qualifications – the appropriate Washington State certificate for the subject and/or grade level to which the employee will be assigned.
- C. Seniority – the total number of years of non-supervisory service as a certificated employee in the state of Washington.
- D. Voluntary leave – leave requested and granted during a time of financial emergency for a period of up to one (1) year.

Reduction in force does not include the following:

- 1. Discharge or nonrenewal of an employee for cause.
- 2. Nonrenewal of one or more provisional employees regardless of whether the reason for the nonrenewal is related to a financial emergency or other monetary reasons.

In the event that an employee's position is eliminated due to the loss of grant money, which funds their position, or due to program elimination or reduction from lack of student enrollment, then the District will follow all avenues of retaining that employee in another position through the process of reassignment or transfers in Article IV.

Section 2: Notification for RIF

- A. Prior to May 1 the Board will determine if the financial resources of the District will be adequate to permit the District to maintain its educational programs and services substantially at the same level for the next school year. If the legislature has not passed the omnibus budget by the end of the regular session, the District, Board, and Association may mutually agree to a later date. Further, if events occur after May 1 that create the need for a reduction in force, the District may initiate the reduction in force process as long as the notices of nonrenewal are delivered by May 15. The district will exhaust all Reassignment, Assignment, Vacancy, Transfer, and Position Exchange provisions (Article IV) before initiating the process for a reduction in force. The determination that a RIF is

warranted shall be based on conditions as defined in Article V, Section 1. Reduction in Force (RIF) will apply to the start of the following school year.

- B. Within five (5) days of the determination of a necessary RIF, and prior to the notification of individual employees, the PEA President and Vice President shall be notified in writing. The PEA President and Vice President shall be kept informed throughout the RIF process, including criteria for elimination or program reduction.
- C. In an effort to eliminate involuntary separation of staff, every reasonable effort shall be made to ascertain the number of certificated positions that shall be open as a result of:
 - 1. Retirement
 - 2. Resignation
 - 3. Leaves of absence
 - 4. Nonrenewal of rehire/retire and leave replacement employees
 - 5. Nonrenewal of provisional employees and
 - 6. Transfer of employees within the District
- D. Notification to employees must be made prior to May 15.

Section 3: Criteria for Retention

An employee assigned for a retained position shall have these two (2) criteria:

- A. Highest seniority
- B. Appropriate certification and/or endorsements for the position, as defined by State law

Section 4: Annual Publication of the Seniority and Certification Report

- A. Seniority, for the purpose of RIF, is determined by the total length in years of overall non-supervisory certificated service in Washington State. Total experience shall include full or partial years of non-supervisory service accrued prior to the initial date of hire in addition to subsequent years of service earned after the date of hire.
- B. Years of service shall mean completion of a full-time equivalent (FTE) contract for one full school year including partial work experience. Partial FTE and substitute experience shall be computed by dividing the number of total hours per year of service by the total number of hours per year for a full-time employee as computed for placement on the salary schedule.

- C. Annually, by November 1, the District shall publish and distribute the seniority and certification report to all employees for verification of work and education experience. Employees shall have twenty (20) working days to report any dispute regarding their years of experience, degrees earned, coursework and clock hour credit.
- D. A finalized list shall be published and distributed to all employees by March 1 of each year. The list shall reflect all corrections, deletions and additions of personnel for the school year.
- E. The seniority and certification report shall include the:
 - 1. Total number of years of non-supervisory certificated experience in the State of Washington
 - 2. District Seniority: Seniority status is defined as the date of hire (upon Board approval) for the Pullman School District as a certificated employee. A break in service will result in a new hire date. This does not include members who are returning from an approved leave of absence or members returning from a Reduction in Force.
 - a. Beginning in the 2025-2026 school year, district seniority will be officially tracked based on the Board's approval date. For certificated staff hired before 2025-2026, their original hire date will continue to be used. However, if a reduction in force (RIF) occurs, the official Board approval date will be applied to the affected employees.
 - 3. Total number of years of certificated experience
 - 4. Initial date of hire as a contracted employee with the district
 - 5. Type of certificate(s) and endorsement(s) held by the employee as based on the Washington State E-certification database or other data management system administered by OSPI
- F. Employees are to review the seniority report and note any changes to the Human Resources Department during the annual review period.
- G. Employees may become qualified for retained positions by adding endorsements to their respective certificates or permits (WAC 181-82-105).
- H. Employees on leave are responsible for initiating any changes pertaining to their individual listing.

Section 5: Steps in Reduction in Force

Once all Assignment, Reassignment, Vacancy, Transfer and Position Exchange provisions, as defined in Article IV, have been exhausted and the Board of Directors by resolution determines that RIF is warranted,

the following steps will be taken. Throughout the process, the District and Association will meet to discuss implementation of the steps.

- A. The Board will reduce the number of employees subject to RIF by use of budgetary reserves and by reducing expenditures in non-employee related categories.
- B. The District will provide the Association with a list of all retained positions. In addition, the Association President and Vice President shall be notified of the need for initiating a Reduction in Force.
- C. The District will develop a hiring list of employees by considering each employee in order of seniority. The District will assign an employee under consideration to a position that is still open. When no position exists for which the employee is qualified as defined in Article V, Section 4, the employee is left off the hiring list. The District will then proceed to consider the person next in seniority in a similar manner.
- D. In the event that more than one employee listed has the same seniority ranking:
 - 1. All affected will be ranked by order of the date of hire (upon Board approval).
 - 2. In the event a tie still exists, employees will be ranked according to the total number of years of non-supervisory certificated service.
 - 3. In the event a tie still exists, employees will be ranked according to their last summative evaluation.
 - 4. If after the first three (3) steps a tie still exists, then the affected employees shall participate in a drawing by lot to determine position on the seniority list. The Association and all employees so affected shall be notified in writing of the date, place and time of the drawing no later than four (4) days prior to the day of the drawing. The drawing shall be conducted openly and at a time and place that allow affected employees and the Association to be in attendance.
- E. The District will notify each employee of employment status by May 15. Those not on the hiring list will receive notice of non-renewal in writing.

Section 6: Provisions of Re-employment

- A. All certificated employees in the RIF category as a result of these procedures will be placed in a re-employment pool for up to three (3) consecutive school years.
 - 1. Individuals in the re-employment pool will be ranked based upon highest seniority and appropriate certification and/or endorsements for the positions as defined in Article V, Section 5.

- B. An individual shall have the right to refuse the offer of employment resulting in the person's name being passed over for that position only.
- C. Notices of re-employment shall either be hand delivered or sent by return receipt mail. Notices will be sent to the last known address for the individual, and the persons shall have ten (10) working days from the date of the mailing to accept the position. It shall be the responsibility of each person in the re-employment pool to notify the Human Resources Department of any change of address.
- D. All previously accrued benefits (such as but not limited to accrued sick leave, seniority, salary schedule placement) will be reinstated upon re-employment.
- E. No new employees shall be hired to fill existing or new positions until the employment pool has been exhausted, except when no employees in the re-employment pool are eligible because they do not meet the qualifications for the vacant position.
- F. When an employee in the re-employment pool accepts another continuing certificated position either with the Pullman School District or another district, the employee's name will be removed from the re-employment pool.
- G. Each individual in the re-employment pool will be given the opportunity to be on the District's substitute list.

ARTICLE VI – INSTRUCTION

Section 1: Class Size

The Pullman School District shall not exceed class size enrollment except as provided in other areas stated in the Agreement. In a special education co-teach classroom, the special services student numbers shall not exceed half of the total class size. If the student number exceeds half of the class size total number, the workload relief as defined by Article VI Section 2C, goes to the general education teacher only. Students receiving special services in the areas of speech only, OT only, or students on consultation, do not count toward the workload relief.

K	22
1	22
2-3	22
4-5	25
6-8	30
9-12	32

Specialists

Elementary library, music and physical education specialist classes will follow the appropriate grade level class size listed above.

Grades: 6-8

Beginning Band and Orchestra	30
PE	32
Drama, Music	Enrollment consistent with stated goals and objectives for the class

Grades: 9-12

PE	34
Music	Enrollment consistent with stated goals and objectives for the class

Class size enrollment for technology, laboratory, CTE, and Art classes shall be consistent with the stated goals and objectives of the class, available equipment, number of student workstations and safety and health standards.

Building principal(s) will make every attempt to create a balanced schedule to prevent the number of students exceeding the class sizes above.

Each school will make every attempt to balance the number of students with IEPs in any one classroom. If an elementary classroom or a general education class size, (Math, ELA, Science, Social Studies) exceeds more than five (5) students with an IEP as of October 1, the workload relief as defined by Article VI Section 2 applies to the general education teacher. This does not include speech only, OT only, students on consultation, and students served in collaborative settings. This only applies to students who are in class for more than fifty percent (50%) of the school day in elementary or fifty percent (50%) of the student's schedule at secondary.

Section 2: Workload Relief

A. Elementary Classrooms (K – 5th grades)

1. If an elementary class exceeds the class size enrollment in Article VI, Section 1, beginning on the official count date of each month, the principal, in consultation with the employee, will make a recommendation to the Superintendent from the options listed below. The Superintendent (or designee) shall implement one (1) of the options in consideration of the recommendation from the principal.
 - a) One (1) hour para-educator time per day per student (selected and scheduled by the principal in consultation with the employee); time will be pro-rated during collaboration and conference days.
 - b) One (1) hour additional per diem pay per student per week
 - c) Hire an additional employee (this is a consideration solely at the discretion of the Superintendent and Board)
2. The implemented option will be extended on a monthly basis (determined on the official count date of each month) for as long as class enrollment exceeds the level listed in Article VI, Section 1. The option will end once enrollment, on the official count date of each month, does not exceed the enrollment levels in Article VI, Section 1.
3. Employees shall complete a time-slip for the per diem pay each month that the employee is eligible for overload compensation.

B. Elementary Specialists

1. If a section is one (1) to two (2) students over the enrollment listed in Article VI, Section 1, then one (1) of the options listed in the tables below will count as one (1) section in overload. If a section is three (3) to four (4) students over enrollment listed in Article VI, Section 1, then that section will count as two (2) sections in overload.

2. In order for an elementary specialist to qualify for overload compensation, a full-time employee must be assigned thirty (30) sections or, if part-time, an equivalent number of sections to FTE.
3. Elementary specialists (art, STEM, music, health and fitness) with more than thirty-three (33) sections will be offered a supplemental contract of .03 FTE for each section beyond thirty-three (33).

Specialist meets each section one time per week:

# of Sections in Overload	# of Parapro Hours Granted Per Week	Hours of Pay Per Week
1 - 6	1	0.2
7 - 11	2	0.4
12 - 17	3	0.6
18 - 23	4	0.8
24 +	5	1.0

Specialist meets each section two times per week:

# of Sections in Overload	# of Parapro Hours Granted Per Week	Hours of Pay Per Week
1 - 3	1	0.2
4 - 6	2	0.4
7 - 9	3	0.6
10 - 12	4	0.8
13 +	5	1.0

C. Secondary Classrooms

1. If a secondary class exceeds the class size enrollment listed in Article VI, Section 1, beginning on the official count date of each month, the employee will receive one (1) hour additional per diem pay, per student, per month.
2. The implemented option will be extended on a monthly basis (determined on the official count date of each month) for as long as class enrollment exceeds the class enrollment listed in Article VI, Section 1. This option will end once enrollment, on the official count date of each month, does not exceed the classroom enrollment.

Section 3: Special Education

Since the nature of the work of each category of special education staff is unique, the Director of Special Services/designee and special education staff will review and communicate about caseload, at least quarterly, or as needed. The purpose of the review will be to evaluate programming and communicate caseload concerns and recommendations. Either the special education staff or the Director of Special Services/designee may make recommendations.

- A. Before a change of placement occurs for a student with an IEP, the employee will be informed of the student's needs according to their IEP.
- B. The following procedure will be used to assist special education certificated staff members in keeping enrollment at reasonable and workable levels:

1. Definitions:

Caseload - Typically defined as the number of students with Individual Education Plans (IEPs) for whom a teacher serves as "case manager" and is responsible for writing and implementing the IEP.

Program	Caseload
SLP	52
Elementary Resource Room	28
Secondary Resource Room	30
Developmental Learning Center (DLC)/Intensive Learning Center (ILC)	13
Preschool	13 for each session
OT	44

2. Special Education Caseload Remedies:

If the number of students exceed a caseload the case manager, building principal, and Special Services Administrator will meet within 5 business days after the time when the additional student(s) was/were added. In that meeting they will determine a mutually acceptable resolution to the issue within 10 days (using the suggestions below):

- a) Reassign certificated staff or add support staff
- b) Provide additional release time for planning
- c) Assist in developing teaching strategies
- d) Certificated staff proposes other forms of assistance
- e) Receive one (1) hour additional per diem pay, per student, per month

3. When a Special Education position is unable to be filled with a certified Special Education Teacher, employees who hold a Special Education certification may be asked to cover part or all of the caseload for that position. Special education teachers who choose to cover an IEP or caseload will meet with the building principal and Special Services Administrator to determine a collaborative team plan.

Options to be discussed for remedies may include, but are not limited to:

- a) Provide release time for the special services teacher(s)
 - b) Provide additional approved curriculum materials
 - c) Other remedies as determined by the Special Services Administrator
4. All students with IEPs will have equivalent access to the general education teachers' curricular materials. If an employee needs the curriculum materials, they will submit a request to the Teaching & Learning Department.
5. School Psychologist: There will be a ratio of one (1) school psychologist, including contractors, assigned to directly serve every 1,350 (1,350:1) students enrolled in the District. A school psychologist will be assigned to no more than two schools.
6. School Guidance Counselors: The District shall maintain Guidance Counselor staffing based on the availability of qualified candidates to the best of their ability with the following intent, one counselor for every 375 high school students (375:1), one for every 475 middle school students (475:1), one for every 812 elementary school students (812:1) with at least one (1) full time school guidance counselor at each school. At the discretion of the building administrator with input from staff, a school may choose to have a less than full-time counselor.

Section 4: Multi-level Personnel

For personnel with district wide responsibilities, schedules and/or workload will be determined with appropriate supervisor(s). Each employee's schedule must allow at least twenty (20) minutes for travel between buildings. Travel time will not be considered part of planning time.

Section 5: Part-time Employees

- A. Part-time employees shall begin their workday thirty (30) minutes (prorated by partial FTE contract) before and after their individual student day.
- B. Planning time will be prorated as a part of the assignment and will be reflected in the decimal portion of the assignment.

Section 6: Equitable Distribution of Students

Building Principals shall make every effort to equitably distribute the number of students at each class section based on academic, social, and behavioral characteristics of the students. Principals will consider input from the special education teacher(s), school counselor(s), and other certified staff as appropriate regarding the distribution of students. If a teacher thinks that their classroom is not distributed equitably, they may bring this to the attention of their supervisor.

Section 7: Preparation Time

The District and Association recognize that preparation time is vital.

- A. Secondary Teacher Preparation Time: The normally scheduled preparation time for employees during the student day shall be as follows:
 - 1. High School: One (1) of six (6) periods per day will be assigned as a preparation period. Non-classroom employees will determine schedules with building principal.
 - 2. Middle School: One (1) of six (6) periods per day will be assigned as a preparation period. Non-classroom employees will determine schedules with building principal.
- B. Elementary Teachers and Specialists (art, STEM, music, health, and fitness) Preparation Time:
 - 1. For the 2025-2026 School Year:
 - i. Elementary: Each elementary employee shall have at least two-hundred (200) minutes of preparation time each week, not to include the time before and after school, or the duty-free lunch period. A minimum of one (1) forty (40) minute period per day will be assigned as a preparation period. Student classroom supervision shall not begin more than five (5) minutes before the student day.
 - ii. Elementary Specialists: Elementary Specialists (art, STEM, music, health, and fitness) shall have a guaranteed thirty (30) minute uninterrupted block of preparation time each day. The remaining preparation time shall be scheduled in blocks of time no less than fifteen (15) minutes to reach their full two hundred (200) minutes per week. Preparation time shall not include the passing time between classes. Student classroom supervision shall not begin more than five (5) minutes before the student day.
 - iii. For the 2025–2026 school year, the Elementary Teachers and Specialists (including art, STEM, music, health, and fitness) will be provided with two days of substitute release time to be used for preparation within the building. These days may be taken in full-day or half-day increments.
 - 2. For the 2026-2027 School Year:

Beginning with the 2026-2027 school year, each elementary building may determine an approach that meets building needs while maintaining non-instructional duties and state-required instructional minutes. Elementary Teachers and Specialists (art, STEM, music, health, and fitness) shall receive forty (40) minutes of uninterrupted preparation time daily. Ten (10) additional minutes will be scheduled within the day, attached to a teacher's student supervision free time (beginning of the school day, recess, student lunch, the teacher's planning period time, and the end of the school day.)

Preparation time shall not include passing time. Student classroom supervision shall not begin more than five (5) minutes before the student day.

3. For the 2027-2028 School Year:

By November 1, 2026, a committee will be established with one representative from each elementary school as selected by PEA, one District PEA representative, one administrator from each elementary school, and one District office administrator. The committee's purpose is to develop a plan that provides elementary teachers and specialists with 275 minutes of weekly preparation time, not to include the time before and after school, or the duty-free lunch period while maintaining non-instructional duties and required instructional minutes.

C. Every effort will be made to schedule preparation periods in uninterrupted blocks of time. Assignment of tasks during preparation time is to be avoided. If employees are directed to supervise students during this time period and it is not covered under the class coverage and loss of prep time section, they may submit a time sheet for loss of work time. Pay shall be at the employee's per diem rate of pay. This provision is not intended to apply to loss of planning time due to assemblies, or other routine schedule disruptions.

D. Part-time staff will receive a pro rata amount of the amount of preparation time each week.

Section 8: Class Coverage and Loss of Preparation Time

A volunteer list shall be established at each worksite. Those teachers will be contacted and asked if they are willing to fill unfilled sub positions during their prep period. Teachers on the volunteer list will be contacted on a rotating basis within each building to ensure fairness.

- A. A rotation schedule will be followed to minimize the number of preparation periods any one (1) employee needs to cover. The employee may decline, or be compensated at their hourly rate of per diem pay, calculated in quarter hour increments rounded to the next highest quarter hour.
- B. Teachers can contact their administrator if they wish to be added or removed from the volunteer list.

- C. If there are remaining vacancies, the principal will utilize other available certificated district employees (e.g. Core+ staff, student teachers/mentor teachers, TOSAs, building administrators, district administrators, etc.).

Section 9: Parent Conferences/Grade Preparation

- A. Every family will be given the opportunity to meet with their student's classroom teacher. Parent conferences during the fall and spring will be implemented as follows:
 - 1. There will be a minimum of two and a half (2.5) release days for grades K-8 in the fall. In the spring there will be two and a half (2.5) release days for grades K-5.
 - 2. Conference schedules must be approved by the building principal.
- B. Buildings may agree to hold conferences during one (1) evening session in lieu of an afternoon conference session (a session is defined as an entire set of half-day conferences). Employees are not required to be in the building during one (1) afternoon session if evening conferences are scheduled. If there are individual employee conflicts with scheduled night conferences, arrangements will be made with the building principal.
- C. Employees grades K-5 may have up to four (4) hours total per year paid at per diem rate for work performed outside of the regular school day during the Fall and/or Spring conferences. Employees in grades 4-5 will have an additional two (2) hours per conference week. This does not include the Fall and Spring evening conference sessions. Part-time employees will receive a pro-rated amount. If an employee is required by the principal to work outside of their contract for the conference period, the employee will be paid per diem. Employees must submit a Pullman School District time slip in order to receive payment.
- D. Employees in grades 9-12 will have access to a half day substitute teacher the week before the new semester on Tuesday, Wednesday, or Thursday to cover teachers' release time to complete their grading/retest duties at the end of the first semester. The building principal/designee, in consultation with the teacher, will be responsible for scheduling release time in advance. In order to maximize substitute usage, the release time for teachers should be balanced in the morning and afternoon. The cost of the substitute will be paid by the district.
- E. In grades K-8 the week prior to grades being due at trimester/semester, every effort shall be made not to schedule before and after school meetings, with the exceptions of IEP/504 and Collaborative Team Meetings, for the purpose of grade preparation.

Section 10: WA Kids Testing

In schools where WA Kids Testing and conferencing is required, the first three (3) days of all-day kindergarten will be used to meet those requirements

Section 11: Mentor Program

- A. A mentoring program will be established to assist new employees during their first year of employment. The purpose of the mentor program is to provide on-going professional developmental support. The time includes meetings, conferences, reports, and follow-ups as needed.
- B. Mentors shall receive a stipend of five hundred dollars (\$500) per employee for working with employees new to the profession. Mentors shall receive a stipend of three hundred dollars (\$300) per employee for assisting experienced educators who are new to the District.
- C. New employees shall receive a five hundred-dollar (\$500) stipend at the conclusion of their first year of employment.
- D. Stipends shall be paid no later than the June pay warrant.
- E. Based on program funding, substitute days will be available for new employees and mentors for professional development, observation of other employees, and building visits.

Section 12: Non-Instructional Duties

During the workday employees may be assigned non-instructional duties. Non-instructional duties may not exceed thirty (30) minutes a week and employees will not be assigned more than one non-instructional duty before school per week unless requested by the employee and approved by the building principal. This section does not apply to certificated special education staff, SLP and OT/PT.

Section 13: Annual Training

Complete annual online trainings by September 30. Employees who have not completed the required online trainings by September 30 may be subject to disciplinary action. Any disciplinary action will not remove the requirement to complete the mandatory training modules.

ARTICLE VII – EVALUATION

Section 1: Definitions

- A. The term “Artifacts” shall mean anything in physical or virtual form that provides data. Artifacts could include notes from observed practice and products or results of a classroom teacher’s work that demonstrates knowledge and skills of the educator with respect to the evaluation system. Artifacts should not be created specifically for the evaluation system.
- B. The term “Certificated Support Personnel” shall mean counselors, librarians, instructional coaches, TOSAs, Educational Staff Associates (e.g. Speech Language Pathologists, OT, PT, nurses, or school psychologists), and other bargaining unit members who do not meet the definition of Classroom Teacher. Certificated support personnel will be evaluated using the Track Two evaluation process as written in Article VII, Section 10 of this agreement.
- C. The term “Classroom Teacher” shall mean certificated staff (including art, music, and P.E., and world language specialists) with an assigned group of students for whom they provide academically focused instruction and/or grades. The term “classroom teacher” or “teacher” does not include certificated support personnel.
- D. The term “Component” shall mean the sub-section of each criterion.
- E. The term “Employee or Employees” shall mean both classroom teachers and certificated support personnel except where otherwise specified.
- F. The term “Evaluation” shall mean the ongoing process of identifying, gathering and using information to improve professional performance, inform professional practice and assess total job effectiveness. The evaluation system consists of two (2) tracks:
 - 1. Track One: for classroom teachers, a Comprehensive or Focused evaluation process will be used; or
 - 2. Track Two: for certificated support personnel, a Certificated Support Personnel evaluation process will be used.
- G. The term “Evaluation Criteria” shall mean the minimum eight (8) evaluation criteria for classroom teachers to be scored as specified in WAC 392-191A-060 and the minimum evaluation criteria for certificated support personnel specified in WAC 392-191-020 and 392-191A-210.
- H. The term “Evaluation Report” shall mean that document which becomes a part of the teacher’s personnel file.
- I. The term “Evaluator” shall mean the building Principal/designee of the employee being evaluated.

- J. The term “Evidence” shall mean any artifact, observed practice or results of the classroom teacher’s work that demonstrates the teacher’s ability and skills in relation to the instructional framework. Evidence is not intended to be a portfolio collection of evidence but rather a sampling of data used to demonstrate the classroom teacher’s level of performance. It should be gathered from the normal course of employment.
- K. The term “Instructional Framework” shall mean the adopted instructional framework pursuant to RCW 28A.405.100. The parties have agreed to the Danielson Framework for Teaching Evaluation as the basis of the evaluation process.
- L. The term “Not Satisfactory” shall mean:
 - 1. Provisional and continuing contract teachers: Receiving a summative score of Unsatisfactory or Level 1 is considered ‘not satisfactory’ performance.
 - 2. Continuing contract teachers with more than five (5) years teaching experience in the state of Washington: Receiving a summative score of Basic or Level 2 for two (2) years in a row or two (2) years within a consecutive three (3) year period, is considered ‘not satisfactory’ performance.
- M. The term “Observation” shall mean the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of observing instruction and examining evidence over time based on the district adopted teacher evaluation model.
 - 1. A “Formal Observation” shall mean a documented observation that is prescheduled.
 - 2. An “Informal Observation” shall mean a documented observation that is not required to be pre-scheduled.
- N. The term “Provisional Employee” shall mean any employee in a teaching or other nonsupervisory, certificated position during their first three (3) years of employment. Provisional employees are subject to nonrenewal of contract during the first three (3) years of employment unless:
 - 1. The employee has previously completed at least two (2) years of certificated employment in another school district in the state of Washington, in which case the employee shall be a provisional employee in their first (1st) year of employment; or
 - 2. The classroom teacher has received an evaluation rating of Unsatisfactory – Level One (1) on the Four (4) level rating system established under RCW 28A.405.100 during their third (3rd) year of employment, in which case the teacher shall remain subject to nonrenewal of employment until they receive a Basic – Level Two (2) rating or higher; or
 - 3. The Superintendent makes a determination to remove an employee from provisional status if the employee receives one (1) of the top two (2) evaluation ratings during the second year of employment by the District.

Provisional status shall include any employee who is re-employed with the District after a break in service.

- O. The term “Rubrics” shall mean the descriptions of practice used to capture evidence and data and classify teaching and student growth using the evaluation criteria and the Four (4) level rating system.
- P. The term “Scoring Band” shall mean the State adopted range of scores used to determine the final comprehensive evaluation summative score for a certificated classroom teacher.

Level 1	Unsatisfactory	8 – 14
Level 2	Basic	15 – 21
Level 3	Proficient	22 – 28
Level 4	Distinguished	29 – 32

Component scores within a criterion and the included student growth scores will be averaged and rounded to reach a final criterion score. When a final criterion score includes a fractional number (for example 2.33), all scores with the fractions below .51 will be rounded down and all fractions .51 or above will be rounded up. For example, a score of 2.33 would receive a final criterion score of Two (2) and a score of 2.51 would receive a final criterion score of Three (3).

- Q. The term “Student Growth” shall mean the change in student achievement in subject matter knowledge, understandings, and/or skill between two (2) points in time, in context of meeting standards/course requirements.
- R. The term “Student Growth Data” shall mean data that is relevant to the teacher and subject matter. It must be a factor in the evaluation process and may include formative and summative measures, school-wide and/or district-wide assessments.
- S. The term “Summative Performance Ratings” shall mean the Four(4) performance levels applied using the Four (4)-level rating system: Level One (1) = Unsatisfactory, Level Two (2) = Basic, Level Three (3) = Proficient, and Level Four (4) = Distinguished.

Section 2: Evaluation Process

Notification: By October 1 or within fifteen (15) working days of the first day of employment, each employee will be notified of their assigned evaluator and whether they will be evaluated using the Track One (comprehensive or focused evaluation) or Track Two Certificated Support Personnel evaluation process. When appropriate, evaluators may use group meetings for this purpose.

In the event an employee does not work under the direct supervision of a building Principal or Assistant Principal, a certificated administrator designated by the Superintendent shall serve as evaluator. An employee who is assigned to two (2) or more worksites shall be assigned a primary evaluator.

If an employee is transferred to another position, not under the supervisor's jurisdiction, the final evaluation shall be made by the supervisor at the time of transfer or by the new supervisor. If an employee resigns during the school year, a final evaluation shall be completed prior to the last day of employment if possible.

Section 3: Provisional Employees

- A. Evaluation Option: Provisional employees shall be evaluated on a comprehensive evaluation.
- B. Ninety (90) Day Observation: Provisional employees shall be observed for thirty (30) minutes in the first ninety (90) calendar days of employment.
- C. Additional Observations: In the third year of provisional status, employees shall be observed at least three (3) times for a minimum of ninety (90) minutes.
- D. The District may move a three (3) year provisional classroom teacher to non-provisional status after two (2) years of evaluations rated as Proficient, Level Three (3) or Distinguished, Level Four (4).
- E. Non-Renewal: The non-renewal of a provisional employee will follow the process set forth in RCW 28A.405.220. The provisional employee must be notified by May 15 and may request an informal meeting with the superintendent to request reconsideration of the non-renewal. The superintendent will then submit a report recommendation action to the Board of Directors. The decision of the Board of Directors is final and not subject to appeal. Decision to non-renew provisional employees shall not be subject to the grievance procedure.

Section 4: Electronic Monitoring

All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class, unless it is initiated and submitted by the employee or mutually agreed to by the evaluator and the employee. Such recordings shall be used for evaluation purposes only and will not be shared without the employee's written consent.

Section 5: Classroom Teacher Evaluation System, Track One

- A. The purpose of the evaluation of certificated classroom teachers will be to:

1. Acknowledge the critical importance of teacher quality in impacting student growth and support professional learning.
 2. Identify, in consultation with classroom teachers, particular areas in which professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher needs to improve their performance.
 3. Assist classroom teachers who have identified areas needing improvement, in making those improvements.
- B. Teacher Self-Assessment: All classroom teachers will complete either a self-assessment on all eight (8) criteria and the components therein or use the results of their prior year's comprehensive evaluation in lieu of a self-assessment, prior to setting professional goals. The teacher has the option of sharing the results with their evaluator. The self-assessment serves as a tool for the goal setting and collaborative conference.
- C. Artifacts and Evidence: The teacher and evaluator will collect and share artifacts and evidence necessary to complete the evaluation.
1. The teacher may provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated at the time of the post-observation conference and be used to determine the final evaluation score.
 2. Artifacts should not be created specifically for the evaluation process but should be "a natural harvest" of products generated in the course of the teacher's practice.
 3. Emphasis should be placed on the collection of a small number of high-quality artifacts demonstrating teacher performance, rather than quantity of artifacts submitted.

Documentation: Evaluation records shall be managed as follows:

1. A copy of the final evaluation and teacher's written comments shall be placed in the teacher's personnel file.
2. Classroom teachers shall have access to any electronic collection of data in subsequent years as long as they remain employed in the District. Upon separation of employment from the District this information shall be purged and no longer maintained by the District in accordance with the applicable records retention schedule.
3. Evaluators shall notify the teacher of any additional evidence within five (5) days.
4. Any and all data entered into a data collection system shall be considered confidential and shall not be subject to public disclosure except as required by state or federal law.

Section 6: Evaluator Requirements, Track One

No classroom teacher shall be evaluated by an administrator who has not been trained in the use of the specific instructional framework and rubrics contained in this agreement and any relevant State or Federal requirements. RCW 28A.405.120

Section 7: Use of Student Growth Goals in Evaluation

The purpose of Student Growth Goals and the related rubrics are to promote instructional practice that is culturally responsive and socially and emotionally literate, and inclusive of each and every student. The use of student growth goals is to be based primarily in educator reflection using the data naturally harvested to improve instruction and student learning. The emphasis is on responsive practice and authentic conversation as the foundation of the student growth process.

All certificated staff members required to develop and implement student growth goals will be trained on the related rubrics and processes. This training will be embedded in the work new teachers do with their principals at the beginning of the school year and on an as-needed basis.

Student growth goal evidence should be a natural harvest of existing data with the purpose lying in the outcomes associated with the data collection and conversation with the teacher.

On or before October 31, teachers and their evaluator will meet to determine which unit of study student growth goal data will be collected. Goal setting conferences will be determined based on the unit of study, but must occur before February 1.

At the teacher's discretion and in consultation with their evaluator, a teacher may use the formal student growth setting process more than once during the year in order to improve their practice and to show additional growth for their evaluation.

Section 8: Comprehensive Evaluation Option

A comprehensive evaluation will be required for all classroom teachers who are provisional employees or who have received a Level One (1) or Level Two (2) rating in the previous year. All continuing classroom teachers will be required to complete a comprehensive evaluation once every six (6) years. The focus on professional development and the significance of decisions made as a result of this process will follow a timeline as described in Appendix C.

- A. Professional Goals: Teachers on a comprehensive evaluation will develop professional goals and timelines, will monitor their progress, and make adaptations as needed. The plan will be guided by the teacher's self-assessment or the prior year's comprehensive evaluation and must include the three (3) student growth goals (3.1, 6.1, and 8.1) and one (1) instructional goal. Goals shall be developed with input from the evaluator and may be interrelated or "nested". The evaluator and teacher shall mutually agree on the professional growth and development plan by October 31.
- B. Pre-Observation Conference: A pre-observation conference shall be held prior to a formal observation or series of observations. The teacher and evaluator will mutually agree when to conference.
- C. Formal Observations: The first formal observation for both provisional and non-provisional classroom teachers shall be prearranged. The total annual observation time cannot be less than sixty (60) minutes or ninety (90) minutes for teachers in their third (3rd) year of provisional status.
 - 1. If mutually agreed upon, the subsequent amount of required observation time may be broken into smaller time increments. Only one (1) pre-observation conference will be required for that series of observations. The classroom teacher may request additional observations.
 - 2. Observations will not take place the day before Winter or Spring break, on the day following an absence of the teacher, and on days of an assembly or a modified schedule, unless mutually agreed upon by the teacher and the evaluator.
 - 3. Within five (5) working days after completion of the formal observation or series of informal observations the evaluator shall provide the classroom teacher with a written summary and feedback of the observation(s). Documentation shall be made using the instructional framework.
 - 4. The teacher may provide additional evidence to aid in the assessment of the employee's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated on the observation document prior to or during the post-observation conference and be used to determine the final evaluation score.
 - 5. Unless otherwise mutually agreed upon, the final formal observation shall occur prior to May 1.
- D. Post-Observation Conference: The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the criteria during the observation and to discuss the teacher's performance.
 - 1. A post-observation conference shall be held within five (5) days following a formal observation or series of observations or held at a mutually agreed upon date and time. If the teacher and evaluator have mutually agreed to break the remaining thirty (30) minutes

of observation into shorter time increments, only one (1) post-observation conference will be required for that series of observations.

2. If there is an area of concern, the evaluator will identify specific concerns for the applicable criteria. The classroom teacher and evaluator will discuss and jointly develop specific solutions to remedy the concern in writing. The teacher has the opportunity to attach written comments to the observation notes.
- E. Informal Observations: Informal observations do not have to be in the classroom. Department or collegial meetings may be used for informal observations. If the evidence gathered from the informal observation is to be used in the evaluation process, the teacher will be notified in writing.
- F. Final Summative Evaluation Conference: Prior to May 15 the evaluator and teacher shall meet to discuss the teacher's final summative score. The final summative score, including the student growth score, must be determined by an analysis of evidence.
1. The classroom teacher has the right to provide additional evidence for each criterion to be scored. Evidence must be submitted to the evaluator by the date of the final evaluation conference or no later than May 1. The evaluator and teacher may jointly agree to a later date upon request by either individual.
 2. If the evaluator judges the teacher to be below Proficient the evaluator must provide evidence that deemed the score less than Proficient.
 3. When a final summative score is below Proficient, and the teacher believes certain teacher evidence was not considered and/or the criteria were not objectively scored, the teacher and evaluator shall mutually agree on one of the following:
 - a) An additional formal observation by June 1.
 - b) An alternative evaluator scoring the evidence. The alternative evaluator will be mutually agreed upon by the Association and the District.
 - c) Assignment of a new evaluator for the ensuing school year.
 - d) An additional observation by a different evaluator.
 4. Nothing prohibits an evaluator from evaluating any or all teachers as Distinguished based on the evidence within a school year.
 5. All evidence, measures and observations used in developing the final summative evaluation score must be a product of the school year in which the evaluation is conducted.
 6. Upon completion of an evaluation by the principal or other evaluator, the employee shall be provided with a copy of the summative evaluation report within three (3) days.

7. The teacher will sign two (2) copies of the Final Summative Evaluation Report. The signature of the teacher does not, however, necessarily imply that the teacher agrees with its contents. The teacher shall have the right to attach any comments to the evaluation report. This may be done at the time the employee receives a copy of the report and prior to the report being forwarded to the District Human Resource Office; or the comments may be forwarded to the Human Resource Office within seven (7) school days following the evaluation conference.
- G. Comprehensive Evaluation Summative Score: A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. Each teacher's criterion scores are established using at least fifty percent (50%) of the components from each criterion and one hundred percent (100%) of the student growth components as per RCW 28A.405.100, WAC 392-191A-080 and WAC 392-191A-090.

The Summative Criteria Score is the sum of the eight criterion scores and is rated based on the summative scoring band, as follows:

Level 1 - Unsatisfactory	8 – 14
Level 2 – Basic	15 – 21
Level 3 - Proficient	22 – 28
Level 4 – Distinguished	29 – 32

Component scores within a criterion and the included student growth scores will be averaged and rounded to reach a final criterion score. When a final criterion score includes a fractional number (for example 2.33), all scores with the fractions below .51 will be rounded down and all fractions .51 or above will be rounded up. For example, a score of 2.33 would receive a final criterion score of Two (2) and a score of 2.51 would receive a final criterion score of Three (3).

- H. Student Growth Impact Rating: Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the teacher is given a score of low, average, or high based on the scores below.

Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the classroom teacher's student growth impact rating.

The following scoring band will be used to determine the student growth impact rating:

5-12	13-17	18-20
Low	Average	High

- I. Impact of Low Student Growth Score: A student growth score of one “1” in any of the student growth rubrics (SG 3.1, SG 3.2, SG 6.1, SG 6.2. and SG 8.1) will result in an overall low student growth impact rating.

A classroom teacher with a preliminary rating of distinguished and with a low student growth rating will not receive an overall rating of higher than Proficient.

Classroom teachers with a low student growth rating will engage, with their evaluator, in a student growth inquiry.

- J. Student Growth Inquiry: Within two (2) months of the certificated classroom teacher receiving the low student growth score or at the beginning of the following school year, whichever is later, the evaluator will initiate the following steps:
1. The evaluator will examine additional student growth data in conjunction with the other student growth evidence previously provided.
 2. If the examination still results in a low student growth score, the evaluator will examine extenuating circumstances, which may include one (1) or more of the following: goal setting process, content and expectations, student attendance, and/or extent to which standards, curricula, and assessments are aligned.
 3. If after the above two (2) examinations, the classroom teacher still has a low student growth rating, the evaluator will:
 - a) Triangulate student growth measures with other evidence (observations, artifacts, and student work) and additional assessments (classroom and District based tools); or
 - b) Examine extenuating circumstances such as the process or expectations of goal setting, alignment of curriculum and assessments, or student attendance; or
 - c) Schedule monthly conferences with the teacher; and/or
 - d) Create and implement a professional development plan to address student growth areas.

Section 9: Focused Evaluation Process

- A. In the years when a summative comprehensive evaluation is not required, classroom teachers who received a comprehensive summative score of Proficient or higher the previous year are required to complete a focused evaluation.
- B. Continuing teachers must complete a comprehensive evaluation once every six (6) years.
- C. The teacher or the evaluator can initiate a move from the Focused to the Comprehensive Evaluation. A decision to move a teacher from a Focused to a Comprehensive Evaluation must occur prior to December 15. A change to comprehensive evaluation must be preceded by at least one (1) meeting to discuss the need to change, an opportunity for response and the decision.
- D. The criterion area to be evaluated shall be proposed by the teacher prior to, or at the first pre-observation conference and must be approved by the evaluator. The criterion may be an area of expertise to be further developed or a criterion that would benefit from additional attention. If the teacher selects criterion 3, 6, or 8, the student growth rubrics within those criterion, shall be scored. If criterion 1, 2, 4, 5, or 7 is chosen, the teacher must complete the student growth components in criterion 3 or 6 as per WAC 392-191A-120.
- E. The teacher will develop a plan based on a self-assessment of the selected criteria, develop written professional goals and timelines, monitor progress, and make adaptations as needed. The evaluator and teacher shall mutually agree on the teacher's professional goal(s) for the year.
- F. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s) and no individual shall be required to work on a shared goal.
- G. A classroom teacher may apply focused evaluation professional growth activities toward Professional Teacher (ProTeach) certificate renewal as required by the Professional Educator Standards Board (PESB).
- H. A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen criterion, a level Four (4) Distinguished score may be awarded by the evaluator.

Section 10: Support for Basic and Unsatisfactory Performance

- A. Prior to the start of school, the Association will be notified if a continuing contract teacher, with five (5) or more years of teaching experience, has a final summative score below Proficient.

- B. When a teacher's summative score falls below Proficient, at least one (1) of the following conditions and provisions shall be granted, by mutual agreement between the teacher and the evaluator, to support the teacher's professional development:
 - 1. The teacher shall be granted up to three (3) days of District funded release time to observe colleagues' instruction.
 - 2. The teacher shall be granted an additional/alternative certificated employee evaluator.
 - 3. The evaluator may require the teacher to take in-service training provided by the District in the area of teaching skills needing improvement. A mentor may be assigned to the teacher for the purpose of achieving such improvement. The District shall pay for any required in-service training or mentor. RCW 28A.405.140
 - 4. Any of these support activities shall be compensated at the employee's per diem rate of pay for any time that occurs outside the normal workday /year.
- C. In such cases that a teacher with more than five (5) years of experience receives a summative evaluation score below Proficient, the teacher must be formally observed before October 15th the following year. If the first (1st) Formal Observation in that following year results in ongoing and specific performance concerns, a structured support plan will be mutually developed by the evaluator and teacher within five (5) days following the first (1st) Post-Observation Conference and will be completed prior to completion of the comprehensive evaluation.

Section 11: Certificated Support Personnel, Track Two

- A. Certificated support personnel shall be evaluated in accordance with the appropriate criteria set forth in the evaluation form attached to this Agreement in Appendix D. Employees shall be evaluated annually, and such evaluations to be completed no later than May 15 of the year in which the evaluation takes place.
- B. Principals and other supervisors and their administrative/supervisory designees may make evaluations at any time during the school year. Such evaluations may cover individual observations for such periods of time as may be identified in the evaluation report. Any additional evaluations shall be for the purpose of improving employee performance.
- C. No formal written program for improvement shall be developed or required of an employee prior to the completion of the employee's evaluation, or beyond May 1, of the school year.
- D. Upon completion of an evaluation by the Principal or other evaluator, the employee shall be provided with a copy of the evaluation report within three (3) working days.
- E. The employee shall sign the District's copy of the evaluation report to indicate that they have received a copy of the report. The signature of the employee does not, however, necessarily imply that the employee agrees with the contents of the evaluation.

- F. The employee shall have the right to attach any comments to the evaluation report. This may be done at the time the employee receives a copy and prior to the report being forwarded to the District Human Resource Office; or they may be forwarded to the Human Resource Office within seven (7) school days following the evaluation conference.
- G. Following the completion of each required evaluation report, a meeting shall be held between the evaluator and the employee to discuss the evaluation.
- H. In the event that any evaluation report indicates that the employee has performance deficiencies in one (1) or more of the overall areas defined in the evaluation criteria, the Principal or other supervisor and the employee shall attempt to develop a mutually agreeable written plan designed to improve the employee's effectiveness in the deficient areas. In connection with the development of such plan, consideration should be given to utilizing the services of available resource persons. If the supervisor and employee are unable to agree upon a mutually acceptable plan, the supervisor will prepare and deliver such plan to the employee.

Section 12: Certificated Support Personnel Evaluation

All certificated support personnel shall be evaluated using the Certificated Support Personnel evaluation process.

Section 13: Probation

- A. The purpose of the probationary period is to give the employee an opportunity to demonstrate improvement in their areas of deficiency. Provisional employees are not entitled to probation. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.200.
- B. At any time after October 15th, a teacher whose work is not judged satisfactory based on District evaluation criteria shall be placed on probation and notified in writing of the specific areas of deficiency and provided with a written reasonable program for improvement no later than January 20th of the academic year. The notice to the employee shall be signed by the Superintendent/Designee and include the following:
 - 1. Specific areas of performance deficiencies;
 - 2. A suggested specific program for improvement;
 - 3. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvements in their areas of deficiency and

4. A statement indicating areas of assistance to be provided by the supervisory staff.
- C. If the supervisor contemplates recommending that an employee be placed on probation, an evaluation shall be made on or before January 15.
 - D. A probationary period of sixty (60) school days shall be established. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance.
 1. Track One: If the probationary employee has five (5) or more years of teaching experience and has a comprehensive summative evaluation performance rating of less than Level Two (2) (Basic) as of May 1, the probationary period may be extended into the following school year.
 2. Track Two: The probationary period must conclude before May 1st of the same school year.
 - E. Employees may only be placed on probation from the Comprehensive evaluation process.
 - F. During the probationary period the evaluator shall meet with the employee twice monthly to supervise and make written evaluations of the progress made by the employee.
 - G. The Principal or supervisor may authorize one (1) additional certificated administrator to evaluate and assist the employee in improving their areas of deficiency. Should the evaluator or supervisor not authorize an additional evaluator for the employee, the employee may request that an additional certificated evaluator become part of the probationary process. The employee's request must be implemented by including an additional experienced evaluator assigned by the ESD in which the school district is located and selected from a list of evaluation specialists compiled by the ESD, if available.
 - H. An employee on probation may authorize an Association representative to accompany them at all conferences required in this section.
 - I. The employee may not be transferred from the supervision of the original evaluator during the period of probation. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district may occur.
 - J. Track One: A classroom teacher must be removed from probation if they have demonstrated improvement that results in a new comprehensive summative evaluation performance rating of Level Two (2) or above for a continuing contract teacher with five (5) or fewer years of experience or of Level Three (3) or above for a continuing contract teacher with more than five (5) years of experience. If the evaluator is satisfied that the teacher should be removed from probation, the teacher shall be notified in writing no later than May 15.
 - K. Track Two: A certificated support personnel employee must be removed from probation if they have demonstrated improvement to the satisfaction of the evaluator in those areas specifically

detailed in the initial notice of deficiency and subsequently detailed in the program for improvement.

- L. Immediately following the completion of a probationary period that does not produce the required performance improvement, the employee may be removed from their assignment and placed into an alternative assignment for the remainder of the school year. This re-assignment may not displace another employee, nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such re-assignment is not possible, the District may, at its option, place the employee on paid leave for the balance of the contract term.
- M. If the probationary employee has not demonstrated satisfactory improvement in the area(s) of deficiency, the employee shall be notified in writing on or before May 15th of the lack of improvement along with specific documentation. Lack of necessary improvement constitutes grounds for finding probable cause for non-renewal pursuant to RCW 28A.405.210 or discharge pursuant to RCW 28A.405.300.
- N. If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

Section 14: General Requirements

- A. Work Site Limit: All formal observations for the purpose of evaluation must be conducted with the knowledge of the employee at the employee's normally assigned work site(s).
- B. Signatures: The written observation report(s) and the written evaluation report(s) must be signed and dated by the observer and the evaluator respectively. Such reports are also to be signed and dated by the employee, provided that the employee's signature shall indicate only that they have received a copy of the observation and/or evaluation report, not that they necessarily agree with its content.
- C. Copy and Response: A copy of each observation shall be given to the employee within five (5) working days of the observation. A copy of the evaluation shall be given to the employee by June 1. Within seven (7) working days, the employee may submit written comments concerning the report which shall be attached to the report in the employee's personnel file.
- D. Evaluator's/Supervisor's Yearly Evaluation File: The evaluator's/supervisor's yearly evaluation file shall be purged at the end of each school year or no later than June 30.
- E. Surprise Bar: Any item on the Evaluation Form that is marked with an "Unsatisfactory" must have been preceded with a written statement and/or formal conference with the employee in order to provide notice of the problem, specific suggestions for improvement, and reasonable time and opportunity for improvement.

F. Use of Evaluation Results: Evaluation results shall be private and confidential and shall be used:

1. To Document Satisfactory Performance: To document the satisfactory performance by a teacher of their assigned duties;
2. To Identify Areas for Professional Growth: To identify area(s) for professional growth according to the criteria included on the evaluation instrument;
3. To Document Unsatisfactory Performance: To document performance by a teacher judged unsatisfactory, based on the adopted evaluation criteria.

ARTICLE VIII – LEAVES

Section 1: Illness, Injury and Emergency Leave

Consistent with Washington State Law, each contracted certificated employee shall be entitled to twelve (12) days sick leave each year without loss of pay. Guidelines for the implementation of this policy are as follows:

- A. This leave applies to personal illness, injury, disability or emergency on the part of the employee.
- B. Upon District request, a physician's signed statement will be required to support an absence of five (5) or more consecutive days.
- C. Employees employed less than a full year shall be allowed a proportionate number of days under this policy. Personnel employed on an hourly basis are not covered under this policy.
- D. The return of all accumulated sick leave shall be granted to an employee who resigns and subsequently returns to the District.
- E. Absences for emergency leave under this policy shall be governed by the following additional regulations:
 - 1. The situation must be one which is serious, unavoidable and of major importance, not one of mere convenience.
 - 2. The situation must be suddenly precipitated or must be of such a nature that planning is not possible or such that planning could not have eliminated the need for the leave.
 - 3. A statement of the emergency may be required to support an absence of more than two (2) days.
- F. Upon request, leave shall be granted for a serious illness in the employee's immediate family. Immediate family shall be defined as the employee's child, spouse, domestic partner, parent, parent-in-law, or grandparent in accordance with state and federal laws.
- G. For use of planned illness/injury leave, the affected employee shall notify the Human Resources Department within a reasonable time prior to the anticipated dates during which leave will be required.
- H. Substitute employees shall accrue one (1) hour of sick leave for every forty (40) hours worked. This leave may be taken in half or full day increments when the substitute is working in a long-term position. With the approval of the superintendent/designee, a long-term substitute may be granted leave without pay without it constituting a break in service.

- I. Physical disablement caused by maternity, childbirth and recovery there from shall be considered as a form of illness for the purposes of this leave.

Section 2: Family/Medical Leave

Any eligible employee is entitled to family/medical leave during any fiscal year in accordance with the Family Medical Leave Act (FMLA). The District shall post information on the Family Medical Leave Act (FMLA) at each employee work site. Sick leave shall run concurrently with family/medical leave. An employee may elect to use all available paid leave concurrently with Family Medical Leave.

Section 3: Washington State Paid Family and Medical Leave (PFML)

- A. Employees may be eligible to receive Paid Family and Medical Leave (PFML) under the Washington State Family and Medical Leave and Insurance Act. To be eligible for this leave, employees must have worked a minimum of 820 hours within the past calendar year.
- B. The employee may initiate the use of this leave prior to exhausting all accumulated sick leave or other available paid leaves.
- C. The Washington State Employment Security Department <https://esd.wa.gov> is responsible for determining whether employees qualify for PFML and are responsible for administering PFML benefits. When an employee is seeking PFML, they will provide notice to the District of the intent to seek PFML. The employee will notify the District when they learn that they have been approved for PFML by the Employment Security Department. The employee will provide the District with documentation received from the Employment Security Department showing the approval of PFML leave. The employee will also provide the District with documentation that establishes the employee's need for leave. Once the employee has provided such documentation, the District will provide the employee unpaid leave consisted with the PFML for which the employee was approve by the Employment Security Department.
- D. When PFML is used, the District shall maintain health insurance benefits during periods of approved PFML in accordance with law. PFML runs concurrently with Family Medical Leave Act (FMLA).
- E. If an employee's monthly premium or applicable premium surcharges remain unpaid for sixty days from the original due date, the employee's SEBB benefits will be terminated retroactive to the last day of the month for which the monthly premium and applicable premium surcharges were paid.

Section 4: Employee Absence

If an employee is to be absent for any reason, they must notify the immediate supervisor as far in advance as possible. Requests for substitutes shall be made pursuant to administrative procedures.

Employees who will be absent from work for a pre-scheduled, consistent period of time are to communicate their absence with their principal as far in advance as possible. If a long-term substitute (twenty (20) or more consecutive days) is required, arrangements will be made collaboratively with the principal, teacher, and Human Resources Director prior to making arrangements with the substitute.

Section 5: Employee Attendance Incentive Program

The District will provide remuneration for unused sick leave as outlined in RCW 28A.400.210.

Section 6: Bereavement Leave

Up to five (5) days shall be granted with pay per occurrence for bereavement of a relative in the immediate family or up to three (3) days for extended family or close personal friend. Such leave shall be non-cumulative. Employees shall notify their immediate supervisor when taking bereavement leave and record such leave as per District procedures. If bereavement exceeds the allocated time, accumulated sick leave or personal leave can be used as an option. When requesting leave in the absence management system, employees will need to document the relationship and date of funeral or memorial service.

Section 7: Jury Duty and Court Appearances

- A. When an employee of the District is absent from their position because of a mandatory court appearance, they shall suffer no loss of income by reason of this service.
- B. A copy of the subpoena or certificate of the clerk of the court shall be filed with the Human Resources Department.
- C. Absence of an employee for legal action in which they are a litigant shall be classed as personal business and a pay deduction will be made or the employee may use personal leave as appropriate for such absence.

Section 8: Leave of Absence

- A. Leave of absence up to one (1) year without pay may be granted to employees by the Board for personal or professional reasons, such as but not limited to: recuperation, child rearing, business related to a death in the family, working in a professional related field, study, or travel. Leave of absence may not be taken for teaching in another school district within Washington State. An employee wishing to maintain benefits during the leave may do so if the carrier is in agreement by notifying the District of the cost of insurance on a monthly basis.
- B. Employees shall notify the District in writing on or before March 1 of their intent to return from leave of absence for the following school year. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District. The Board may extend the leave of absence for up to one (1) additional year.

Section 9: Parenting Leave

At any time, a leave of absence may be granted for up to the remainder of the semester following the birth, adoption or guardianship of a child. The following regulations shall apply:

- A. The employee may elect to use accrued sick leave. When an employee has exhausted all paid leaves, then the leave will be without pay.
- B. Employees on parenting leave shall be guaranteed a certificated position upon return, subject to terms of the contract.
- C. The employee may request up to an additional two (2) semesters of parenting leave. These additional semesters may be provided either full or part-time, one (1) or more semesters at a time.
- D. Requests for Fall semester must be made by April 1. Requests for Spring semester must be made by November 1. In cases of adoption and/or guardianship, the request need not occur before the above deadlines, but should be made as soon as possible.

Section 10: Professional Leave

- A. Employees may be allowed, with District approval, to attend professional meetings, conferences, symposiums and seminars pursuant to the following requirements, provided that the educational program is not jeopardized. Such leaves shall not be denied capriciously. In circumstances when there are not enough substitutes available, teachers attending a district or ESD 101 training will be contacted to return to their building at their earliest convenience.

- B. Professional leave shall be without deduction in pay. Expenses such as registration fees, travel, meals and/or lodging may be paid if applicable and preapproved by the building and/or program administrator.
- C. An individual employee will schedule the use of a District vehicle for professional travel. If a district vehicle is not available, the employee may choose to use their own personal vehicle and be reimbursed at the IRS rate.
- D. If more than one employee is attending the same professional meeting, they shall be expected to make reasonable efforts through preapproval from curriculum and instruction designee to minimize travel costs by sharing vehicles, either District or personal; and accommodations. Drivers of personal vehicles assume liability for passenger(s).
- E. A written explanation will be given for any leave that is denied.

Section 11: Public Service Leave

Request for leave of absence due to election to a position of public service may be requested at any time.

Section 12: Personal Leave

- A. Personal leave is defined as an approved paid contract day not worked, under the conditions described below. Substitute employee cost shall be paid by the District.
- B. The intent of this leave is to accommodate personal situations which are not emergencies or for reasons not otherwise defined in this agreement, but which require absence from work. Personal leave shall be granted as follows:
 - 1. For each employee with less than twenty (20) years of service, as defined by the seniority list, a maximum of three (3) days per year, per employee.
 - 2. For each employee with twenty (20) – twenty-four (24) years of service, as defined by the seniority list, a maximum of four (4) days per year, per employee.
 - 3. For each employee with twenty-five or more (25+) years of service, as defined by the seniority list, a maximum of five (5) days per year per employee.
 - 4. Employees with unused personal days at the end of the school year may roll over one (1) day. Any other unused personal days will be automatically cashed out at per diem rate with the July pay warrant. The maximum number of days an employee can accumulate is: up to four (4) days for employees with less than twenty (20) years of service; up to five (5) days

for employees with twenty (20) to twenty-four (24) years of service, and up to six (6) days for employees with twenty-five or more (25+) years of service.

- C. Personal leave is presumed to be granted on request and must be taken in half or full day increments. However, the maximum number of individuals who may use personal leave (including extended personal leave) on any one day shall not exceed two percent (2%) of the total employees. Leaves will be granted on a first-come, first-serve basis as determined by receipt of the request in the Human Resources Department.
- D. Up to ten (10) consecutive days of extended personal leave may be granted to the employee by the District. Any days not covered by personal leave will be without pay. Per diem pay for each of the extended days will be deducted from the employee's pay. Substitute employee cost shall be paid by the District.

Section 13: Association Leave

To enhance the working relationship between the District and its employees, the District shall allow Association officers and members leave time according to the following criteria:

- A. Leave time is to be spent meeting or conferring with District representatives and/or in meetings designed to enhance the working relationships between the members of the bargaining unit and the District. Such meetings shall include, but not be limited to, WEA Representative Assembly, WEA Leadership Conferences, and other related meetings.
- B. A maximum of thirty (30) days of this leave is available with the cost of a substitute to be paid by the Association. Ten (10) additional days of such leave will be available with the full per diem salary to be paid by the Association.
- C. Approval will be granted to allow for more Association leave days necessary for the negotiations' process.

Section 14: Military Leave

- A. Employees shall be granted military leaves of absence without pay, when required by law, to serve in a military force. Years of military leave shall be counted as years of experience for salary and seniority purposes. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District.
- B. Military leave of absence is construed as regular service in regard to salary increments. Members of the Washington National Guard, the Army, Navy, Air Force, Coast Guard, or Marine Reserve of the United States shall be granted military leave of absence from employee's teaching assignment

for a period not exceeding twenty-one (21) calendar days beginning October 1 and ending the following September 30. The employee shall receive normal District pay, however, and there shall be no loss of privileges, vacations or sick leave to which the employee might otherwise be entitled according to RCW 38.40.060.

Section 15: Annual Sick-Leave Conversion

The district will provide employees with access to annual sick leave conversion per state law.

Section 16: Retirement Buy Back or Death Conversion

The district will provide employees with access to retirement buy back or death conversion per state law.

Section 17: VEBA

- A. The Association shall notify the District of its intention to participate in a VEBA III plan, annually, prior to September 1 of each year.
- B. Eligible employees: All employees who are eligible to retire at the end of a school year will vote in August to determine participation in the plan. Majority vote will determine participation of all eligible employees.
- C. Funding amount: The District will deposit in a VEBA expense trust account one hundred percent (100%) of the value of the employee's retirement sick leave buy out conversion. Annual sick leave buy-out conversion moneys of the current year are not eligible for the plan.
- D. Deposits will be made within sixty (60) days after the employee's retirement sick leave buy out conversion to the VEBA Trust for Washington State School Employees. Qualifying medical benefits will be paid to the participating employee and/or to their spouse and/or dependents according to the VEBA III plan.
- E. In the event this plan is affected by any local, state, or federal legal changes, the plan will be suspended until the District and the Association have met to make a final determination.

Section 18: Sick Leave Sharing

The District shall provide employees with access to leave sharing in accordance with State law.

ARTICLE IX – FISCAL

Section 1: Contract Compliance

- A. All individual certificated employee contracts between the Board and an individual certificated employee, heretofore executed shall be subject to and consistent with the terms and conditions of this agreement. All individual certificated employee contracts shall be expressly made subject to and consistent with the terms of this or subsequent agreements to be executed between the Association and Board. If any individual certificated employee contract contains any language inconsistent with this agreement, this agreement during its duration shall be controlling.
- B. The Board or the Association shall not, during the period covered by these agreements, directly or indirectly engage in or assist in any unfair labor practice as defined in RCW 41.59.

Section 2: Length of Work Year

The length of the employee work year shall be one hundred and eighty (180) days in total. The extension of contracted days by the District shall be computed on 1/180 of the employee's base contracted rate of pay.

Section 3: Length of Workday

- A. Employees shall begin their workday thirty (30) minutes before a standard student day begins and shall continue until thirty (30) minutes after a standard student day ends. Late start and early release days are not considered to be standard student days. The total length of the workday shall not exceed seven and one half (7.5) hours which shall include a continuous thirty (30) minute duty-free lunch period.
- B. One or Two Hour Delays
 - 1. In the event of a one or two-hour delay, employees should arrive at their regular start time or as soon as it is safely possible.
 - 2. If it is not possible to arrive at least thirty minutes prior to the delayed start time, staff must notify their supervisor and school secretary that a sub will be needed. The employee may use emergency leave, or take leave without pay.
 - 3. If a delayed start time occurs on a Late-Start Monday, the delay time will be based on your school's typical Tuesday-Friday start time.

4. In the event that a training has been scheduled and cannot be delayed two hours, staff should arrive at the training as soon as it is safely possible.
- C. On the last day of school, in order to facilitate an orderly closing, final checkout will begin after the end of the student day and after student needs have been met. Staff must complete checkout within one (1) week of the last day of school.

Section 4: Salary Schedule

- A. The salary schedule for certificated instructional employees will be negotiated via the collective bargaining process. It is included in this agreement as Appendix A. Payment for the duties listed in this section will be in equal installments over a twelve (12) month period, beginning in September.
- B. Each individual contract will be for the professional work associated with teaching basic education requirements and those activities that normally happen outside the classroom. A portion of the base salary will cover the professional responsibilities described in the Danielson model: reflecting on teaching, maintaining accurate records, communicating with families, participating in the professional community, growing and developing professionally, and showing professionalism. The following are examples of the possible professional responsibilities:
 1. Preparation for school (includes instructional materials and plans)
 2. Development and integration of curriculum
 3. Contact with parents, including IEP and 504 meetings, up to one half (.5) hour after the contract day;
 4. if IEP and/or 504 meetings exceed 2 hours/week, the employee will be compensated for time beyond the 2 hours/week.
 5. Evaluation and reporting of student progress
 6. Management of student data and assessments
 7. Additional collaboration time spent with colleagues
 8. Improving and maintaining professional skills
 9. Attending District/building related meetings, programs/events related to the employee's assignment

Section 5: Salary Schedule Placement and Movement

- A. The provisions in WAC 392-121-264 will govern certificated years of experience for an employee's placement on the salary schedule. Certificated years of experience means the number of years of accumulated full-time and part-time professional education employment prior to the current reporting school year. The salary allocation schedule for administration of salaries is the salary schedule for certificated employees (Appendix A).

- B. Increments for experience, education and in-service credit shall be recognized in accordance with WAC 392-121. Education credits and/or clock hours must be earned on or before October 1. An official transcript and/or documentation must be received by the District no later than November 1. Advancement on the current year's salary schedule will begin only when a qualifying official transcript and/or documentation is received, and payment shall be retroactive to September 1.
- C. The District shall accept all clock hours and in-service credits that are earned in accordance with current and appropriate RCW's and WAC's.
- D. Non-degree Career and Technical Education employees must meet all requirements of WAC 180-77 and will be placed on the salary schedule accordingly.

Section 6: Salary Payment

The District will make salary payments monthly. The normal payment will be made on the last weekday of the month. The District reserves the right to make payments earlier. Time slips must be submitted within 90 days in order to receive payment.

Section 7: Per Diem Rate of Pay

Per diem rate of pay is calculated by using the employee's base salary/by the number of days in the employee's contract year. The hourly per diem rate equals the daily per diem rate divided by the number of hours in the work day as per Article IX, Section 3.

Section 8: Professional Rate of Pay

- A. The professional daily rate of pay will be determined by taking the employee's annual base salary as shown in Appendix A and dividing it by one hundred and eighty (180) days.
- B. The professional hourly rate of pay will be equal to the employee's per diem rate of pay. The per diem rate is determined by taking the employee's professional daily rate and dividing it by seven and a half (7.5). The hourly rate is paid for any pre-approved assigned work beyond the normal workday and/or work year, except as provided elsewhere in this Agreement.
- C. Prior to the assignment of additional work, the District will inform employees whether or not compensation will be provided and whether or not employees will be compensated at their per diem or their hourly rate of pay.

Section 9: Pay Procedures for Part-time Employees

- A. When a part-time employee is required to be at work a full day (i.e. Professional Development Day), the employee will be paid at per diem hourly rate for each hour worked beyond the regular contract schedule.
- B. When a part-time employee serves as a casual substitute (less than twenty (20) days), the employee will be paid at the regular substitute rate.
- C. When a part-time employee serves as a long-term substitute (twenty (20) or more days), the employee will be paid from the first day of work at the employee's per diem rate.

Section 10: Professional Development

- A. Seven (7) District/Professional Building directed days will be designated in the calendar. In order to receive payment for these days, employees must sign the attendance roster at the building level.
 - 1. District Professional Days – Four (4) days will be District directed days and must be worked in order to receive payment. Prior to the start of the school year, classroom preparation time will be provided as outlined in 4 below.
 - 2. State Professional Days – Three (3) days are to be scheduled for program or professional development in alignment with state requirements. These days are to be designed to improve student learning and instruction.
 - 3. New Employee Orientation - New employees shall receive additional per diem days for attendance at district directed orientation meetings.
 - 4. Classroom Preparation Day - One of the four (4) District Professional days for Certificated employees will serve as self-directed classroom preparation time. This time is to be used for employees to prepare and develop their learning environment and educational materials in their respective classrooms and to collaborate with staff. This day will occur prior to the Elementary Back-to-School Night.

These days shall be paid by timesheet in the month following completion of the day(s). Employees are required to complete and turn in their timesheet by the payroll deadline (5th of the month).

- B. Incentive:

- 1. National Board Certification: Employees shall receive a five hundred fifty-dollar (\$550) stipend for costs associated with achieving initial National Board Certification. The District shall provide up to two (2) days of professional leave for working on initial National Board Certification activities. These days are not to precede or follow holidays.

2. The District shall provide up to one (1) day of professional leave for working on Maintenance of Certification activities. This day is not to precede or follow holidays.
3. Master's or doctoral degree: Employees shall receive up to two (2) days of substitute release time for defending a thesis or completing their degree. The District may grant additional days if required by the sponsoring institution. These days are not to precede or follow holidays.
4. ESA employees who obtain and maintain professional certification and credentials shall receive a lump sum payment up to a maximum of two hundred and fifty dollars (\$250). This funding is available each year and documentation must be provided to the district to show cost to maintain professional certification and credentials.
5. ESA employees who bill for Medicaid services (SLP, OT, and/or PT), shall receive a lump sum payment of up to a maximum of five hundred dollars (\$500). This funding is available each year and documentation must be provided to the district to show cost to maintain professional certification and credentials.

Section 11: Co-curricular and Supplemental Stipends

- A. There shall be a Supplementary Employee Contract for co-curricular and special assignments which shall not exceed one (1) year and shall be in accordance with statutory provisions. The District shall adopt a job description for each position for which a supplementary contract is issued.
- B. The District shall advise employees in writing no later than May 15 if the individual Supplementary Employee Contract is not to be renewed for the next school year. The District shall state the reason(s) in writing to the employee for such non-renewal.
- C. An employee who has a supplemental contract for a responsibility driven activity may elect to be paid either in equal monthly installments over twelve (12) months or in one (1) lump sum at the end of the activity. If the employee chooses a lump sum payment, it must be submitted to the District Business Office prior to the start of the contract being paid.
- D. Supplemental responsibilities, duties, and/or educational services performed require the employee's supervisor and budget administrator approval.
- E. Retirement or Resignation Notification: Prior to January 15 of the current school year, an employee who is retiring or is resigning with twenty (20) or more years with Pullman School District at the end of the current school year, shall receive a payment of \$500, based on the employee's FTE, after submitting a letter to the Superintendent notifying the District of their resignation or retirement.

Section 12: Work Performed Under Grant

Compensation for work performed by certificated employees under a grant administered by the District shall follow the guidelines of this section when feasible and applicable. If not, the compensation shall be determined to be within the guidelines of the grant and approved by the Superintendent/designee. If the work is outside of the scope of this agreement (director, manager, etc.), the compensation shall be determined by the equivalent rate of compensation the District has established for equal or equivalent work.

Section 13: Insurance Benefits

- A. The District agrees to provide the amount of benefit contributions funded by the state and will implement any state increases for insurance benefits during the duration of this Agreement. The benefit amount shall be administered in accordance with the state laws relating to school district employee benefits.
- B. The District will provide benefit contribution insurance for all employees who work or are expected to work more than 630 hours in a school year. Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits. The effective date of coverage is the first day of the month following the day they begin work.
- C. Employees shall be able to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP).
- D. If a benefit plan is not chosen, the employee will be enrolled in the default medical, dental, vision, life and accidental death and dismemberment, and long-term disability insurance plans as a single subscriber. The employee will also be charged the tobacco use premium surcharge. Changes to insurance plans or enrollment of eligible dependents will be allowed in the next open enrollment period. The employee may add dependents to the default plan if there is a special open enrollment event that allows this change, such as marriage, birth, or adoption.
- E. Benefit Termination: Any employee terminating employment shall be entitled to receive the District insurance contribution for the remainder of the calendar month in which the contribution is effective.

Section 14: Calendar

- A. Calendar(s) for subsequent years will be determined by a school calendar committee comprised of District employee groups, administrators, and parents.
- B. The school calendar committee will include two (2) PEA members and the PEA Vice President.
- C. The calendar committee will create and implement a staff/community calendar survey.

- D. The school calendar committee will analyze the results of the survey and create two (2) calendars for consideration by the association employees.
- E. The association/committee will present the calendar with the most votes from the bargaining units that vote on the calendar to the board for consideration.
- F. Calendar(s) for subsequent years will be determined by the parties on or before May 1.
- G. The current calendar is contained in Appendix B.
- H. The calendar will include inclement weather/emergency closure make up days.

Section 15: Travel Reimbursement

- A. Certificated personnel whose assigned duties require travel shall be compensated at the IRS reimbursement rate for authorized use of their personal vehicles.
- B. The mileage chart can be found on the district's website and/or SharePoint site.

Section 16: Extended Contracts

- A. The following positions are approved for additional compensation for responsibilities beyond the base contract of each employee, payable via timeslip.

High School Counselor	14 days
Middle School Counselor	10 days
Elementary School Counselor	6 days
Speech Language Pathologist, Occupational Therapist	4 days
School Psychologist	5 days
Special Education Teachers	7 days
All Special Education Teachers will have seven and one-half (7.5) hours of district-directed extended time. This time will be turned in on an hourly timeslip following district-directed activities. If a teacher is unable to attend due to a school/district related responsibility, there will be a mutually agreed upon an opportunity for them to make-up the time with the Special Services Administrator/designee. A calendar will be distributed to all teachers by August 31 outlining when the district-directed hours will be used throughout the year. These days will be mutually scheduled between the employee and principal. Extended contracts will be pro-rated by the employee's program FTE. Extended days must be scheduled on non-contracted work days.	

ARTICLE X - GRIEVANCE PROCEDURE

Section 1: Definitions

- A. A “grievant” shall mean an employee or group of employees or the Association filing a grievance.
- B. A “grievance” shall mean a claim by a grievant that this agreement has been violated. Evaluation may be grieved on basis of process only.
- C. “Days” shall mean employee contracted work days. When a grievance has not been resolved by the end of the school year, days shall mean any day on which the District Office is open for business with the public.

Section 2: Grievance Considerations

- A. If the stipulated time limits are not met, the grievant shall have the right to appeal the grievance to the next level of the procedure. If the time limit is not met by the grievant, the grievance shall be invalid and subject to no further processing.
- B. Any grievance related to the terms of the agreement shall be subject to binding arbitration.
- C. Any grievance related to inconsistent application of Board policy shall be processed only to Step 3.
- D. Nonprovisional employees who receive notice of probable cause for discharge or nonrenewal should consult RCW 28A.405.310.
- E. Provisional employees who receive notice of probable cause for nonrenewal may not grieve their nonrenewal. They are limited to the rights described in RCW 28A.405.220. Provisional employees who receive notice of probable cause for discharge cannot seek a statutory hearing under RCW 28A.405.310 and simultaneously grieve their discharge. They must choose one or the other.
- F. If any party believes the following sections have been violated, they may file a grievance according to the procedure described in Article X of this Agreement. However, no party can advance the grievance beyond Step 3.
 - 1. Preamble (paragraph 2)
 - 2. Article I – Administration, Section 6: Conformity to Law
 - 3. Article I – Administration, Section 9: Management Rights

Section 3: Rights to Representation

- A. At least one Association representative shall be present for any meetings, hearings, appeals, or other proceedings relating to a grievance, which has been formally presented.
- B. If, in the judgment of the Association, a grievance affects a group of employees or the Association, the Association may initiate and submit such grievances in writing to the Superintendent directly, and the processing of such grievance shall be commenced at Step 2. The Association may process such a grievance through all levels of the procedure, even though there is no individual aggrieved person who wishes to do so. Class grievances involving more than one supervisor and grievances involving the administrator above the building level may be filed by the Association at Step 2.
- C. In matters dealing with alleged violations of Association rights, the grievance may be initiated at Step 2.
- D. The Association, on its own, may continue and submit to arbitration any grievances filed and later dropped by a grievant, provided that the grievance involved the application or interpretation of the agreement.

Section 4: Individual Rights

- A. Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter via administrative channels and to have the problem adjusted without the intervention of the Association, as long as the Association is in attendance at these discussions and is notified in writing as to the disposition of the matter and such disposition is not inconsistent with the terms of this agreement.
- B. Grievants may be represented at all stages of the grievance procedure by themselves or, by an Association representative. If an aggrieved party is not represented by the Association, the Association shall have the right to be present and to state its views in writing at all stages of the grievance procedure.

Section 5: Procedure

Informal Communications

The District and Association acknowledge that it is usually most desirable for an employee and immediate supervisor to resolve problems through free and informal communications. The employee shall request a meeting with the supervisor within twenty (20) days from the time of the occurrence of the event or the time that the employee should reasonably become aware of the occurrence of the event, whichever is later.

Such meeting shall be held within five (5) days of the request. If no solution is reached at the informal meeting, the grievance will be reduced to writing and presented to the immediate supervisor for reconsideration.

The following steps shall be followed in the processing of a formal grievance.

Step 1 – Immediate Supervisor

- A. If the grievance is not settled informally, the grievant may present the grievance in writing to the immediately involved supervisor within five (5) days of the informal meeting. The supervisor will arrange for a meeting to take place within five (5) days after receipt of the grievance.
- B. The written grievance shall contain the following information:
 - 1. A statement of the grievance and the facts upon which it is based.
 - 2. The alleged violation of the specific article and section of the Agreement.
 - 3. The remedy or adjustment sought, and
 - 4. The signature of the aggrieved employee.
- C. The supervisor shall provide the aggrieved party and the Association with a written answer to the grievance within five (5) days after the meeting. The written response at this step and at all steps thereafter shall contain the following information:
 - 1. An affirmation or denial of the facts upon which the grievance is based.
 - 2. Findings of the alleged violation of the Agreement.
 - 3. The remedy or adjustment, if any, to be made, and
 - 4. The signature of the appropriate management representative.

Step 2 – Superintendent/Designee

If the grievant is not satisfied with the disposition of their grievance at Step 1, then, within five (5) days of receiving the written response at Step 1, or if no decision has been rendered within ten (10) days after their meeting, the grievant may file the grievance with the Superintendent or designee. The Superintendent/designee shall arrange for a hearing with the grievant and/or the Association, to take place within five (5) days of the receipt of the appeal. The parties in interest shall have the right to include in the representation such witnesses as they deem necessary to develop facts pertinent to the grievance. Upon conclusion of the hearings, the Superintendent will have five (5) days to provide a written decision.

Step 3 – Board of Directors

If the grievant is not satisfied with the disposition of their grievance at Step 2, then, within five (5) days of receiving the Superintendent's decision at Step 2, or if no decision has been rendered within ten (10) days after their meeting with the Superintendent/designee, the grievant may file the grievance with the Board of Directors.

Step 4 – Binding Arbitration

If no satisfactory settlement is reached at Step 3, the Association may appeal the decision of the Board to either the American Arbitration Association (AAA), the Federal Mediation Conciliation Services (FMCS) or the Public Employees Relations Commission (PERC) if no decision has been rendered within twenty (20) days of the Board's decision. If any question arises as to arbitrability, such question will first be ruled upon by the arbitrator selected to hear the dispute.

Within ten (10) days after such written notice, the District and the Association will attempt to agree to an arbitrator. If the District and the Association cannot agree on an arbitrator within twenty (20) days, the Association shall submit a request for a list of arbitrators. The parties shall separately rank and strike the names of arbitrators on the list and return their list to the appropriate agency for final arbitrator selection. Hearings shall be conducted in accordance with the rules of the agency that was selected.

Neither party shall be permitted to assert in the arbitration proceedings any evidence which was not previously disclosed to the other party.

The arbitrator selected will confer with the representatives of the District and the Association and hold a hearing promptly and will issue a decision not later than twenty (20) days from the date of the hearing or, if oral hearings have been waived, then from the date the final statements and proofs are submitted to the arbitrator. The arbitrator's decision will be in writing and will set forth the findings of fact, reasoning, and conclusions on the issues submitted. The decision of the arbitrator will be submitted to the Board and the Association and will be final and binding upon the parties.

Section 6: Jurisdiction of the Arbitrator

The arbitrator will be without power or authority to make any decision which violates the terms of this agreement. The arbitrator shall also be without power to add to, subtract from, or alter the terms and conditions of this agreement.

Section 7: No Reprisals

No reprisals of any kind will be taken by the Board or the school administration against any employee because of his or her participation in any grievance.

Section 8: Arbitration Costs

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator, if any, shall be shared equally by the parties.

Section 9: Cooperation of Board and Administration

The parties shall cooperate in their investigation of any grievance and shall furnish such reasonable information related to the grievance as is requested for the processing of any grievance.

Section 10: Release Time

Should the mutually scheduled processing of any grievance require that an employee(s) be released from their assigned duties, they shall be released without loss of pay or benefits.

Section 11: Personnel Files

All documents, communications, and records, relating to any grievance shall be held as confidential by all parties. The District Human Resources Department shall file all records pertaining to an employee grievance separate from other personnel records.

Section 12: Grievance Form

The form for filing and processing grievances shall be found in Appendix E.

ARTICLE XI - DURATION

This Agreement shall be in full force and effect as of September 1, 2025 and shall continue in effect until August 31, 2028. This Agreement shall not be extended orally. During the term of this Agreement the following shall apply:

- A. For the 2025-2026 school year, the District will apply the inflationary factor to the certificated instructional staff salary schedule.
- B. For the 2026-2027 school year, the District will apply the inflationary factor plus 0.5% to the certificated instructional staff salary schedule.
- C. For the 2027-2028 school year, the District will apply the inflationary factor plus 0.5% to the certificated instructional staff salary schedule.
- D. This agreement may be opened for any item that may be affected by new legislation.

This Agreement shall be opened for the purpose of negotiating a successor agreement at least ninety (90) days prior to the termination date.

For the Pullman Education Association

For the Pullman School District

Patricia Blehm

Dr. Robert Maxwell

President, Pullman Education Association

Superintendent, Pullman School District

Date

Date

President, Board of Directors

Date

APPENDIX A – SALARY SCHEDULE

2025-2026 Pullman School District Certificated Salary Schedule

Years of Service								MA+90 or Ph.D.
	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	
0	\$56,701	\$58,232	\$59,819	\$61,409	\$66,512	\$67,979	\$73,082	\$76,372
1	\$57,464	\$59,017	\$60,624	\$62,284	\$67,440	\$68,735	\$73,891	\$77,158
2	\$58,191	\$59,759	\$61,383	\$63,171	\$68,312	\$69,496	\$74,637	\$77,940
3	\$58,941	\$60,523	\$62,165	\$64,010	\$69,141	\$70,217	\$75,345	\$78,729
4	\$59,675	\$61,328	\$62,979	\$64,888	\$70,049	\$70,973	\$76,135	\$79,543
5	\$60,435	\$62,095	\$63,762	\$65,778	\$70,920	\$71,741	\$76,886	\$80,361
6	\$61,215	\$62,839	\$64,563	\$66,679	\$71,796	\$72,529	\$77,647	\$81,139
7	\$62,586	\$64,234	\$65,981	\$68,212	\$73,406	\$74,004	\$79,196	\$82,788
8	\$64,593	\$66,331	\$68,119	\$70,535	\$75,798	\$76,325	\$81,590	\$85,311
9	\$64,593	\$68,503	\$70,380	\$72,882	\$78,269	\$78,671	\$84,061	\$87,910
10	\$64,593	\$68,503	\$72,667	\$75,350	\$80,808	\$81,141	\$86,601	\$90,576
11	\$64,593	\$68,503	\$72,667	\$77,891	\$83,468	\$83,682	\$89,260	\$93,315
12	\$64,593	\$68,503	\$72,667	\$80,350	\$86,198	\$86,322	\$91,989	\$96,169
13	\$64,593	\$68,503	\$72,667	\$80,350	\$88,996	\$89,055	\$94,786	\$99,088
14	\$64,593	\$68,503	\$72,667	\$80,350	\$91,806	\$91,868	\$97,781	\$102,121
15	\$64,593	\$68,503	\$72,667	\$80,350	\$94,195	\$94,256	\$100,323	\$104,777
16	\$64,593	\$68,503	\$72,667	\$80,350	\$96,078	\$96,140	\$102,329	\$106,871

APPENDIX B – CALENDAR



PULLMAN PUBLIC SCHOOLS CALENDAR FOR THE 2025-2026 SCHOOL YEAR

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

August				
MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September				
MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October				
MON	TUE	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November				
MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December				
MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January				
MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February				
MON	TUE	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March				
MON	TUE	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
MON	TUE	WED	THUR	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May				
MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June				
MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Legend	
	Late Start Mondays
	Professional Dev Days-No School
	First/Last Day School
	Early Dismissal
	Conference Days
	Holidays/School Breaks-No School

August 20-21	Professional Development Days (teachers)
August 25-26	Professional Development Days (teachers/paraeducators)
August 27	First Day of School (Grades 1-12)
August 27-29	Kindergarten Orientation (day/time will be communicated)
September 1	No School - Labor Day
September 2	First Full Day of Kindergarten & First Day of Preschool
October 10	No School - Professional Development Day (teachers)
October 29	Early Dismissal (K-8) - Conference Day
October 30-31	No School (Preschool & K-8) - Conference Days
November 11	No School - Veteran's Day
November 24-28	No School - Thanksgiving Break
December 22-January 2	No School - Winter Break
January 16	No School - Professional Development Day (teachers)

January 19	No School - Martin Luther King, Jr. Day
January 26	Pullman High School Second Semester Starts
February 13	No School - Professional Development Day (teachers)
February 16	No School - President's Day
March 18	Early Dismissal (K-5) - Conference Day
March 19-20	No School (Preschool & K-5) - Conference Days
April 6-10	No School - Spring Break
TBD	Last Day of PSD Preschool (aligned w/ Head Start)
May 25	No School - Memorial Day
June 6	Pullman High School Graduation
June 12	Last Day of School - Early Dismissal (10:50/11:05am)
June 15-16	Snow Make Up Days

	Early Dismissal Times
	11:50 am Franklin, Jefferson, LMS, PHS
	12:05 pm Kamiak, Sunnyside

	Late Start Mondays
	8:50 am Franklin, Jefferson, PHS
	8:55 am LMS
	9:05 am Kamiak, Sunnyside

APPENDIX C – EMPLOYEE EVALUATION PROCESS/TIMELINE

One of three:

Classroom Teacher Evaluation Process/Timelines

Provisional Teacher – comprehensive evaluation 1st, 2nd and 3rd year

Classroom Teacher Process/Timelines	Action Deadline
Self-Assessment or prior year comprehensive evaluation, may be shared with evaluator	Prior to Goal Setting Conference
Evaluator Notification	By October 1 st
Goal Setting and Collaborative Conference	By October 15 th
1 st Pre-Observation Conference	By the 90 th day
1 st Formal Classroom Observation (30 min)	By the 90 th day
Written summary of the observation	Within 5 working days after completion of observation
1 st Post Observation Conference	Within 5 days of the formal observation or mutually agreed date & time
2 nd Pre-Observation Conference	By May 1 st
2 nd Formal Observation (30 min)	By May 1 st
Written summary of the observation	Within 5 working days after completion of observation
2 nd Post Observation Conference	Within 5 days of the formal observation or mutually agreed date & time
3 rd Formal Observation (30 min) 3 rd year	By May 1 st
3 rd year Provisional	
3 rd Post Observation Conference	Within 5 days of the formal observation or mutually agreed date & time
Written summary of the observation	Within 5 working days after completion of observation
Informal Classroom Observation	Ongoing
Evidence must be submitted to evaluator	By final evaluation conference or no later than May 1 st (Employee and evaluator may jointly agree to a later date)
Final Summative Evaluation Conference	Prior to May 15 th
Copy of Summative Evaluation Report to employee	Within 3 days of the completion of the Final Summative Evaluation Report

Two of three:

Track One: Classroom Teachers Comprehensive or Focused	
Classroom Teacher Process Step	Action Deadline
Comprehensive Evaluation	All employees once every four years
Focused Evaluation	Optional after 4 years of successful evaluation
Self-Assessment or prior year comprehensive evaluation, may be shared with evaluator	Prior to Goal Setting Conference
Evaluator Notification	By October 1 st
Goal Setting and Collaborative Conference	By October 15 th
1st Pre-Observation Conference	By the 90 th day (suggested)
1st Formal Classroom Observation (30 min)	By the 90 th day
Written summary of the observation	Within 5 working days after completion of observation
2 nd Pre-Observation Conference	By May 1 st
2 nd Formal Observation (30 min)	By May 1 st
Written summary of the observation	Within 5 working days after completion of observation
2 nd Post Observation Conference	Within 5 days of the formal observation or mutually agreed date & time
Written summary of the observation	Within 5 working days after completion of observation
Informal Classroom Observation Ongoing	
Evidence must be submitted to evaluator	By final evaluation conference or no later than May 1 st (Employee and evaluator may jointly agree to a later date)
Final Summative Evaluation Conference	Prior to May 15 th
Copy of Summative Evaluation Report to employee	Within 3 days of the completion of the Final Summative Evaluation Report

Three of three

Track Two: Certificated Support Personnel	
TPEP Process Step	Action Deadline
Evaluator Notification	By October 1 st
Goal Setting and Collaborative Conference	By October 15 th
1st Pre-Observation Conference	By the 90 th day (suggested)
1st Formal Classroom Observation (30 min)	By the 90 th day
Written summary of the observation	Within 5 working days after completion of observation
2 nd Pre-Observation Conference	By May 1 st
2 nd Formal Observation (30 min)	By May 1 st
Written summary of the observation	Within 5 working days after completion of observation
2 nd Post Observation Conference	Within 5 days of the formal observation or mutually agreed date & time
Written summary of the observation	Within 5 working days after completion of observation
Informal Classroom Observation Ongoing	
Evidence must be submitted to evaluator	By final evaluation conference or no later than May 1 st (Employee and evaluator may jointly agree to a later date)
Final Summative Evaluation Conference	Prior to May 15 th
Copy of Summative Evaluation Report to employee	Within 3 days of the completion of the Final Summative Evaluation Report

APPENDIX D – TRACK 2 – CERTIFICATED SUPPORT PERSONNEL EVALUATION

TYPE OF EVALUATION:

EMPLOYEE: _____ Annual _____ Other

SCHOOL: School year _____

TEACHING ASSIGNMENT: (if less than full time, please specify)

This evaluation is based in whole or in part upon observations for the purpose of evaluation, which occurred on the dates and for the durations indicated as follows:

CRITERIA: (Refer to list of adopted criteria.)

Strengths, weaknesses, suggestions for improvement: (comments must be made in each category)

	Meets Expectation	Needs Improvement
1. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD	[]	[]
2. SPECIALIZED SKILLS	[]	[]
3. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT	[]	[]
4. SUPPORT PERSON AS A PROFESSIONAL	[]	[]
5. INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL	[]	[]
6. DIAGNOSING AND EVALUATING STUDENT NEEDS	[]	[]
7. PARTICIPATING AS A MEMBER OF THE LEARNING COMMUNITY	[]	[]

ADDITIONAL COMMENTS:

Indicate the portion of the evaluated teaching assignment that is outside of the teacher's area of major professional preparation.

It is my judgment, based upon statutory criteria that this teacher's overall performance has been:

[] Satisfactory [] Unsatisfactory during the evaluation period*

*If unsatisfactory, recommendations for remedial action must be specified.

Evaluator's signature _____ Date _____

My signature below indicated that I have seen this evaluation. It does not necessarily indicate agreement with the findings. Employee may attach a statement.

Employee's signature _____ Date _____

APPENDIX E – GRIEVANCE REPORT FORM

Grievant's Name

Date Filed

Assignment

Building

STEP 1

Informal meeting: Yes No Date Held _____

Date alleged grievance occurred _____

Nature of grievance: (Include violations of the Agreement, Board policy, etc. Attach additional information to this form)

Remedy Desired:

Signature of Grievant

Association President/Designee Signature

Received by:

Signature

Date

STEP 1

Response Received _____

DISPOSITION:

Settled

COPY TO:

Grievant

STEP 2

Grievance notification sent _____

Withdrawn

Supervisor

Grievance Meeting Held on _____

Appealed to Arbitration

Superintendent

Response Received _____

Association

STEP 3

Grievance notification sent	_____	Date_____
Grievance Meeting Held on	_____	
Response Received	_____	

APPENDIX F – POSITION EXCHANGE FORM

Two employees may apply to exchange positions by completing the following form. This form must be submitted by April 1.

We _____ and

Employee #1

Position

School

request to

Employee #2

Position

School

exchange positions for the period beginning

and ending

or

permanently

Employee #1 Signature

Date

/

Employee #2 Signature

Date

We agree to the request for position exchange.

Supervising Administrator for Employee #1

Date

Supervising Administrator for Employee #2

Date

Date received by the Superintendent

Approved

☐☐

Disapproved

Superintendent's Signature

Date

Distribution: Employee #1
Employee #2

Supervising Administrator #1
Supervising Administrator #2

Personnel

4/93

APPENDIX G – JUST CAUSE/SEVEN KEY TESTS

The basic elements of just cause which different arbitrators have emphasized have been reduced by Arbitrator Carrol R. Daugherty to seven tests. These tests, in the form of questions, represent the most specifically articulated analysis of the just cause standard as well as an extremely practical approach.

A “no” answer to one or more of the questions may mean that just cause either was not satisfied or at least was seriously weakened in that some arbitrary, capricious, or discriminatory element was present.

1. **NOTICE:** “Did the employer give to the employee forewarning or foreknowledge of the possible or probable consequences of the employee’s disciplinary conduct?”
2. **REASONABLE RULE OR ORDER:** “Was the Employer’s rules or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the Employer’s business, and (b) the performance that the Employer might properly expect of the employee?”
3. **INVESTIGATION:** “Did the Employer, before administering the discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?”
4. **FAIR INVESTIGATION:** “Was the Employer’s investigation conducted fairly and objectively?”
5. **PROOF:** “At the investigation, did the ‘judge’ obtain substantial evidence or proof that the employee was guilty as charged?”
6. **EQUAL TREATMENT:** “Has the employer applied its rules, orders and penalties even-handedly and without discrimination to all employees?”
7. **PENALTY:** “Was the degree of discipline administered by the Employer in a particular case reasonably related to
 - a. the seriousness of the employee’s proven offense, and
 - b. the record of the employee in his service with the Employer?”

APPENDIX H – ANNUAL STAFF ASSIGNMENT INTEREST SURVEY



ANNUAL STAFF ASSIGNMENT INTEREST SURVEY

Pullman Public Schools is currently in the process of finalizing the staffing plan for the upcoming school year. We are surveying certificated staff members regarding their plans for the next school year.

Please return your completed form to the Human Resources Department.

NAME:

DATE:

PLEASE INDICATE YOUR PLANS FOR THE NEXT SCHOOL YEAR BY CHECKING THE APPROPRIATE BOX BELOW:

- ☐ I plan to teach/work in Pullman next year.
- ☐ I do not plan to teach/work in Pullman next year. **NOTE:** *If you are planning to resign, you will need to submit a separate letter indicating such to the Superintendent's Office as soon as possible.*
- ☐ I plan to apply for retirement. **NOTE:** *If you are planning to retire, you will need to submit a separate letter indicating such to the Superintendent's Office as soon as possible.*
- ☐ My plans are indefinite at this time.

If you are interested in the possibility of transferring to a different teaching assignment for the upcoming school year, please refer to the process outlined in Article IV – Assignment, Transfer and Vacancy of the Pullman Education Association (PEA) Bargaining Agreement.

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Coversheet

2025-2028 Pullman Classified Educators Association (Paraeducators) Bargaining Agreement

Section: VI. Discussion Items
Item: D. 2025-2028 Pullman Classified Educators Association (Paraeducators)
Bargaining Agreement
Purpose:
Submitted by:
Related Material:
Executive Summary - Pullman Classified Educators Association (Paraeducators) Agreement 2025-
2028.pdf
Pullman Classified Educators Association (Paraeducators) Agreement 2025-2028.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

2025-2028 Pullman Classified Educators Association (Paraeducators) Bargaining Agreement

Executive Summary

November 12, 2025

By: Bob Maxwell
Superintendent

Background:

The Pullman Classified Educators Association, representing the Paraeducators Bargaining Unit, and the Pullman School District have reached a tentative three-year collective bargaining agreement.

Highlights of the changes to the collective bargaining agreement include:

- Revised wage schedule which includes:
 - Inflationary factor increase of 2.5% for the 2025-2026 school year, inflationary factor + 0.5% increase for the 2026-2027 school year, and inflationary factor + 0.5% increase for the 2027-2028 school year
 - Condensed, four step, schedule beginning the 2025-2026 school year, Step 5 will be added with a 5.0% increase between Step 4 and Step 5 beginning the 2027-2028 school year
- New and revised language in the following areas: student discipline, employee safety, work year, optional hours, emergency/inclement weather conditions, supervision of students, student information, staff development/training, employee's supervisor, and leave without pay
- Revised paraeducator evaluation form to include five rating options and changes to evaluation requirement language
- New and revised language pertaining to assignment, transfer and vacancy
- Revised stipend amounts for paraeducators receiving general paraeducator, subject matter paraeducator and/or advanced paraeducator certificates
- Addition of monthly mileage reimbursement option for employees assigned to travel between buildings
- Minor grammatical changes and language clarification throughout the agreement

Recommended Board Action:

Approve the 2025-2028 Pullman Classified Educators Association (Paraeducators) Agreement as presented.

Motion to Approve

I move to approve the 2025-2028 Pullman Classified Educators Association (Paraeducators) Agreement as presented.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Collective Bargaining Agreement

Between the

Pullman School District No. 267

And the

Pullman Classified Educators Association

Representing

The Paraeducators Bargaining Unit

September 1, 2025 – August 31, 2028

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PREAMBLE

This Agreement is made and entered into between Pullman School District Number 267 (hereinafter called the "District") and the Pullman Classified Educators Association (Paraeducators) (PCEA) affiliated with the Washington Education Association (WEA) and the National Education Association (NEA) (hereinafter called the "Association").

In accordance with the provisions of RCW 41.56, the Public Employees Collective Bargaining Act, and regulations promulgated pursuant thereto, and in consideration of the mutual covenants contained therein, the parties agree as follows:

ARTICLE I – ADMINISTRATION

Section 1: Definitions

As used in this Agreement, the following words will have the following meanings unless the context in which they are used shall clearly indicate another meaning:

- A. **“District”** shall mean the Pullman School District No. 267, Pullman, Washington.
- B. **“Board”** shall mean the Board of Directors of the Pullman School District as the governing body of the District.
- C. **“Association”** shall mean the Pullman Classified Educators Association (Paraeducators) (PCEA), an affiliate with the Washington Education Association (WEA) and the National Education Association (NEA).
- D. **“Parties”** shall mean the District and the Association as co-signers of the Agreement.
- E. **“Agreement”** shall mean the Collective Bargaining Agreement (CBA) signed by the District and Association.
- F. **“Employee”** shall mean those employees for whom the Association is recognized as the duly authorized bargaining agent.
- G. **“Regular Employee”** shall mean any full-time or part-time employee who has successfully completed the probationary period. All provisions of this Agreement apply to this category of employee.
- H. **“Probationary Employee”** shall mean any newly hired employee, except those with substitute status.
- I. **“Substitute Employee”** shall mean an employee who is hired to perform services in the place of an absent employee on a daily basis. Substitute employees who work more than thirty (30) days within any twelve (12) month period ending during the current or immediately preceding school year, and who continue to be available for employment as substitutes shall be considered members of the bargaining unit.
- J. **“Casual Employee”** shall mean an employee who has not been employed for more than thirty (30) days and does not have an expectation of continuing employment.

- K. **“Temporary Employee”** shall mean an employee who is hired and assigned to a specific temporary job assignment. The temporary employee and job assignment shall not exceed sixty (60) consecutive work days in one (1) contract year. Positions that last more than sixty (60) days shall be posted and indicate the status and duration of the position.
- L. The term **“Letter of Intent”** shall mean a notice of the District’s intent to continue to employ the individual for the current and/or ensuing school year.
- M. **“Superintendent”** shall mean the chief administrator of the District.
- N. **“President”** shall mean the presiding officer of the Association.
- O. **“Day”** shall mean employee workday unless specified otherwise in this Agreement.
- P. **“Seniority”** shall mean the first date on which the employee began continuous daily employment as a member of the bargaining unit, hereinafter called the “hire date”. Substitute, casual and temporary work experience shall be excluded when computing seniority.
- Q. **“RCW”** shall mean the Revised Code of Washington.
- R. **“WAC”** shall mean Washington Administrative Code.
- S. **“PERC”** shall mean the Washington State Public Employment Relations Commission.

Section 2: Exclusive Recognition

The District hereby recognizes the Association as the exclusive bargaining agent for all regularly employed full-time and part-time general, program and library paraeducators; Certified Occupational Therapy Assistants (COTA) and substitutes who have worked at least thirty (30) days in the last twelve (12) months. Employees not subject to the terms and conditions of this Agreement include all administrators and other supervisory personnel as provided for in RCW 41.56.

Section 3: Effective Date

This Agreement shall become effective when ratified by the Association and the Board and executed by authorized representative and may be amended or modified only as specified herein.

Section 4: Status of the Agreement

This shall be the sole Agreement between the parties (Pullman Classified Educators Association paraeducators bargaining unit as defined in Article I, Section 2 of this agreement and Pullman School District No. 267) regarding wages, hours and terms and conditions of employment. This Agreement shall supersede any rules, regulations, policies, resolutions or practices of the District, which shall be contrary to or inconsistent with its terms.

Section 5: Conformity to Law

This Agreement shall be governed and construed according to the constitution and laws of the State of Washington. If any provision of this Agreement, or any application of this Agreement to any employee or group of employees covered shall be found contrary to law by a court or administrative agency of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law. All other provisions or applications of the Agreement shall continue in full force and effect.

Section 6: Subcontracting

The duties and/or responsibilities normally assigned to employees in this bargaining unit shall not be transferred to any other bargaining unit, agency or individual so as to replace or reduce such duties and responsibilities. Subcontracting for positions that are highly specialized and for which no current employee is qualified will be allowed, provided, there is no reduction in force to accommodate for the subcontracted employee. Such positions will be posted annually to attempt to hire a qualified employee for the position.

Section 7: Entire Agreement

- A. The Agreement expressed herein in writing constitutes the entire Agreement between the parties and no oral statement shall add to or supersede any of its provisions.
- B. The parties acknowledge that each has had the unlimited right and opportunity to make demands and proposals with respect to any matter deemed a proper subject for collective bargaining. The results of the exercise of that right are set forth in this Agreement.

Section 8: Labor/Management Meetings

The Association leadership shall meet with the Superintendent and/or designee to discuss matters of mutual concern at the request of either party. Such meetings will take place on an as needed basis. It is the intention of both parties that labor management meetings be used to discuss the terms and conditions of this agreement.

Section 9: Distribution of Agreement

- A. Within thirty (30) days after ratification and signing of this Agreement and/or the addendum, the Association shall provide a final copy to the District. There shall be two (2) signed copies of the final Agreement for the purpose of records. One (1) shall be retained by the District and one (1) by the Association.
- B. The Agreement shall be posted on the Pullman School District website and will be available to download.
- C. All individuals making employment application to the District may examine a copy of this Agreement on the District's website. Employees new to the District shall, upon employment, be informed of how to access the Agreement and may be provided a printed copy upon request.

ARTICLE II – BUSINESS

Section 1: Payroll Deduction of Association Dues

- A. The District shall deduct Association membership dues, fees and assessments from the pay of any employee who authorizes such deductions in writing pursuant to RCW 41.56.110. The District shall transmit monthly all such deducted funds to the treasurer of the WEA or other designated organization.
- B. The dues deduction form and authorization shall remain in effect from year to year unless withdrawn in writing by the employee after serving notice to the WEA. WEA will inform the District by the 10th of each month of any revocations of membership.
- C. Association members shall not be required to make a political contribution to WEA-Political Action Committee (WEA-PAC) and/or the NEA-Fund for Children and Public Education (NFCPE) unless they have submitted signed authorization form(s) to the district Payroll office. Nonmembers shall be neither required nor allowed to make a WEA-PAC or NFCPE deduction.
- D. The Association or WEA shall submit a copy of each signed authorization form to the District Office for processing. Amounts of annual dues deductions, assessments, and fees shall be made known by the Association to the District Office by September 10 of each year.

Section 2: Association Rights

- A. The Association has the right and responsibility to represent the interest of employees in the unit, to present its views to the District on matters of concern, and to enter into collective negotiations with the intent of reaching mutual agreement.
- B. Any Association representative/grievant who is scheduled by the Parties to participate during work hours in grievance proceedings, conferences, or meetings with representatives of the District shall suffer no loss of pay.
- C. Representatives of the Association shall have access to district premises provided that no conference or meeting between employees and the Association representatives will hamper or obstruct the normal flow of work.
- D. The Association shall be provided with bulletin boards, or sections thereof, for the purpose of posting Association materials that are nonpolitical as defined by law or the Public Disclosure Commission. The Association may use inter-departmental mail, email, and employee mailboxes for the purposes of communicating with bargaining unit members. The Association acknowledges that district email is subject to public information requests.

- E. The Association shall have access to use district equipment at reasonable times when such equipment is not otherwise in use. The Association shall reimburse the District for the cost of materials used.
- F. Upon request, the District will provide the Association with the online link to any information which is of public record. The District shall provide the Association with any electronic and paper copies of any information not readily available online pertinent to the administration of this agreement.
- G. The District shall make available to the Association an electronic roster of covered employees by September 10th and inform the Association monthly, immediately following the last Board meeting of the month, in writing, of any additions with hire date or deletions of covered employees. During the summer months, when requested, the District shall provide the Association with new hire information as they are added to the roster. The Association is entitled to the following information: employee name (first and last), employee identification number or name key, home address, home telephone number, personal cell phone, personal and work email, job title/position, work location, current assignment including the number of hours assigned, FTE, and date of hire when such information is held by the District. Such list will include the names of all bargaining unit members regardless of their membership status with the Association.
- H. The District shall provide the Association with access to new employees within sixty (60) days of the employee's start date within the bargaining unit. Such access may occur during a new employee orientation provided by the District or at another time. The access shall be for a maximum of (30) minutes and shall occur during the new employee's regular work hours.

Section 3: Management Rights

- A. It is expressly agreed that all rights which ordinarily vested in and have been previously exercised by the District, except those which are clearly and expressly relinquished herein by the employer shall continue to be vested exclusively in and exercised exclusively by the employer without prior negotiation with the Association. The District shall retain the right to maintain efficiency of the district operation by determining the methods, the means, and the personnel by which operations undertaken by the employees in the unit are to be conducted.
- B. The right to make reasonable rules and regulations shall be considered acknowledged functions of the District.

ARTICLE III – EMPLOYEE RIGHTS

Section 1: Due Process

- A. No employee shall be disciplined without just and reasonable cause (Appendix E). Should an employee be disciplined, a written explanation of the reason for any disciplinary action will be given to the employee.
- B. An employee shall be entitled to have present a representative of the Association where disciplinary action is being discussed or considered. When a request for such representation is made, no action shall be taken with respect to the employee until such representative of the Association is present.
- C. The District agrees to follow progressive discipline. Any disciplinary or other adverse action taken against an employee shall be appropriate to the behavior or situation that precipitates the action. Progressive Disciplinary Steps may include the following: Written Record of an Oral Warning, Written Warning, Written Reprimand, Suspension without Pay and Discharge. Non-disciplinary measures may include: Oral Instruction/Direction and Written Instruction/Direction. Administrative leave is not considered a disciplinary action.
- D. In the event any employee is given a formal disciplinary action, the President shall be furnished with a copy of such formal action within five (5) days of issuance. Unless the employee indicates in writing to the District that they do not wish to have the Association notified, such information will be withheld.

Section 2: Complaint Procedure

- A. Any complaint and complainant's name (unless the release of such name is prohibited by court order or state and/or federal law) made against an employee by any parent, student, or other person that an administrator uses as a basis to initiate an investigation will be called to the attention of the employee by the employee's next workday or as soon as possible but no later than ten (10) days from the receipt of such complaint. Written notification shall be acceptable should the employee be unavailable to discuss the cause for the complaint. The employee shall acknowledge receipt of the complaint by signing a receipt of notice of such complaint without requiring agreement to the substance of the complaint.
- B. Any complaint not called to the attention of the employee may not be used as the basis for any disciplinary action against the employee.
- C. The employee shall have the right to Association representation at any meetings or conferences regarding the complaint that may lead to discipline.

Section 3: Nondiscrimination

- A. Employees shall be entitled to full rights of citizenship. The District will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, discipline and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. Unless based upon a bona fide occupational qualification, the prohibition against discrimination of a disability shall not apply if the particular disability prevents the proper performance of the particular work involved.
- B. Nothing contained herein shall be construed to deny or restrict to any employee such rights as they may have under applicable laws and regulations. The rights recognized hereunder shall not be exclusive but are in addition to those provided elsewhere. Nonetheless, an employee who believes they have been discriminated against may file a grievance according to the procedure described in Article X of the agreement. However, no party can advance the grievance beyond Step 4. The employee is entitled to seek remedies provided under the law.
- C. The private life of an employee is not within the appropriate concern or attention of the District, provided those actions do not interfere with the performance of their duties.

Section 4: Personnel File

- A. No secret, duplicate or other personnel file shall be kept in the District. This does not prevent the District from maintaining investigation files, grievance files, or working files as outlined in section 5. Employees shall have the right to inspect all contents of their complete personnel file. Anyone, at the employee's request, may be present during this review. Upon request, the superintendent or designee shall sign to verify the contents of the file. At the employee's expense, and at the current reproduction rate, a copy of any documents contained therein shall be afforded the employee.
- B. Disciplinary or derogatory materials shall not be placed in the personnel file without the employee's knowledge, in writing, of such placement. A copy of all such materials shall be given to the employee. It is understood that forms required by the evaluation procedure are not to be considered as derogatory references.
- C. Employees shall be given an opportunity to attach written comments to any material in the file.
- D. After three (3) years from the date of issuance of any disciplinary action or the placement of any derogatory material in the personnel file, the employee may request removal of such

documents, provided that there are no related incidents during the three (3) year period after the placement of such materials in the personnel file. Materials shall not be removed if prohibited by State law or the applicable records retention schedule.

Section 5: Working File

Working files maintained by the employee's supervisor and/or evaluator may be reviewed at any time by the employee. Working files shall be cleared at the end of each school year, except that derogatory materials may remain for one (1) calendar year from the date of occurrence in the working file.

Section 6: Student Discipline

- A. Employees are expected to follow building procedures concerning student discipline.
- B. The principal or designee of each building shall, within the first month of school, distribute and explain the discipline procedures of the school building and the policy of the District relating to discipline. The Superintendent or designee shall ensure district-wide communication of said policy.
- C. When known, the District or designee shall notify the employee of the history of any student who has behavioral concerns prior to the employee working with or supervising the student. As plans and/or contracts are developed, school sites will share this information with employees who have a legitimate educational interest.
 - 1. If a student has a behavior intervention plan (BIP), employees will be provided information about a student's behavior plan by the case manager. The employees shall be provided updates to the plan when changes are made.
 - 2. The District will determine which employees need training regarding safety protocols and procedures for working directly with students demonstrating a history of violent and/or assaultive behaviors. The District will inform and provide training for the identified employees.
 - 3. The school district is committed to fostering a safe, respectful, and inclusive working and learning environment. In situations where a student has engaged in intentional, deliberate racist or sexually harassing behavior toward an employee, the district will work collaboratively with the employee to determine an appropriate and safe plan.

Employees who experience such conduct are encouraged to promptly report the incident to their building administrator. If the matter is not resolved to the

employee's satisfaction, the employee may bring the concern to the district's Civil Rights Coordinator.

Section 7: Employee Safety and Security

- A. The District acknowledges that threats and assaults have an impact on the educational process. Employees will follow the student disciplinary process in accordance with District policy and State and Federal law.
- B. If an employee is threatened or assaulted by a student, parent or other person while on district property or during a school sponsored event, the employee shall report the threat or assault to the employee's supervisor or designee. Following district policy and procedures the supervisor or designee shall assess the incident and inform the employee what action, if any, has been taken in response to the alleged threat or assault in accordance with State and Federal regulations.
- C. The District shall report threats and assaults to the authorities as appropriate. Employees are free to exercise their personal legal rights or alternative courses of action concerning threats and assaults.
- D. Employees are expected to use reasonable measures in situations involving physical threats or abuse. Employees will follow district procedures when necessary to protect themselves or others from physical injury.
- E. Special Education Paraeducators will be offered training and resources related to the needs of their students as determined by their supervising administrator. Any paraeducator who does not feel that their offered training and resources are adequate to safely support students who they are assigned to work with may also request additional training and resources from their supervising administrator.

Section 8: On-the-Job Injury

- A. Employees are entitled to apply for workers' compensation if they have sought medical attention and are not cleared by a physician to return to work within three (3) calendar days following an on-the job injury or illness. Such Incidents will be handled according to procedures set forth by the industrial insurance laws of the State of Washington. In order to return to work following an injury received on the job that required an absence of three days or more, the employee must fill out a return-to-work form, which requires a doctor's signature.
- B. The District shall reimburse employees for replacement of clothing or other personal property damaged or destroyed in a disturbance as provided by RCW 28A.400.370.

Section 9: Protection of Employees and Property

The District shall provide employees with insurance protection as is required by RCW 28A.400.370. Upon request the District will provide employees with a written summary of the coverage they have under the provisions of district insurance policies.

Section 10: Work Environment

- A. The District shall maintain working conditions which meet the health and safety requirements in the work place for students and employees. It shall be the obligation of each individual employee to report inadequate environmental conditions to their immediate supervisor.
- B. When the District confirms a health or safety issue exists related to a specific worksite, the District shall provide immediate notice to the staff of the impacted worksite and the Association. This notice shall outline the problem and its location, and what is being done to resolve the issue.

Section 11: Electronic Monitoring

The parties recognize that the use of audio-visual equipment in schools is for the safety and protection of students and staff. As such, any information obtained by such monitoring may be used only retrospectively to investigate facts directly related to a specific complaint against an employee and shall not be used to routinely monitor employees or their work or conduct.

Section 12: Employee Safety

- A. Employees who are threatened with bodily harm, while carrying out their occupational obligations shall immediately notify the building principal or supervisor. The building principal/supervisor shall notify the superintendent/designee of the threat and take immediate steps in cooperation with the employee to provide reasonable precautions for their safety.
- B. An employee who has a complaint regarding harassment may file said complaint with the employee's direct supervisor. If the complaint is not satisfactorily resolved, or if the complaint involves the supervisor, the complaint should be made to the district Civil Rights Coordinator.
- C. After a threat assessment, if a safety plan is determined necessary, the safety plan in place for a student must be communicated in writing to paraeducators who work directly with that student.

ARTICLE IV – WORKING CONDITIONS

Section 1: Hours of Work

- A. Prior to the first work day, each employee shall be provided, in writing, a defined work schedule which lists the initial start and end times or the employee's shift, workdays and hours. No employee shall be assigned to more than two school buildings during any given work day.
- B. Each employee shall have access to a computer workstation (e.g. Chromebook, Surface Pro, desktop, etc.). Employees may arrange with their lead teacher to have a few minutes each day to read and respond to their District email account. This time shall not be scheduled during the employee's breaks or lunch. This time will be included in the employee's daily work schedule.
- C. Daily work schedules with classes, duties, emails, lunch and breaks will be provided in writing to each employee by the end of the first full week of school. These schedules shall include transition time between classes and locations within the building and outside the building.
- D. Schedules are subject to change based on student or program needs. Notice of any modifications of the employee's assigned shift, workdays and/or hours shall be given to the employee in writing within three (3) days prior to such reassignment.
- E. Any reduction of hours shall occur in accordance with Article VII, Layoff and Recall.
- F. On days when students are scheduled for early release, late start, or on conference days, employees shall work their regular work hours.
- G. Employees assigned to travel between district buildings may submit a monthly reimbursement form for mileage. Each employee's schedule must allow at least fifteen (15) minutes for travel between buildings.

Section 2: Work Year

- A. Paraeducators (general and special education): The employee work year shall consist of one-hundred eighty-two (182) days, one hundred eighty (180) days will correspond to the student school year.
 - 1. Two (2) days will be scheduled as district directed time. The employee will sign an attendance roster to indicate completion of the hours worked. The District will make every effort to embed required training during this District directed time.

2. Special Education Paraeducators will be able to spend up to four (4) hours of the two (2) days mentioned in item 1 above to meet and review students' BIPs, IEPs, and discuss schedules.
- B. Library, Office Support, and Building Paraeducators: The employee work year shall consist of one hundred eighty-three (183) days, one hundred eighty (180) will correspond to the student school year.
1. Two (2) days will be scheduled as district directed time. The employee will sign an attendance roster to indicate completion of the hours worked. The District will make every effort to embed required training during this District directed time.
 2. One (1) day will be scheduled prior to the start of the year for the purpose of setting up the library or main office under the direction of the building administrator or district librarian to be prepared to provide services to students on the first day of school. This additional day will be paid through a district-approved time slip.
- C. If the District hires Certificated Occupation Therapist Assistants (COTAs) in the future, the parties shall meet to negotiate the work year.

Section 3: Job Descriptions

- A. Job descriptions for all positions subject to this Agreement will be developed by the District.
1. A current and complete file of all bargaining unit job descriptions shall be available to all employees and the Association for their review. When a job description for a bargaining unit position has been newly created or revised, a copy will be provided to the affected employees and the Association.
 2. The District will provide a draft copy of any changed duties, responsibilities, and/or requirements in a job description so that the Association may provide input prior to a final draft being developed by the District.
- B. If an employee feels that they are being asked to perform duties outside their job description, the employee may discuss the concern with their supervisor. Employees shall have the right to representation by the Association in any discussions with their supervisor. If not satisfied after a discussion with their supervisor, the association may bring the issue to Labor Management.
- C. Other duties as assigned are intended to be reasonable and consistent with the scope and intent of the job/position.

Section 4: Lunch and Break Periods

- A. Employees shall receive a fifteen (15) minute break for each four (4) hours of work, scheduled as near as possible to the mid-point of the work period. Employees who work eight (8) or more hours per day shall receive two (2) fifteen (15) minute breaks within the workday. One of the two (2) breaks shall be within the first four (4) hours of the employee's workday.
- B. Each employee, working more than five (5) hours per day, shall be entitled to a minimum one-half (1/2) hour duty-free lunch period without pay.
- C. Employees shall be free to leave their work site during the duty-free lunch period.
- D. Employees required by an administrator to work through their regularly scheduled lunch shall be compensated for the foregone lunch period. The employee should document their missed lunch using a district timeslip and signed off by their building administrator.

Section 5: Attendance at Building or District Meetings

Employees required by an administrator to attend meetings or carry out other responsibilities outside of their normal workday shall be compensated for all such time at their regular hourly rate of pay. Overtime provisions will apply if the employee works more than forty (40) hours per week.

Section 6: Overtime

All hours previously approved and worked in excess of forty (40) per week shall be compensated at the rate of one and one-half (1 1/2) times the employee's base pay and/or in accordance with applicable Fair Labor Standards Act regulations. Any and all such overtime hours must be previously authorized by the District. Holidays are included in the forty (40) hour work week calculation.

Section 7: Optional Hours

- A. Optional hours are defined as compensation for additional hours worked outside of the employee's normally scheduled workday and/or work year. Optional hours shall be preapproved by the employee's supervisor and shall be paid at the employee's regular rate. Combined optional and regular hours in excess of forty (40) hours per week shall be paid at the overtime rate.
- B. Paraeducators at each building site with the highest seniority will receive first consideration for optional hours. This will be capped at forty (40) hours.
- C. In lieu of payment for optional hours, an employee may request to take flex time. All flex time must be requested by e-mail and preapproved by the employee's supervisor. Flex time shall

be documented on the monthly attendance roster with the preapproval e-mail attached. Flex time is to be taken during non-student contact time and must be used by June 1.

- D. Any flex time not taken during the regular work year shall be cashed out and paid at the employee's regular rate of pay in the June pay warrant.
- E. If the balance of additional hours is not paid by the District or used by the employee before separation of employment, it will be paid at the regular rate of pay as part of the employee's final pay warrant.

Section 8: Emergency/Inclement Weather Conditions

- A. If conditions make it necessary for the District to declare school closed for one (1) or more days, employees shall not report to work. Employees shall make up the day(s) when school is rescheduled.
- B. Employees shall be compensated for a minimum of two (2) hours of work, to be paid at their regular rate of pay if schools are closed after the employees' workday begins. If the employee's supervisor requests, employees may work additional hours during closure days. Employees will receive their regular rate of pay for all hours worked.
- C. Should the District receive a waiver for loss of student days, the employee shall be allowed to use accumulated leave, or work additional hours to make up for lost wages. The employee's leave option will be entered in the absence management system.
- D. Should inclement weather or other conditions make it necessary for the District to delay the opening of school or to close the school before the end of the student day employees may, at their discretion, work the regularly scheduled shift, use accumulated emergency leave, take leave without pay using the *Inclement Weather (Unpaid Leave)* option in the absence management system, or make up the time using the *Inclement Weather Make-up* EOY option no later than four (4) working days after the last calendar day of the school year. The job duty being performed will be approved by the building supervisor.
- E. If the employee is unable to report to work due to inclement weather and the schools are open, the employee may use emergency or personal leave, or may take leave without pay.
- F. The District shall include a copy of its inclement weather/school closure policy online.

Section 9: Teaching Duty Bar

Employees are to work under the direction of a certificated/licensed staff member to support and assist in providing instructional and other services to students. The certificated/licensed staff member remains responsible for the overall conduct and management of the classroom or

program, including the development of lesson plans, substitute paraeducator plans and the design, implementation and evaluation of the instructional program and communication of student progress.

Section 10: Supervision of Students

- A. The District will consider location of the playground, number of students, weather conditions including air quality, length of time that an employee is outside, equitable distribution of duties, and safety issues to appropriately staff recesses. Buildings shall apply the same factors and standards in determining indoor and outdoor recess. Concerns about staffing may be brought to the attention of the building principal. If concerns are not resolved at the building level, they may be directed to Labor Management.
- B. The District will provide working communication tools such as radios/walkie talkies to ensure the safety of those employees while on recess/playground, before/after school and crossing guard duty. Building access will be granted to employees during these periods.
- C. When necessary or requested, and approved by the building administrator, radios/walkie talkies will be provided to support employee safety during SPED supervision duties. These duties may include, but are not limited to: monitoring students with a Behavior Intervention Plan (BIP) or similar behavioral supports.
- D. The District will determine and provide training for all employees who work as crossing guards, recess/playground assistants and before/after school monitors. The training will be held during the normal workday. If this training is held outside of the employee's regular work hours, the employee will be compensated at their hourly rate or at the overtime rate if the employee's hours are such that they have met that threshold.

Section 11: Substituting for Certificated Staff Members

- A. In emergencies, employees who hold a valid teaching or substitute certificate may substitute for a certificated staff member. The employee will receive the certificated hourly substitute rate of pay if higher than the employee's regular rate of pay. Compensation shall commence from the time that the employee begins coverage of the classroom/students.
- B. An emergency is defined as a sudden condition or state of affairs calling for immediate action or when arrangements for a regular certificated substitute cannot be made due to time constraints or substitute availability.

Section 12: Student Information

Prior to providing support or supervision to a student with a known IEP, 504 Plan, or Behavior Intervention Plan (BIP), the building principal and/or designee shall provide to employees with a

legitimate educational interest appropriate information regarding the student's academic, health, behavioral, and safety needs.

Section 13: Dispensing of Medication/Health Services to Students

- A. Building principals and nurses will determine the procedure for dispensing student medication and delivering health services to students within each building. A plan must be developed and shared with employees who serve as backup personnel. Backup personnel will be trained in administering all health services in the employee's absence.
- B. There shall be a designated facility for the dispensing of medication and treatment of students. Medication will be stored in a locked or limited access area. Employees giving medication will have a reasonably uninterrupted period of time in which to do so where they will not have other assigned duties.
- C. A nurse shall be responsible for the training of employees who are assigned to disperse medications and/or provide health services.
- D. Upon submission of a written letter of refusal, employees shall not be required to insert feeding tubes or catheters. A written letter of refusal may not serve as grounds for discharge, non-renewal or other action adversely affecting the employee's contract status.
- E. Employees providing medication or health services to students in compliance with state law shall not be liable in any criminal action or for civil damages in their individual, marital, governmental, corporate or other capacity as a result of providing medication or health services to students (RCW 28A.210.275).

Section 14: Staff Development/Training

- A. The Labor Management Team will receive and discuss input regarding training including, but not limited to, paraeducator specific trainings as determined and required by PESB.
- B. The District, taking into consideration feedback from the Labor Management Team meetings, shall determine and provide staff development/training for all employees within the bargaining unit as appropriate to their job assignment. Such training may include but is not limited to: office procedures and technology use; student safety and discipline; playground safety; Safe Schools Training; student restraint behavior modification; medication disbursement; care of medically fragile students; proper lifting techniques and handling and disposal of hazardous materials such as needles and bodily fluids.
- C. The District will make every effort to provide required training during the normal workday and year. The District may offer training outside of these times if no other option is available.

If such training is required and the employee is not able to attend, the employee will work together with their supervisor to make up the training at another time. If training is held outside of the normal workday, employees will be compensated at their hourly rate of pay or at the overtime rate if the employee's hours are such that they have met that threshold.

- D. With prior written approval of the assistant superintendent/designee, employees may attend teacher learning improvement days for the whole day or for specific courses related to paraeducator certification. These days are optional but if the employee is approved to attend, they will be paid at the employee's regular rate of pay.
- E. The District will prioritize offering required training if needed during early release days, late start days, conference weeks, and other times available to employees for professional development. The District may provide trainings as needed to meet District goals and required trainings.
- F. Complete annual online trainings by September 30. Employees who have not completed the required online trainings by September 30 may be subject to disciplinary action. Any disciplinary action will not remove the requirement to complete the mandatory training modules.
- G. Employees who are unable to attend the two (2) non-instructional days prior to the beginning of the school year shall notify their building administrator no later than two (2) days prior to the scheduled non-instructional days. Such employees shall be required to complete the assigned trainings independently and may submit a timeslip for compensation of up to five and one-half (5.5) hours to be submitted no later than two (2) weeks following completion of the trainings.

Section 15: Paraeducator Certification Professional Development

- A. If funded by the state, the District will provide fourteen (14) hours of training to provide the Fundamental Course of Study (FCS) and/or to attain clock hours towards certifications as defined by OSPI.
 - 1. At least seven (7) hours of these trainings will be in-person unless the Professional Educator's Standards Board (PESB) or the county health department recommends virtual training.
 - 2. When training dates are scheduled, the Association will receive prior notification.
- B. The District will maintain a link to information on paraeducator requirements on the District website.

- C. The required Fundamental Course of Study (FCS) training does not include substitutes.

Section 16: Work Year Calendar

- A. The current calendar is contained in Appendix B. Calendars for subsequent years will be posted on the district's website once approved by the school board.
- B. The Association will appoint one (1) member to the District Calendar Committee.

Section 17: Employee's Supervisor

At the beginning of every school year, and no later than the first Friday in September, all employees shall be notified with whom they should communicate regarding absences and leaves. In most situations, the building administrator will be the employee's direct supervisor. Should there be a change in their work assignment, they will be informed of this information within three (3) days of the assignment change.

A lead teacher is a certificated educator who is responsible for directing and overseeing the work of paraeducators in their classroom or instructional setting. The employees will be notified by October 15 which lead teacher(s) will provide feedback for their evaluation.

ARTICLE V – EVALUATION

Section 1: Notification

By October 15, each employee shall be emailed the name of their primary and contributing administrative evaluators. If those should change during the year, the employee shall be emailed in a reasonable time period. By October 15, each employee will also be informed of the lead teacher(s) who may provide feedback regarding their evaluation; no other employee may be asked for feedback.

Section 2: General Evaluation Requirements

- A. Performance concerns will be addressed within five (5) days of the occurrence and may also be on the performance evaluation report. Evaluator(s) will accurately inform employees of their progress during the evaluation process.
- B. The observation for evaluation purposes shall be prearranged. Electronic devices shall not be used to listen to or record the employee unless requested by the employee and mutually agreed to by the evaluator. Such recordings shall be used for evaluation purposes only and will not be shared with others without the employee's written consent.
- C. Every employee will be evaluated in writing. Evaluations must be provided to the employee no later than one (1) week before the last day of school, including a copy of the evaluation for the employee. The evaluation will be reviewed in person with the employee.
- D. Employees shall be required to sign and date the completed evaluation. The employee's signature shall indicate only that they have received a copy of the evaluation report, not that they necessarily agree with its content. The evaluation form provided by the District shall be the only form used.
- E. Employees will not be required to sign evaluations that are completed after the deadline.
- F. The evaluation will be placed in the employee's personnel file. Any observation notes will be purged from the evaluator's/supervisor's file no later than June 30.
- G. Any item on the Evaluation Form that is marked with an "Requires Additional Action" or "Unsatisfactory" must have been preceded with a written statement and/or formal conference with the employee in order to provide notice of the problem, specific suggestions for improvement, and reasonable time for improvement.

Section 3: Newly Hired Employees

Newly hired employees shall be evaluated within ninety (90) calendar days after commencement of employment.

Section 4: Probationary Period for New Employees

- A. Newly hired employees shall be considered probationary employees for a period of not more than ninety (90) days following the hire date.
- B. On or before the completion of the ninety (90) day probationary period, the employee will be either:
 - 1. Removed from probationary status or
 - 2. Released from employment or
 - 3. Given another ninety (90) calendar day probationary period to improve job performance.

Section 5: Improvement Plan

- A. A non-probationary employee receiving a rating of “Requires Additional Action” or “unsatisfactory” on any criteria of a summative performance evaluation will be given a written notice explaining any deficiencies and ways the employee can improve their job performance. The employee shall be given a reasonable amount of time to implement the specific suggestions for improvement.
- B. If an employee is rated “Unsatisfactory” on a majority of the subsections of the evaluation criteria, or deficiencies in A above are not met, and does not demonstrate improvement in the areas of weakness, the employee’s supervisor shall make a recommendation to the Superintendent on the continued employment of the employee. The Superintendent shall recommend to the Board of Directors any action to be taken.

Section 6: Right of Appeal

Only the procedural aspects of the evaluation system may be appealed through the grievance process.

ARTICLE VI – ASSIGNMENT, TRANSFER AND VACANCY

Section 1: Definitions

- Assignment: The specific position assigned to an employee either within a building or program area
- Transfer: A change from an employee's current assignment to another assignment either by request or because of district or program needs
- Vacancy: A position presently unfilled; a position currently filled that will be open in the future; or a newly created position

Section 2: Vacancy

- A. Building principals will assign staff within the building before any vacancy is declared.
- B. Vacancies of less than three (3) hours shall be first offered to the paraeducator working with the assigned student(s), teacher(s), building or program/department. If work schedules prohibit such assignment, hours may be assigned to other employees within the building.
- C. If the above vacancy remains unfilled, the job posting, and selection process will follow as indicated in Subsection D.
- D. Job openings or vacancies for all bargaining unit paraeducator positions of three (3) or more hours shall be posted concurrently inside and outside the District for a minimum of five (5) days on the Pullman School District website. The employee with the highest seniority who requests a transfer will receive first consideration for the vacant position, if they meet all the qualifications in the job posting and is rated satisfactory or above in all criteria on the most recent summative performance evaluation. The employee not selected will be informed of the specific reasons. The job posting shall include a job description which clearly sets forth the qualifications, number of hours and requirements for the position.
- E. Current employees who apply for the open position will be granted an interview and will be given first consideration for the position. Temporary and substitute employees are considered external candidates.

Section 3: Involuntary Transfer

- A. No transfer shall be made if there is a qualified volunteer available to fill said position.

- B. When there are no volunteers, the least senior employee at the building site will be selected for the involuntary transfer. Seniority shall mean length of service within the Pullman School District.
- C. Employees may be involuntarily transferred from their current assignment with three (3) days prior notice as long as the building location and the employees' start and end times are not changed. Employees may be involuntarily transferred from their current assignment with five (5) days prior notice if there is a change in the building location and/or employees' start and end times. The supervisor and employee shall meet to discuss the effects of such a transfer before the transfer is initiated.
- D. An employee who was involuntarily transferred will notify the Human Resource Department of their interest in returning to their previous position should it become open again.

ARTICLE VII – LAYOFF AND RECALL

Section 1: Definitions

- A. Layoff – an action by the Board reducing the number of employees in the District due to monetary or program reasons. It does not refer to decisions to discharge, terminate or adversely affect an employee for cause.
- B. Reduction in Force – reduction of employees due to layoff at the end of the school year. Any employee placed on layoff status shall retain all accrued benefits as are regularly extended to any employee on leave.
- C. Seniority – shall mean the first date on which the employee began continuous daily employment as a member of the bargaining unit, hereinafter called the “hire date” within the District regardless of job title. Substitute and temporary work experience shall be excluded when computing seniority.

Section 2: Criteria for Reduction in Force (RIF)

Reduction in Force (RIF) is an action by Board Resolution reducing the number of positions due to economic reasons such as failure of special levies, reduction of state or federal funding, or reduction in enrollment or changes in the educational program. The District will not reduce the number of full-time or part-time jobs except by attrition or layoff. Layoff will only follow after all Assignment, Vacancy, and Transfer provisions have been exhausted.

Section 3: Publication of the Seniority Report

- A. The seniority of an employee within the bargaining unit shall be established as of the date on which the employee began continuous daily employment (hereinafter “hire date”) within the school district regardless of job title.
- B. Annually, by November 1, the District shall publish and distribute the seniority report to all employees for verification of work experience. Employees shall have twenty (20) working days to report any dispute regarding their years of experience to the Human Resources Department during the annual review period.
- C. Employees on leave are responsible for initiating any changes pertaining to their individual listing.
- D. An employee’s seniority shall not be lost, but their years of service shall be adjusted for time spent on any type of unpaid leave in excess of twenty (20) workdays.

- E. A finalized list shall be published and distributed to all employees by March 1 of each year. The list shall reflect all corrections, deletions and additions of personnel for the school year. Failure to publish the final list by March 1 will not prevent the District from implementing the layoff process.
- F. The seniority report shall include:
 - 1. Initial hire date as a member of the bargaining unit
 - 2. Initial hire date as an employee within the District
 - 3. Total number of years of service within the bargaining unit
 - 4. Total number of years of service within the District
- G. If more than one employee has the same seniority ranking, the affected employees shall participate in a drawing by lot to determine their position on the seniority list. The Association and all employees so affected shall be notified in writing of the date, place and time of the drawing. The drawing shall be conducted openly and at a time and place which allow the affected employees and the Association to be in attendance.
- H. An employee's seniority shall be lost for the following reasons:
 - 1. Resignation
 - 2. Discharge
 - 3. Retirement
 - 4. Failure to return to work in response to a call back from layoff

Section 4: Reduction in Force Procedure

- A. The Superintendent will notify the President of the Association by May 31 of any anticipated layoff within the bargaining unit and the position(s) within the bargaining unit to be discontinued.
- B. Any layoff of employees shall be accomplished using overall district seniority, regardless of funding category/source or worksite. Staffing adjustments resulting from layoff of employees will be based on district seniority within the bargaining unit.
- C. Employees to be laid off shall receive advance written notice of no less than ten (10) working days. The Association shall be presented with a layoff list no less than ten (10) working days prior to employee layoffs.
- D. The District shall first seek voluntary reduction through resignations, leave of absence and/or retirement.

- E. If a reduction in the workforce is necessary, the number of individual employees will be reduced rather than reducing hours for all employees.
- F. Eligible employees who are laid off will have the option to continue their benefits through COBRA coverage as required by law and with consideration of carrier limitations.

Section 5: Provisions for Re-employment

- A. Employees laid off will be placed in a rehire pool in order of seniority for a period of two (2) years following a layoff. The District will recall employees in reverse order of layoff to openings within the Pullman Paraeducators bargaining unit provided such employees are qualified to fill the position. It shall be the responsibility of each person in the re-employment pool to notify the Human Resources Department of any change of address. Notices will be sent by certified mail to the last known address for the individual, and employees shall have ten (10) days from the date of receipt to accept the position and return to work. If the employee does not respond within ten (10) days of receipt of the letter, the employee will be removed from the pool. If the certified letter is undeliverable or if delivery is refused, the employee will be removed from the pool.
- B. Employees in the rehire pool will have, upon request, first priority for substituting and placement into temporary positions within the bargaining unit. Upon rehire, sick leave and position on the wage schedule shall be restored.

ARTICLE VIII - LEAVES

Section 1: Illness and Injury Leave

- A. Each employee shall be awarded sick leave allowance of ten (10) days based on the number of actual hours worked. This leave is awarded each September or upon employment with the District. Such leave shall be used for absence caused by illness, illness of a family member, medical appointments, or injury. Unused sick leave days may be accumulated at the rate of the employee's normal daily work shift up to one hundred eighty 180 days or to the maximum allowable by State law.
- B. Employees who are hired after the beginning of the school year shall receive a pro rata amount of leave based on the number of months remaining in the school year. Leave will be credited to the employee's account during the first month of employment. A full day will be granted to an employee hired on or before the 15th of the month, for that month.
- C. Employees who have accrued sick leave while employed by another public school district in the State of Washington, shall be given credit for such accrued sick leave upon employment by the Pullman School District.
- D. Upon district request, a physician's signed statement will be required to support an absence of five (5) or more consecutive days. The District may also request verification of an employee's absence if a pattern of possible misuse is identified. The District will provide the employee and the Association with written notice that a pattern may exist prior to requesting verification for the absence.
- E. An employee who is unable to perform their duties because of personal illness, maternity or other disability will, upon request, be granted leave of absence without pay at the exhaustion of available accrued sick leave for the remainder of that school year. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District.
- F. Sick leave benefits shall be paid on the basis of base hourly rate applicable to the employee's normal daily work shift at the time sick leave is taken.
- G. When possible, the employee shall notify the Human Resources Department at least five (5) days in advance of the dates of planned leave. If an administrator/supervisor, upon consultation with the District Office, suspects an employee is misusing sick leave, the administrator/supervisor will bring it to the employee's attention with a conversation between both parties. After the meeting, the District may require a physician's statement.

- H. If sick leave benefits are exhausted, the Superintendent may grant leave without pay for the balance of the year or the employee may apply for shared leave if extraordinary circumstances are involved.
- I. If, upon separation of employment, an employee has used more sick leave than the number of days accumulated, a deduction will be taken from the employee's last pay warrant.

Section 2: Emergency Leave

The District shall allow employees to use any of their accumulated leave balances in the event the employee has an emergency. Emergency is defined as a situation which has been suddenly precipitated or is unavoidable; or where preplanning could not relieve the necessity for the employee's absence during the workday. A statement of the emergency may be required to support an absence of more than two (2) days.

Section 3: Family Medical Leave Act (FMLA)

Any eligible employee is entitled to family medical leave during any fiscal year in accordance with the FMLA. The District shall post information on the FMLA at each employee work site. Sick leave shall run concurrently with family medical leave. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District.

Section 4: Washington State Family and Medical Leave (PFML)

- A. Employees may be eligible to receive PFML under the Washington State Family and Medical Leave and Insurance Act. To be eligible for this leave, employees must have worked a minimum of 820 hours within the past calendar year.
- B. The employee may initiate the use of this leave prior to exhausting all accumulated sick leave or other available paid leaves.
- C. The Washington State Employment Security Department <https://esd.wa.gov> is responsible for determining whether employees qualify for PFML and are responsible for administering PFML benefits. When an employee is seeking PFML, they will provide notice to the District of the intent to seek PFML. The employee will notify the District when they learn that they have been approved for PFML by the Employment Security Department. The employee will provide the District with documentation received from the Employment Security Department showing the approval of PFML leave. The employee will also provide the District with documentation that establishes the employee's need for leave. Once the employee has provided such documentation, the District will provide the employee unpaid leave consistent with the PFML for which the employee was approved by the Employment Security Department.

- D. When PFML is used, the District shall maintain health insurance benefits during periods of approved PFML in accordance with the law. PFML runs concurrently with FMLA.
- E. The District shall pay the employer's share of the payroll premium to fund this leave. The District shall use the state insurance as the carrier for PFML to ensure ongoing compliance with the law.

Section 5: Parenting Leave

The District will provide employees with access to parental leave per state law. More information may be found at www.paidleave.wa.gov.

Section 6: Sick Leave Buy Back

Each January, eligible employees may elect to convert sick leave to monetary compensation at a rate equal to one (1) day per diem pay for each four (4) full days of accrued sick leave in excess of sixty (60) days. Each employee may convert up to twelve (12) days of sick leave, the balance of which shall be no less than sixty (60) days. Moneys or benefits received under this section shall not be included for the purposes of computing a retirement allowance. RCW 28A.400.210

Section 7: Retirement Buy Back or Death Conversion

- A. In accordance with RCW 28A.400.210 the District hereby adopts a preretirement and a post-retirement medical benefit plan for eligible employees with accumulated sick leave conversion funds.
- B. At the time of separation from Pullman School District employment due to retirement or death, an eligible employee or employee's estate shall receive remuneration at the rate equal to one day's current monetary compensation of the employee for each four full days of accrued leave for illness or injury. (RCW 28A.400.210).
- C. The administration of this plan shall be in accordance with RCW 28A.400.210 – Employee attendance incentive program – Remuneration or benefit plan for unused sick leave and WAC 392-136 Finance – Conversion of Accumulated Sick Leave

Section 8: Sick Leave Sharing

- A. The District shall provide employees with access to leave sharing (sick leave bank) in accordance with state law.
- B. Donations of sick leave will not reduce the ability of the employee to cash out sick leave during the year donated. When calculating eligibility to cash out excess sick leave, donation

of sick leave to another employee will be counted toward the 60-day minimum balance required after cash out. WAC 392-126-104

Section 9: Bereavement Leave

Up to five (5) days shall be granted with pay per occurrence for bereavement of a relative in the immediate family or up to three (3) days for extended family or close personal friend. Such leave shall be non-cumulative. Employees shall notify their immediate supervisor when taking bereavement leave and record such leave as per district procedures. If bereavement exceeds the allocated time, accumulated sick leave or personal leave will be deducted. When requesting leave in the absence management system, employees will need to document the relationship and date of death and/or funeral or memorial service.

Section 10: Personal Leave

- A. Each employee shall be entitled to three (3) paid days of personal leave per year. When possible, notice of intent to use this leave shall be given within a minimum of forty-eight (48) hours through the absence management system. Personal leave days must be used in full or half day increments. This leave is presumed to be granted upon request, provided, the number of individuals who may use personal leave on any one day shall not exceed eight percent (8%) of total employees on any day. Leaves will be approved on a first-come, first-serve basis as determined by receipt of the request in the absence management system. If the employee's personal leave has been approved, it will not be canceled due to lack of a substitute.
- B. Employees will automatically be cashed out up to three (3) days of unused Personal Leave at the employee's per-diem rate with the July pay warrant.

Section 11: Jury Duty and Court Appearances Leave

- A. When an employee of the District is absent because of a mandatory court appearance, they shall suffer no loss of income by reason of this service.
- B. A copy of the subpoena or certificate of the clerk of the court shall be filed with the Payroll Office.
- C. Absences for legal action in which the employee is a litigant shall be classed as personal business and a pay deduction will be made or the employee may use personal leave as appropriate for such absence.

Section 12: Military Leave

- A. Employees shall be granted military leaves of absence without pay when required by law to serve in a military force. Years of military leave shall be counted as years of experience for salary and seniority purposes. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District.
- B. Military leave of absence is construed as regular service in regard to salary increments. Members of the Washington National Guard, the Army, Navy, Air Force, Coast Guard, or Marine Reserve of the United States shall be granted military leave of absence from employee's assignment for a period not exceeding twenty-one (21) calendar days beginning October 1st and ending the following September 30th. The employee shall receive normal district pay, however, there shall be no loss of privileges, vacations or sick leave to which the employer might otherwise be entitled according to RCW 38.40.060.

Section 13: Association Leave

- A. An aggregate of fifteen (15) leave days per year with pay shall be provided to the Association to carry out responsibilities as bargaining agent. The cost of the substitute shall be reimbursed to the District by the Association. Association Leave Days will be approved by the PCEA President and/or designee. The cost of WEA-requested Association Leave shall be reimbursed by the WEA.
- B. Employees will provide the District with at least twenty-four (24) hours' notice through the absence management system before taking Association Leave unless circumstances prevent otherwise.
- C. Approval will be granted to allow for more Association leave days necessary for the negotiations' process.

Section 14: Leave of Absence

- A. Leave of absence up to one (1) year without pay may be granted to employees by the Board for personal or professional reasons such as but not limited to recuperation, child rearing, business related to a death in the family, working in a professional related field, study, or travel. Employees will be offered COBRA coverage to extend their benefits during their leave of absence.
- B. Employees shall notify the District in writing on or before March 15 of their intent to return from leave of absence for the following school year. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District. The Board may extend the Leave of Absence for up to one (1) additional year.

Section 15: Leave without Pay

Leave without pay is intended only for an employee who has exhausted all other forms of leave (i.e. sick leave, shared leave, FMLA, etc.) for a significant illness that necessitates a long period of time away from work. In addition, for once-in-a-lifetime events, the District may, at its discretion, allow other unpaid leave. All leave without pay must have prior approval by the District. Leave without pay that is not preapproved may be subject to disciplinary action.

ARTICLE IX – FISCAL

Section 1: Wage Placement Provisions

- A. Employees shall be paid in accordance with Wage Schedule, Appendix A for 2025-2028; During the term of this Agreement, the following shall apply:
- B. For the 2025-2026 school year, the District will apply the inflationary factor to the Appendix A, Wage schedule.
- C. For the 2026-2027 school year, the District will apply the inflationary factor plus 0.5% to the Appendix A wage schedule.
- D. For the 2027-2028 school year, the District will apply the inflationary factor plus 0.5% to the Appendix A wage schedule.
- E. Employees will be paid for the hours worked at their level. Special education paraeducators will be paid an additional \$1.00 more than general paraeducators.

Section 2: Wage Schedule Placement

- A. Employees will be placed on the wage schedule and paid in accordance with Appendix A.
- B. Individuals who have verified paraeducator comparable experience outside of the bargaining unit may be credited on a one-for-one basis up to Step 5 for wage schedule purposes.
- C. Employees hired on or before the last day of February shall be eligible to move to the next wage schedule step the following year. Employees hired on or after March 1st will remain on their current step for the following year. An employee cannot receive more than one (1) year of experience per year, regardless of the number of hours worked.
- D. Starting in the 2025-2026 school year, Step 1 will be eliminated on Appendix A.
- E. Starting in the 2027-2028 school year, a Step 5 will be added to Appendix A with a 5.0% increase between steps four (4) and five (5).

Section 3: Substitutes

A long-term substitute is a person who is employed to work more than ten consecutive student days in the same position. After the twentieth (20th) day, a long-term substitute will be paid at the first step of the appropriate paraeducator salary range until that long-term substitute assigned has completed.

Section 4: Extended Hours

Employees working field or other activity trips shall be paid for all hours on duty including overtime if the extended work hours are greater than forty (40) hours in any given work week. For the purpose of this section, on duty means all working hours assigned by the building principal or program director for supervision of students.

Section 5: Insurance Benefits

- A. The District agrees to provide the amount of benefit contributions funded by the state and will implement any state increases for insurance benefits during the duration of this Agreement. The benefit amount shall be administered in accordance with the state laws relating to school district employee benefits.
- B. The District will provide benefit contribution insurance for all employees who work or are expected to work more than 630 hours in a school year. Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits. For purposes of benefits provided under the SEBB, a school year shall mean September through August. The effective date of coverage is the first day of the month following the day they begin work.
- C. Basic benefits include medical, dental, vision, long-term disability and group life insurance. Employees may select optional benefits at their own expense. Optional benefit plans may not include employee beneficiary accounts that can be liquidated by the employee on the termination of employment.
- D. Employees shall be able to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP).
- E. Enrollment shall be completed by the end of the open enrollment period for the selection of basic and optional benefits. Employees hired prior to or after the enrollment period, may elect insurance coverage from the plans available during the first thirty (30) days of employment.
- F. If a benefit plan is not chosen, the employee will be enrolled in the default medical, dental, vision, life and accidental death and dismemberment, and long-term disability insurance plans as required by SEBB. The employee will also be charged the tobacco use premium surcharge. Changes to insurance plans or enrollment of eligible dependents will be allowed in the next open enrollment period. The employee may add dependents to the default plan if there is a special open enrollment event that allows this change, such as marriage, birth, or adoption.
- G. Benefit Termination: Any employee terminating employment shall be entitled to receive the District insurance contribution for the remainder of the calendar month

in which the contribution is effective. Benefit coverage will continue through August 31 of that year unless the employee separates prior to the end of the work year or on the date of separation for retirement.

- H. If the Office of the Superintendent of Public Instruction or a court of competent jurisdiction notifies the District that it is in violation of the State statute, as a result of over expending funds for employee benefits, such excess shall be reduced on a pro rata basis among all District employees only if a penalty is pending which will result in a decrease of State funds or a penalty against the Board or its officers.

Section 6: Stipends

- A. All employees who complete their General Paraeducator Certificate shall be paid a one-time stipend of \$275 on the pay warrant following proof of completion being submitted to HR.
- B. All employees who complete a Subject Matter Paraeducator Certificate shall be paid a one-time stipend of \$250 on the pay warrant following proof of completion being submitted to HR.
- C. All employees who complete an Advanced Paraeducator Certificate shall be paid a one-time stipend of \$225 on the pay warrant following proof of completion being submitted to HR.

ARTICLE X – GRIEVANCE PROCEDURE

Section 1: Definitions

- A. “Grievant” shall mean an individual, a group of individuals and/or the Association.
- B. A “grievance” shall mean a claim by a grievant that this agreement has been violated.
- C. “Day” shall mean employee workday. When a grievance has not been resolved by the end of the school year, days shall mean any day on which the District Office is open for business with the public.

Section 2: Grievance Considerations

- A. If the stipulated time limits are not met, the grievant shall have the right to appeal the grievance to the next level of the procedure. If the time limit is not met by the grievant, the grievance shall be invalid and subject to no further processing.
- B. Any grievance related to the terms of the agreement shall be subject to binding arbitration.
- C. If any party believes the following sections have been violated, they may file a grievance according to the procedure described in Article X of this Agreement. However, no party can advance the grievance beyond Step 4.
 - 1. Preamble
 - 2. Article I – Administration, Section 4: Status of the Agreement
 - 3. Article I – Administration, Section 5: Conformity to Law
 - 4. Article II – Business, Section 3: Management Rights

Section 3: Procedure for Processing Grievances

Step 1: Informal Communications

The District and Association acknowledge that it is usually most desirable for an employee and immediate supervisor to resolve problems through free and informal communications. The employee shall request a meeting with the supervisor within twenty (20) days from the time of the occurrence of the event or the time that the employee should have reasonably become aware of the occurrence of the event, whichever is later. Such meeting shall be held within five (5) days of the request. If no solution is reached at the Informal Meeting, the grievance will be reduced to writing. The following steps shall be followed in the processing of a formal grievance.

Step 2: Immediate Supervisor:

- A. Within ten (10) days of the informal meeting, the grievant may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place with the grievant(s) and/or Association representative(s) within five (5) days after receipt of the grievance.
- B. The written grievance at this step and at all steps, thereafter, shall contain the following information:
 - 1. A statement of the grievance and the facts upon which it is based,
 - 2. The specific provisions of the Agreement allegedly violated
 - 3. The remedy or adjustment sought, and
 - 4. The signature of the aggrieved employee.
- C. The supervisor shall provide the aggrieved party and the Association with a written response to the grievance within five (5) days after the meeting. The written response at this step and at all steps thereafter shall contain the following information:
 - 1. An affirmation or denial of the facts upon which the grievance is based,
 - 2. Findings of the alleged violation of the Agreement,
 - 3. The remedy or adjustment, if any, to be made; and
 - 4. The signature of the appropriate management representative.

Step 3: Superintendent/Designee

If the grievance is not resolved at Step 2, or if no decision has been rendered within ten (10) days after the meeting with the supervisor, the grievant may within five (5) days after a decision by the supervisor, whichever is sooner submit a written appeal to the superintendent/designee.

The Superintendent/designee shall arrange for a meeting with the grievant to take place within five (5) days of the receipt of the appeal. The parties in interest shall have the right to include in the representation such witnesses as they deem necessary to develop facts pertinent to the grievance. Upon conclusion of the appeal, the Superintendent will have five (5) days to provide a written decision.

Step 4: Mediation

If the grievant is not satisfied with the disposition of the grievance at Step 3, or if no decision has been rendered within ten (10) days after the meeting with the superintendent/designee, the parties may mutually agree to resolve the grievance through mediation by an independent third-party subject to the following guidelines:

1. A mutually agreed upon mediator shall be selected from either PERC, FMCS or another independent source. The grievant, District, Association and Mediator will collaboratively set the timeline and meetings for mediation.
2. Each party shall bear its own costs of mediation except that the fees and charges of the mediator, if any, shall be shared equally by the parties.
3. If no agreement is reached at mediation, the grievance may be appealed to Step 5 – Binding Arbitration.
4. If no settlement is reached at mediation and the grievance is not appealed to Step 5 – Binding Arbitration, the final decision of the Superintendent/designee will stand.

Step 5: Binding Arbitration

If no satisfactory settlement is reached at Step 4, the Association may appeal the grievance to either the American Arbitration Association (AAA), the Federal Mediation Conciliation Services (FMCS) or the Public Employees Relations Commission (PERC). If any question arises as to arbitrability, such question will first be ruled upon by the arbitrator selected to hear the dispute.

Within ten (10) days after such written notice, the Association shall submit a request for a list of arbitrators. The parties shall separately rank and strike the names of arbitrators on the list and return their list to the appropriate agency for final arbitrator selection. Hearings shall be conducted in accordance with the rules of the agency that was selected.

Neither party shall be permitted to assert in the arbitration proceedings any evidence which was not previously disclosed to the other party.

The arbitrator selected will confer with the representatives of the District and the Association and hold hearings promptly and will issue a decision not later than twenty (20) days from the date of the hearings or, if oral hearings have been waived, then from the date the final statements and proofs are submitted to the arbitrator. The arbitrator's decision will be in writing and will set forth the findings of fact, reasoning, and conclusions on the issues submitted. The decision of the arbitrator will be submitted to the Board and the Association and will be final and binding upon the parties.

Section 4: Jurisdiction of the Arbitrator

The arbitrator will be without power or authority to make any decision which violates the terms of this agreement. The arbitrator shall also be without power to add to, subtract from, or alter the terms and conditions of this agreement.

Section 5: Arbitration Costs

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator, if any, shall be shared equally by the parties.

Section 6: Cooperation of the Parties

The parties shall cooperate in their investigation of any grievance and shall furnish such reasonable information related to the grievance as is requested for the processing of any grievance.

Section 7: No Reprisals

No reprisals of any kind will be taken by the District against any employee because of their participation in any grievance.

Section 8: Release time

Should the mutually scheduled processing of any grievance require that an employee(s) be released from their assigned duties, they shall be released without loss of pay or benefits.

Section 9: Personnel Files

All documents, communications and records, discussions, relating to any grievance shall be held as confidential by all parties. The District Human Resources Department shall file all records pertaining to an employee grievance separate from other personnel records.

Section 10: Grievance Form

The form for filing and processing grievances shall be found in Appendix D.

ARTICLE XI – DURATION

Section 1: Term of Agreement

This Agreement shall be in full force and effect as of September 1, 2025 and shall continue in effect until August 31, 2028 and shall not be extended orally. This Agreement shall be opened for the purpose of negotiating a successor agreement at least ninety (90) days prior to the termination date.

Upon written notice given by the Association to the District beginning April 1, 2027, both parties may mutually agree to reopen the collective bargaining agreement and bargain over non-fiscal items to consolidate the Pullman Classified Educators Association (ESP) and Pullman Classified Educators Association (Paraeducators) into one Collective Bargaining Agreement.

For the Association

Matt Heiszler, President
Pullman Classified Educators Association

Date

Alexa Beckett, Bargaining Chair
Pullman Classified Educators Association

Date

For the District

Robert Maxwell, Superintendent
Pullman School District

Date

APPENDIX A – PARAEDUCATOR WAGE SCHEDULE 2025-2026

Position	Step 1	Step 2	Step 3	Step 4
General Paraeducator	\$23.30	\$24.47	\$25.69	\$26.97
Special Education Paraeducator	\$24.30	\$25.47	\$26.69	\$27.97
Library Paraeducator	\$26.90	\$28.24	\$29.65	\$31.13
ALE Technician	\$28.28	\$29.70	\$31.18	\$32.74
Certified Occupational Therapy Assistant	\$40.24	\$42.25	\$44.37	\$46.58

APPENDIX B – CALENDAR

APPENDIX C – EVALUATION Pullman Public Schools

Performance Evaluation Report for Paraeducators

☐ New (within first 90 Days)	☐ Annual	☐ Review/Improvement Plan
---	---------------------------------	--

Name: _____ Date: _____

Title: _____ Location: _____

OVERALL APPRAISAL:	☐ Distinguished ☐ Above Average ☐ Satisfactory ☐ Requires Additional Action ☐ Unsatisfactory
--------------------	---

Paraeducator establishes and maintains positive relationship with students:

- Demonstrates respect and value for individuals
- Models positive behavior for students
- Shows effort in establishing rapport
- Exhibits co-regulation strategies and remains calm under pressure
- Maintains professional boundaries
- Demonstrates dignity in regards within their relationship with each student

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

Paraeducator demonstrates positive work habits:

- Shows initiative and ability to problem-solve
- Works independently and seeks guidance as needed
- Demonstrates organizational skills
- Exhibits good interpersonal and communication skills
- Practices behavioral management/de-escalation skills appropriate to individual student and situation

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

Paraeducator demonstrates reliability and dependability in performance of responsibilities:

- Reports to assignment(s) on time
- Stays for entire duration of assignment(s)
- Records absences in absence management system and/or notifies supervisor in advance
- Respects duration and scheduling of breaks and lunch
- Avoids absences beyond leave allocation
- Follows safety and security policies and procedures

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

Paraeducator respects district policies and expectations for confidentiality:

- Secures records per policy
- Logs off computer when not in use
- Ensures private setting when needing to discuss students with teacher or administrator
- Knows and follows FERPA and HIPAA guidelines

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

Paraeducator establishes and maintains professional relationships with co-workers and supervisors:

- Practices and follows building norms for resolving issues or concerns
- Exhibits willingness to collaborate with supervising teacher or administrator
- Exhibits willingness to assist others and demonstrates flexibility when available
- Exhibits willingness to accept feedback and focuses on improvement opportunities
- Demonstrates constructive communication strategies
- Follows and demonstrates civility policy in all interactions

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

Paraeducators provides learning support:

- Demonstrates ability to instruct students effectively
- Follows classroom/teacher plans
- Provides appropriate feedback to teacher
- Demonstrates ability to collect/present data (academic and behavioral)
- Demonstrates the ability to support and reinforce instruction

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

Additional expectation for Special Education Paraeducators:

- Follows the directions of certificated staff related to:
 - Employing a variety of strategies that reinforce positive behavior
 - Implementing strategies specific to student needs – social-emotional, academic, behavioral, adaptive
 - Implementing accommodations related to specific student needs
 - Implementing IEPs/BIPs
- Following training related to PBIS that is school specific, implements PBIS structures
- Ability to follow program procedures as it relates to student safety, health, and the equitable inclusion of students in the learning environment
- When provided with safety equipment, wears equipment appropriate for student programming (sleeves, face shields, etc.)

☐ Distinguished	☐ Above Average	☐ Satisfactory	☐ Requires Add'l Action	☐ Unsatisfactory
--	--	---------------------------------------	--	---

Evaluator's comments:

RESPONSE or COMMENT by PARAEDUCATOR:
(Goals / Coursework / Professional Development)

Employee signature:*

Principal/Supervisor signature:

Date: _____

Date: _____

**my signature indicates only that I have read and discussed this evaluation with the evaluator, not that I necessarily agree or disagree with its content or conclusions; if desired, I may choose to attach additional comments to this evaluation.*

APPENDIX D - GRIEVANCE FORM

Grievant's Name

Date Filed

Assignment

Building

STEP 1

Informal meeting: Yes No Date Held _____

Date alleged grievance occurred _____

Nature of grievance: (Include violations of the Agreement, Board policy, etc. Attach additional information to this form)

Remedy Desired:

Signature of Grievant

Association President/Designee Signature

Received by:

Signature

Date

STEP 1

Response Received _____

DISPOSITION:

Settled

COPY TO:

Grievant

STEP 2

Grievance notification sent _____

Withdrawn

Supervisor

Grievance Meeting Held on _____

Appealed to Arbitration

Superintendent

Response Received _____

Association

STEP 3

Grievance notification sent _____

Date _____

Grievance Meeting Held on _____

Response Received _____

APPENDIX E – JUST CAUSE/SEVEN KEY TESTS

The basic elements of just cause which different arbitrators have emphasized have been reduced by Arbitrator Carrol R. Daugherty to seven tests. These tests, in the form of questions, represent the most specifically articulated analysis of the just cause standard as well as an extremely practical approach.

A “no” answer to one or more of the questions may mean that just cause either was not satisfied or at least was seriously weakened in that some arbitrary, capricious, or discriminatory element was present.

1. **NOTICE:** “Did the employer give to the employee forewarning or foreknowledge of the possible or probable consequences of the employee’s disciplinary conduct?”
2. **REASONABLE RULE OR ORDER:** “Was the Employer’s rules or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the Employer’s business, and (b) the performance that the Employer might properly expect of the employee?”
3. **INVESTIGATION:** “Did the Employer, before administering the discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?”
4. **FAIR INVESTIGATION:** “Was the Employer’s investigation conducted fairly and objectively?”
5. **PROOF:** “At the investigation, did the ‘judge’ obtain substantial evidence or proof that the employee was guilty as charged?”
6. **EQUAL TREATMENT:** “Has the employer applied its rules, orders and penalties even-handedly and without discrimination to all employees?”
7. **PENALTY:** “Was the degree of discipline administered by the Employer in a particular case reasonably related to
 - a. the seriousness of the employee’s proven offense, and
 - b. the record of the employee in his service with the Employer?”

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Coversheet

2025-2028 Pullman Classified Educators Association (ESP) Bargaining Agreement

Section: VI. Discussion Items
Item: E. 2025-2028 Pullman Classified Educators Association (ESP) Bargaining Agreement
Purpose:
Submitted by:
Related Material:
Executive Summary - Pullman Classified Educators Association (ESP) Agreement 2025-2028.pdf
Pullman Classified Educators Association (ESP) Agreement 2025-2028.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

2025-2028 Pullman Classified Educators Association (ESP) Bargaining Agreement

Executive Summary

November 12, 2025

By: Bob Maxwell
Superintendent

Background:

The Pullman Classified Educators Association, representing the Educational Support Personnel Bargaining Unit (ESP), and the Pullman School District have reached a tentative three-year collective bargaining agreement.

Highlights of the changes to the collective bargaining agreement include:

- Revised wage schedules which include:
 - Inflationary factor increase of 2.5% for the 2025-2026 school year, inflationary factor + 0.5% increase for the 2026-2027 school year, and inflationary factor + 0.5% increase for the 2027-2028 school year
 - Increase in percentage between steps from 4.00% → 4.25% for the 2026-2027 school year (Appendix B only)
 - Increase in percentage between steps from 4.25% → 4.50% for the 2027-2028 school year (Appendix B only)
 - Addition of Step 5 to Appendix A, with a 4.5% increase between Step 4 and Step 5, beginning the 2027-2028 school year
- Increase in vacation accrual schedule and new language regarding the use of vacation leave
- Addition of travel stipend for custodians assigned to travel between district buildings
- Minor grammatical changes and language clarification throughout the agreement

Recommended Board Action:

Approve the 2025-2028 Pullman Classified Educators Association (ESP) Agreement as presented.

Motion to Approve

I move to approve the 2025-2028 Pullman Classified Educators Association (ESP) Agreement as presented.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Collective Bargaining Agreement

Between

Pullman School District No. 267

and

Pullman Classified Educators Association

Representing

The Educational Support Personnel Bargaining Unit

Effective September 1, 2025 to August 31, 2028

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PREAMBLE

This Agreement is made and entered into between Pullman School District Number 267 (hereinafter called the “Board” & “District”) and the Pullman Classified Educators Association (ESP)/Washington Education Association/National Education Association (hereinafter called the “PCEA”, or the “Association”).

In accordance with the provisions of the Public Employees Collective Bargaining Act and regulations promulgated pursuant thereto, and in consideration of the mutual covenants contained therein, the parties agree as follows:

ARTICLE I - ADMINISTRATION

Section 1 - Definitions

As used in this Agreement, the following words will have the following meanings unless the context in which they are used shall clearly indicate another meaning:

- A. **“District”** shall mean the Pullman School District No. 267, Pullman, Washington.
- B. **“Board”** shall mean the Board of Directors of the Pullman School District as the governing body of the District.
- C. **“Association”** shall mean the Pullman Classified Educators Association affiliated with the Washington Education Association and the National Education Association.
- D. **“Parties”** shall mean the District and the Association as co-signers of the Agreement.
- E. **“Agreement”** shall mean the Collective Bargaining Agreement (CBA) signed by the District and Association.
- F. **“Employee”** shall mean those employees for whom the Association is recognized as the duly authorized bargaining agent.

Unless the context in which they are used clearly requires otherwise, words used in this Agreement denoting gender shall include both masculine and feminine, and words denoting number shall include both singular and the plural.

- G. **“Superintendent”** shall mean the chief administrator of the District.
- H. **“President”** shall mean the presiding officer of the Association.
- I. **“Day”** shall mean employee workday.
- J. **“Unit Seniority”** shall mean as the first date on which the employee began continuous daily employment within the bargaining unit, hereinafter called the “unit hire date”.
- K. **“RCW”** shall mean the Revised Code of Washington.
- L. **“WAC”** shall mean Washington Administrative Code.
- M. **“PERC”** shall mean the Public Employees Relations Commission.
- N. **“Inflationary Increase”** shall mean implicit price deflator (IPD) or as defined by the State Legislature.

- O. **“Classification Seniority”** shall mean as the first date on which the employee began continuous daily employment within a classification, hereinafter called the “classification hire date.”
- P. **“Classification”** shall mean the job classification an employee works within. There are two classifications, Custodial and Central District Office.
- Q. **“Worksite”** shall mean the primary location of work for the employee.

Section 2 - Exclusive Recognition

The District hereby recognizes the Association as the exclusive representative of all employees in the bargaining unit described below and the Association recognizes the responsibility of representing the interests of all such employees. Employees not subject to the terms of this agreement include all administrative employees, administrative assistants and other confidential employees.

- A. All full-time and regular part-time classified Central District Office employees and custodial employees at Pullman School District; excluding Custodial Services Director, supervisors, confidential employees, and all other employees.
- B. Definitions of Employees
 - 1. Regular Employee: Regular employees are employees who are assigned to full-time or part-time positions and have completed their probation period. Regular employees are entitled to all conditions as set forth in this agreement. Regular employees shall include Custodial job categories of Itinerant Custodian, Custodian, Lead I Custodian and Lead II Custodian, and Central District Office categories of Accounting Specialist, Computer Technician I, Computer Technician II, District Office Assistant/CEDARS Administrator, Fiscal Technician, IT Systems Administrator, Program Manager – Curriculum & Assessment, and Program Manager – State & Federal Programs, and such other positions as are deemed necessary by the Superintendent or designee.
 - 2. Probationary Employee: Probationary employees are those hired by the District who have not completed ninety (90) days of continuous employment. Probationary employees shall work under the provisions of this Agreement, but shall be employed on a trial basis, and may be discharged for any reason during the probationary period without further recourse, including recourse to the grievance procedure. If the District is considering dismissal of any employee during the employee’s probationary period, the District will follow procedures outlined in Article III, Section 12.B contained herein.
 - 3. Temporary Employee: Temporary employees are those employees hired and assigned to a specific temporary job assignment, including summer work crew. The temporary job employee and assignment shall not exceed sixty (60) consecutive work days (equivalent of no more than 480 hours) or eighty (80) incidental work days (equivalent of no more than 640 hours) in one (1) contract year (September-August), unless the parties mutually agree to an extension. Temporary employees shall be paid per Article VII, Section 1. Temporary employees shall not be covered by any other terms and conditions of this Agreement.

4. Long-term Substitute: A long-term substitute is defined as a substitute employee who works twenty (20) or more consecutive days in the same position. A long-term substitute, when replacing a regular employee on an authorized leave, shall be covered by the following terms and conditions of this Agreement:
 - a) Long-term substitute employees shall not accrue seniority. Long-term substitute employees who, during the specific long-term assignment, are later hired as regular employees to the same position held as a long-term substitute employee, may accrue seniority as set forth herein.
 - b) The probationary period shall begin on the first day of duty for which the employee is hired as a probationary employee in a regular position.
 - c) On the successful completion of the probationary period, seniority will be awarded back to the first day of employment in the long-term substitute assignment, provided the employee has occupied the same position on a continuous basis as a long-term substitute and probationary employee.
5. Casual Substitute: An employee hired by the District to fill in on a day to day basis for regular employees for less than twenty consecutive (20) work days. Casual substitutes, as defined in this paragraph, are not part of the bargaining unit and are not covered by any provisions of this agreement. The rate of pay will be Custodian Step 1 wage in Appendix A.

Section 3 - Job Descriptions

- A. Descriptions for all positions subject to this Agreement shall be made available upon request. It is agreed that direct supervision of students shall not be included in the job description.
 1. All job descriptions shall be available for review upon request. When a job description for a bargaining unit position has been newly created or revised, a copy will be provided to the affected employees and the Association.
- B. When an employee feels that they are being asked to perform duties outside their job description, the employee may discuss the concern with their supervisor. Employees shall have the right to representation by the Association in any discussions with their supervisor. If the employee is still not satisfied, then prior to filing a grievance, the Association may seek to resolve the matter at Labor Management. If the Association chooses to take the matter to Labor Management then the grievance timeline is in abeyance on the issue until the day after the Labor Management meeting is held and there is no resolution.
- C. When a job description includes, "Other Duties As Assigned," such other duties will be reasonably related to the department, intent, role, and responsibilities of the position.

Section 4 - Status of the Agreement

This Agreement shall supersede any rules, regulations, policies, resolutions or practices of the District, which shall be contrary to or inconsistent with its terms.

Section 5 - Effective Date

This Agreement shall become effective when ratified by the Board and Association and executed by authorized representatives, and may be amended or modified only as specified herein.

Section 6 - Conformity to Law

This Agreement shall be governed and construed according to the constitution and laws of the State of Washington. If any provision of this Agreement or any application of this Agreement to any employee or group of employees covered shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law, but all other provisions or applications of the Agreement shall continue in full force and effect.

Section 7 - Labor/Management Committee

- A. The Association will designate a Conference Committee of up to three (3) members who will meet with the Superintendent of the District, or designee, on an as needed basis to discuss appropriate matters. Grievances that have been filed shall not be heard in this setting, however both parties can mutually agree to use this setting to resolve specific concerns.
- B. It is agreed and understood that matters appropriate for consultation and negotiation between the District and the Association are established by RCW 41.56.

Section 8 - Distribution of Agreement

- A. Within thirty (30) days after ratification and signing of this Agreement and/or the addendum, the Association shall provide the District with a final proof of the Agreement for electronic distribution. There shall be two (2) signed copies of the final Agreement for the purpose of records. One (1) shall be retained by the District and one (1) by the Association.

The Agreement shall be posted on the Pullman School District website.

- B. All individuals making employment application to the District can examine a copy of this Agreement on the district's website. Employees new to the District shall upon employment, be informed of how to access the agreement and may be provided a printed copy of the agreement upon request.

Section 9 - Contracting Out

All work customarily performed by the School District in its own facilities with its own employees shall continue to be performed by them.

- A. Custodial Services: Customary custodial services may not be subcontracted, except for temporary emergency situations requiring immediate action to meet established school timelines, avoid damage to facilities or safeguard students/employees.
- B. Central District Office Services: Customary office services may not be subcontracted, except when a project is temporary in nature and either beyond the scope of the position or beyond the skill set of the employee and the employee cannot reasonably acquire such skill set in the time necessary to implement the project.
 - 1. For this subsection, temporary means a project that is one-time, non-reoccurring, and typically less than one month in length.
 - 2. This restriction on subcontracting work does not prohibit the District from entering into a contract for the purchase of goods or services that includes installation or set-up assistance as part of the purchase.

Section 10 - Management Rights

- A. It is agreed that the customary and usual rights, powers, functions, and authority of management are vested in management officials of the District. Included, but not limited in these rights, is the right to direct the work force, the right to hire, promote, retain, transfer and assign employees in positions; the right to suspend, discharge, demote or take other disciplinary action against employees; the right to release employees from duties because of lack of work or for other legitimate reasons. The District shall retain the right to maintain efficiency of the District operation by determining the methods, means, and personnel by which operations undertaken by the employee in the unit are to be conducted.
- B. The right to make reasonable rules and regulations shall be considered acknowledged functions of the District.
- C. It is the intention of the parties hereto that all rights, powers, prerogatives, duties and authority which the District now has or had, whether exercised or not, prior to the signing of this Agreement, are retained by the District except those which are specifically abridged or modified by the Agreement.

ARTICLE II - BUSINESS

Section 1 - Payroll Deduction of Association Dues

- A. The District shall deduct Association membership dues, assessments, and fees from the pay of any employee who authorizes such deductions in writing pursuant to RCW 41.56.110. The District shall transmit monthly all such deducted funds to the treasurer of the WEA or other designated organization.
- B. The dues deduction form and authorization shall remain in effect from year to year unless withdrawn in writing by the employee after serving notice to the Washington Education Association.
- C. The association shall submit a copy of each signed authorization form to the District office for processing. Amounts of annual dues deductions, assessments, and fees shall be made known by the Association to the District office by September 15 of each year.

Section 2 - Hold Harmless

The Association will defend and hold the District harmless for any allegations, claims, or actions at law involving the District because of the operation of this section. The Association agrees to reimburse the District any amounts paid in error by the District under the membership dues/representation fee deduction provisions of this section of this Agreement.

Section 3 - Association Rights

- A. The Association has the right and responsibility to represent the interest of employees in the unit, to present its views to the District on matters of concern and to enter into collective negotiations with the intent of reaching mutual agreement.
- B. Any Association representative/grievant who is scheduled by the Parties to participate during work hours in grievance proceedings, conferences or meetings with representatives of the District shall suffer no loss of pay.
- C. Representatives of the Association shall have access to District premises provided that no conference or meeting between employees and the Association representatives will hamper or obstruct the normal flow of work.
- D. The District shall make available to the Association a roster of covered employees as soon as is practical following the start of the school year and inform the Association on a monthly basis, in writing of any additions with hire date, or deletions of covered employees.
- E. The Association shall be able to meet with new employees ninety (90) days after their hire date for a minimum of thirty (30) minutes during regular work hours.

- F. The Association shall be provided with bulletin boards, or sections thereof, for the purpose of posting Association materials. The Association may use District intra-district mail, email and employee mailboxes for the purposes of communicating with bargaining unit members. The postings and/or correspondence must be nonpolitical as defined by law or the Public Disclosure Commission. The Association acknowledges that District email is subject to public information requests.
- G. The Association shall have access to use District equipment at reasonable times when such equipment is not otherwise in use. The Association shall reimburse the District for the cost of materials used.
- H. Upon request, the District will provide the Association with the online link to any information which is of public record. The District shall provide the Association with any electronic and paper copies of any information not readily available online pertinent to the administration of this agreement.

ARTICLE III - PERSONNEL

Section 1 - Individual Rights

- A. Each employee shall have the right to bring matters of personal concern to the attention of their immediate supervisor.
- B. Employees subject to this Agreement have the right to have Association representatives or other persons present at formal discussions between themselves and supervisors or other representatives of the District as hereinafter provided.

Section 2 - Nondiscrimination

- A. Employees shall be entitled to full rights of citizenship. The District will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, discipline and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. Unless based upon a bona fide occupational qualification, the prohibition against discrimination of a disability shall not apply if the particular disability prevents the proper performance of the particular work involved. RCW 49.60.180.
- B. Nothing contained herein shall be construed to deny or restrict to any employee such rights as they may have under applicable laws and regulations. The rights recognized hereunder shall not be exclusive but are in addition to those provided elsewhere. Nonetheless, an employee who believes that they have been discriminated against may file a grievance according to the procedure described in Article VIII of the Agreement. However, no party can advance the grievance beyond Step 4.
- C. The private life of an employee is not within the appropriate concern or attention of the District, provided those actions do not interfere with the performance of their duties.

Section 3 - Personnel File

- A. Employees shall, upon request have the right to inspect all contents of their complete personnel file except those contents, which the employee has previously waived the right to inspect. Upon request, a copy, at employee's expense at current reproduction rate, of any documents contained therein shall be afforded the employee. No secret, duplicate, alternate or other personnel file shall be kept anywhere in the District. This does not prevent the District from maintaining investigation files, grievance files, or working files as outlined in Section 4.
- B. Anyone, at the employee's request, may be present in this review. Upon request, the Human Resources Director shall sign to verify the contents of the file.

- C. Derogatory materials about an employee cannot be placed in their personnel file without the employee's knowledge. A copy of all such materials shall be given to the employee. Any derogatory material/complaints not shown to an employee within ten (10) working days may not be used in disciplinary proceedings. Evaluation documents are not to be considered as derogatory material.
- D. After three (3) years from the date of issuance of any disciplinary action or the placement of any derogatory material in the personnel file, the employee may request removal of such documents, provided that there are no related incidents during the three (3) year period after the placement of such materials in the personnel file. Materials shall not be removed if prohibited by State law or the applicable records retention schedule.

Section 4 - Working File

Working files maintained by the employee's supervisor and/or evaluator may be reviewed at any time by the employee. Such files shall not be passed on from one administrator to another nor shall such files follow the employee from one assignment to another. Working files shall be cleared at the end of each school year, except that derogatory materials may remain for one (1) calendar year from the date of occurrence in the working file.

Section 5 - Due Process

- A. No employee shall be disciplined without just and sufficient cause, Appendix G. A written explanation of the reason for any disciplinary action will be made available to the employee and the Association. The discipline shall be appropriate to the behavior, which precipitates the action.
- B. An employee shall be entitled to have present a representative of the Association where disciplinary action is being discussed or considered. When a request for such representation is made, no action shall be taken with respect to the employee until such representative is present. The employee shall be advised of the right to representation under this provision prior to action being taken.
- C. The District agrees to follow progressive discipline. Any disciplinary or other adverse action taken against an employee shall be appropriate to the behavior or situation that precipitates the action. Progressive Disciplinary Steps may include the following: Written record of an oral warning, written warning, written reprimand, suspension without pay and discharge. Non-disciplinary measures may include: Oral instruction/direction and written instruction/direction. Administrative leave is not considered a disciplinary action.

Section 6 - Complaint Procedure

- A. Any complaint and complainant's name (unless the release of such name is prohibited by court order or state and/or federal law) made against an employee by any parent, student, or other person that an administrator uses as a basis to initiate an investigation will be called to the attention of the employee by the employee's next workday or as soon as possible but no later than ten (10) days from the receipt of such complaint. Written notification shall be acceptable should the employee be unavailable to discuss the cause for the complaint.

- B. Any complaint not called to the attention of the employee may not be used as the basis for any disciplinary action against the employee. The employee shall acknowledge receipt of the complaint by signing a receipt of notice of such complaint without requiring agreement to the substance of the complaint.
- C. The employee shall have the right to Association representation at any meetings or conferences regarding the complaint that may lead to discipline.

Section 7 - Seniority and Probation

- A. Unit Seniority: The seniority of an employee within the bargaining unit shall be established as of the date on which the employee began continuous daily employment within the bargaining unit (hereinafter "hire date") unless such seniority shall be lost as hereinafter provided. Employment shall be defined as services as an employee within the District. An employee shall not lose their Unit Seniority when they transfer between the Custodial and Central District Office classifications.
- B. Classification Seniority: The seniority of an employee within each Classification shall be established as of the date on which the employee began continuous daily employment within the classification (hereinafter "hire date") unless such seniority shall be lost as hereinafter provided. An employee shall lose their Classification Seniority when they transfer between the Custodial and Central District Office classifications.

Annually, by November 1, the District shall provide the Association and each of the members of the bargaining unit with a copy of the current Unit and Classification seniority lists. Employees shall have twenty (20) workdays to report any dispute regarding their years of experience or FTE worked. The District will then provide a copy of the finalized list to each employee and the Association no later than March 1. The finalized list shall include all additions, deletions and/or corrections made by employees.

- C. Probation: Probationary employees will serve a ninety (90) calendar day probationary period. An evaluation with the building principal or designated supervisor will be conducted on or before ninety (90) calendar days for all new employees. The new employee, based on an unsatisfactory evaluation, may be released from employment prior to the completion of the ninety (90) calendar day probationary period. At, or prior to, the completion of the ninety (90) calendar day probationary period, the employee will either be:
 - removed from probationary status;
 - released from employment; or
 - given another ninety (90) calendar day probation period to improve job performance.

After a ninety (90) calendar day extension an employee will be:

- removed from probationary status; or
- released from employment.

The seniority rights of an employee shall be lost for the following reasons:

- resignation
- discharge for justifiable cause
- retirement

Seniority rights shall not be lost for the following reasons without limitation:

- time lost by reason of industrial accident, industrial illness, or judicial leave;
- time on leave of absence granted for the purpose of serving in the Armed Forces of the United States;
- time spent on other authorized leaves; or
- time spent in layoff status as hereinafter provided.

D. Layoff Procedures: Layoff shall be by seniority. No regular employee will be laid off prior to the layoff of all probationary, temporary, or substitute employees as defined in this Agreement. The district shall provide seniority lists as outlined in B. included herein.

Employees laid off will be retained in a recall pool for a period of twenty-four (24) consecutive calendar months. The last employee placed in the recall pool by layoff shall be the first employee rehired, provided that such employee is qualified to perform the duties of the position.

Section 8 - Employee's Supervisor

At the beginning of every school year and no later than the first Friday in September, all employees shall be notified with whom they should communicate regarding absences and leaves, as well as who will be the employee's evaluator.

ARTICLE IV - WORKING CONDITIONS

Section 1 - Hours of Work

Each employee shall be assigned to a definite and regular shift and workweek, which shall not be changed without two (2) workdays' prior notice to the employee. This section does not apply to callback situations.

A. Lunch and Rest Periods:

Lunch and rest periods will follow the Rest Breaks, Meal Periods & Schedules rules as outlined by the Washington Department of Labor & Industries. This provision shall not apply to exempt employees.

1. Custodial Classification: Each employee working more than five hours per day shall be entitled to a minimum thirty (30) minute duty-free meal period. The meal period should be scheduled as near to the middle of the shift as possible and should occur between the second and fifth hour of the shift. The scheduled uninterrupted meal period will be unpaid.

Employees shall receive a fifteen-minute rest period during each four hours of work, not to exceed two such breaks during a regular eight-hour day. Breaks must occur as close to the midpoint of a work period as possible but no later than three (3) hours after the start of a shift or meal break. Employees must stay on site during a rest period, unless they have permission from their supervisor.

2. Central District Office Classification: Each employee working more than five hours per day shall be entitled to a sixty (60) minute duty-free meal period. The meal period should be scheduled as near to the middle of the shift as possible and should occur between the second and fifth hour of the shift. The scheduled uninterrupted meal period will be unpaid.

Employees shall receive a fifteen-minute rest period during each four hours of work, not to exceed two such breaks during a regular eight-hour day. Breaks should occur as close to the midpoint of a work period as possible but no later than three (3) hours after the start of a shift or meal break.

3. During an employee's unpaid lunch employees will not be required to be on call, to possess a district issued radio, or to return any phone calls or text messages from any other employees.
4. Employees required to work through their scheduled meal period will be given time to eat as soon as possible at a time agreed upon by the employee and supervisor. In the event the District requires and authorizes an employee to forego a meal period and the employee works the entire shift, including the meal period, the employee shall be compensated for the foregone meal period at overtime rates if such work causes the employee to work more than eight (8) hours during that shift.

Section 2 - Summer Hours

- A. One (1) full week after the last day of school, employees may in consultation and agreement with the school principal and/or department supervisor, select a weekly shift of four (4), ten (10) hour days, the regular five (5), eight (8) hour days or combination of days and hours averaging a total of forty (40) hours per week. The full week before the first day of school shall be a regular five (5), eight (8) hour days workweek.
- B. Supervisors will consider a request from a member for an exception to the agreed upon schedule. The request will be granted if agreement is reached.
- C. Should the district determine a need to have an employee or employees, within a classification, work at a time different than the agreed upon schedule, the district will first seek volunteers from among that classification. If insufficient volunteers agree to work the alternate schedule, the district will assign members to work the different schedule based upon the lowest classification seniority.
- D. The two fifteen (15) minute rest breaks and the one thirty (30) minute meal period will be observed for the ten (10) and/or nine (9) hour shifts.
- E. This provision shall not apply to exempt employees.

Section 3 - Holidays

- A. All employees shall receive the following paid holidays that fall within their work year:

New Year's Day	Veterans Day
Martin Luther King's Birthday	Thanksgiving Day
President's Day	Day after Thanksgiving
Memorial Day	Christmas Eve Day
Independence Day	Christmas Day
Labor Day	New Year's Eve Day
Juneteenth	
- B. These holidays will be observed as they appear on the approved District calendar. If a holiday falls on Saturday, it will be observed the previous Friday and if it falls on Sunday, it will be observed the following Monday.
- C. Worked Holidays: Employees who are required to work on the above described holidays shall receive the pay due them for the holiday, plus time and one-half for all hours worked on such holidays.
- D. Floating Holidays: On the years that there are 261 work days between September 1 and August 31, one day shall be granted so that the work year is only the 260 days for which employees are paid. At the beginning of the school year the payroll officer shall send notice telling employees if they are entitled to a floating holiday. Floating holidays are not cumulative. The floating holiday shall be taken at any time with advanced approval of the supervisor.

Section 4 - Vacations

- A. During the first year of employment, twelve-month employees will be granted thirteen (13) days paid vacation (to be prorated if employment is not for a full year). For each succeeding full year of employment, one (1) additional day of vacation will be granted up to a maximum of twenty-four (24) per year.

<u>Years of Completed Service</u>	<u>Vacation Days</u>
0	13
1	14
2	15
3	16
4	17
5	18
6	19
7	20
8	21
9	22
10	23
15	24

- B. Vacations will be credited on a pro rata basis (FTE) for any employee who works at least half-time but less than full-time.
- C. Vacation days may be taken in hourly increments. Earned vacation may not be taken during a probationary period.
- D. The district shall accommodate requests for vacation if possible. If the employee disagrees with their supervisor's denial of a request for vacation, the employee may appeal the decision to the executive director of operations.
- E. For purposes of accumulating vacation, a full year of experience will be granted if employment began before March 1. If employment began on or after March 1, no movement will be made on the vacation schedule for that year. Employees may not accumulate more than two (2) year's vacation days.
- F. It is the responsibility of the district to process employee's used and accumulated vacation days, personal days, and sick leave.
- G. Upon resignation or retirement from the District, employees may cash out unused vacation days at their hourly rate up to thirty (30) days.
- H. Vacation/personal leave may not be taken in the first 2 weeks or the last 2 weeks of the school year. Exceptions to these provisions may be made on a first come, first serve basis subject to substitute availability. Employees may request exceptions to this provision through the building/department

supervisor. The Superintendent/designee will have final approval for vacation/personal leave during these times.

The number of individuals who may use vacation leave on any one day will not exceed twenty-five (25%) percent total employees at each building/department on any day. The building/department supervisor will have final approval for vacation leave and may grant exceptions to this provision. Leaves will not be denied unreasonably. Leaves will be approved on a first come, first-serve basis as determined by receipt of the request in the absence management system.

Section 5 - Employee Evaluations

- A. Every employee will be evaluated in writing annually. The evaluation will be reviewed in person, by the evaluator, with the employee and a copy of the report furnished to the employee prior to placement in the personnel file.
- B. Newly hired employees shall be evaluated within ninety (90) calendar days after commencement of employment.
- C. All monitoring or observations should be conducted openly and with full knowledge of the employee. Security cameras will not be used in the evaluation process.
- D. No employee shall be required to sign a blank or incomplete evaluation form. The evaluation forms, Appendices D, E, and F, shall be the only forms used.
- E. An employee receiving an “unacceptable” evaluation will be given a written, specific time schedule, and work improvement tasks to assist in their work performance and a reasonable amount of time to implement specific suggestions for improvement. A reevaluation schedule will be established at the time of the initial evaluation, not to exceed thirty (30) calendar days.
- F. The employee may offer written comments to the evaluation.
- G. The evaluation contents are not grievable, provided the evaluation procedures have been followed.

Section 6 - Employee Protection

- A. The Board shall provide employees with insurance protection covering those employees while acting within the scope of their duties for the School District. Such insurance protection will include Standard Insurance Industry Comprehensive, General Liability Coverage covering injury to persons and property.
- B. The District shall provide a safe and healthful working environment for all employees.
- C. Whenever an employee is absent from employment and unable to perform their duties as a result of bodily injury sustained in the course of their employment, they will be paid in accordance with the District Workers Compensation Cooperative which is governed by the State Department of Labor and Industries.

- D. The employer shall make provisions that supervision of students will not be required of the employee (unless a district, city or state emergency is in effect).
- E. The employer shall support employees with respect to the maintenance of order of students in the employee's assigned work area. The District shall take reasonable steps to relieve the employee of responsibilities with respect to students who impede the job of the employee.

Section 7 - District Wide Meetings

Employee staff meetings will be held regularly at the start of every semester at a minimum to share changes in policies and procedures, address safety issues, and provide training. The building administrator/designee will be responsible for coordinating the meetings. Absence from these meetings shall be communicated to the employee's supervisor.

At the beginning of each winter season, the building administrator, executive director of operations, and the building custodial team will meet to review snow removal procedures and protocols, including overtime approval (see Section 10: Snow Removal).

At the beginning of each summer season, no later than one week after the last day of school, a meeting with the building administrator, executive director of operations, and the building custodial team will be held to review summer workload, procedures, and protocols.

Section 8 - Employee Training

- A. When a new custodial employee is hired, the building administrator will meet with the building lead and the director of operations to determine a training plan for the new employee. When a new central district office employee is hired, the supervisor or designee will meet with the employee to determine a training plan. Training related to accessing the employee's computer network, e-mail accounts, and district-wide trainings such as Safe Schools, as well as training related to the district's employee record management software, will be coordinated by the district office and will occur no later than the end of the first week of employment. The parties will work together through the Labor/Management Committee to identify training, standards and protocols for all employees.
- B. Complete annual online trainings by October 15. Employees who have not completed the required online trainings by October 15 may be subject to disciplinary action. Any disciplinary action will not remove the requirement to complete the mandatory training modules.
- C. The district agrees to pay for the trainings required by the district as a condition of employment/position including but not limited to First Aid/CPR trainings.

Section 9 - Equipment

All necessary equipment repairs will be entered into the electronic job tracking system. Equipment needs for a worksite or employee will be brought to the attention of the building administrator or supervisor. No reasonable requests for equipment will be denied.

Section 10 - Snow Removal

Winter events and other emergencies may provide an opportunity for overtime to prepare buildings for students and staff. The district will provide as much advanced notice as possible to employees designated to work overtime. (See Article VII, Section 3: Overtime)

If an employee thinks they need up to an hour of overtime to complete critical or deadline dependent work, then they must first text and/or email their supervisor to seek pre-approval. If the supervisor does not respond to the request within thirty (30) minutes, then the employee's overtime request shall be considered approved, and the employee must then send an email that same day notifying the supervisor of the overtime work and the reason it was necessary.

During winter events and other emergencies that an employee is dealing with, it is recognized that custodial staff may not be able to perform all of their regularly assigned duties.

This provision does not apply to Central District Office employees.

Section 11 - Professional Development

Employees may present to their supervisor an annual plan for professional development. The employee's plan may include attendance at one training, conference, seminar, or similar. The employee's request for training must be aligned with their position, meet the current or expected needs of the district, and be tied to evaluation criteria. The supervisor may refuse an employee's request if it does not meet the needs of the district, or there are budgetary constraints. If a supervisor denies a request, the employee may submit a revised request for a different or lower cost training, including virtual attendance in lieu of physical. Approval for training/professional development shall not be withheld unreasonably or in bad faith.

ARTICLE V - LAYOFF AND RECALL, TRANSFERS, VACANCIES

Section 1 - Layoff and Recall

- A. Seniority is defined in Article III Section 7 - Seniority and Probation.
- B. Layoffs within a Classification shall be by Classification seniority. No regular employee will be laid off prior to the layoff of all probationary, temporary, or substitute employees as defined in this Agreement. The district shall provide seniority lists as outlined in Article III Section 7, A. included herein.
- C. Employees laid off will be retained in a recall pool for a period of twenty-four (24) consecutive calendar months. The last employee placed in the recall pool by layoff shall be the first employee rehired, provided that such employee is qualified to perform the duties of the position.

Section 2 - Transfers and Vacancies

- A. Job openings or vacancies shall be posted electronically for a minimum of five (5) days. An email regarding each posting shall concurrently be provided to the Association president.
- B. Job openings within the Central District Office Classification shall be posted internally for five (5) working days prior to being filled. If there are no transfer applicants selected, or if no transfer requests are received by the end of the fifth (5th) day, the position will be posted for outside applicants. Fiscal Tech and Accounting Specialist roles are excluded from this provision and will be posted internally and externally for five (5) working days.
- C. Lead I and Lead II Custodian positions shall be posted internally for five (5) working days prior to being filled. If there are no transfer applicants selected, or if no transfer requests are received by the end of the fifth (5th) day, the position will be posted for outside applicants.
- D. Job openings or vacancies for Custodial entry level positions shall be posted both internally and externally for a minimum of five (5) days. Current employees who apply for the open position will be granted an interview. Preference will be given to in-district candidates; however, the District reserves the right to hire the most qualified candidate for the position. Temporary and substitute employees are considered external candidates.
- E. The hiring administrator, in consultation with the hiring committee, shall make the final determination regarding the filling of the position based on employee qualifications, experience, seniority and ability to perform the duties of the position. All employees not selected shall receive written notice.

- F. An employee may be involuntarily reassigned, within a Classification, after consultation with the employee, the employee's current supervisor, transfer supervisor, and approval of the superintendent/designee. Involuntary transfer will only occur when necessary after seeking volunteers and exploring other reasonable remedies. Involuntary reassignment may be due to, but not limited to, such things as overstaffing at a site or changes in need for custodial services resulting from changes in program or site conditions.

ARTICLE VI - LEAVES

Section 1 - Leave Management

Entering all absences from work in the district's absence management system is the responsibility of the employee. In instances of sick/emergency leave, when an employee is restricted or unable to enter leave in the system, it will be done by an authorized employee.

Section 2 - Sick Leave

- A. Sick leave will be awarded at the rate of one (1) day per month, not to exceed twelve (12) days for twelve-month employees and eleven (11) days for eleven-month employees based upon the employee's FTE. This leave is awarded each September or upon employment with the District. A full day will be granted to an employee hired on or before the 15th of that month. Unused sick leave days may be accumulated up to the maximum allowable by State law.
- B. If, upon separation of employment, an employee has used more sick leave than the number of days accumulated, a deduction will be taken from their last paycheck.
- C. Physical disablement caused by maternity, childbirth and recovery therefore shall be considered as a form of illness for the purposes of this leave.
- D. A physician's signed statement will be required to support an absence of five (5) or more consecutive days. For planned leaves for health reasons, the employee shall notify their supervisor of the dates involved at least five (5) days in advance.
- E. Employees who have accrued sick leave while employed by another public-school district in the state of Washington shall be given credit for such accrued sick leave.

Section 3 - Family and Medical Leave Act

The District shall provide Family and Medical Leave Act leaves pursuant to Board Policy 5329 and the Family Leave Act of 1993. Further, the District shall post as legally required the provisions of the Family and Medical Leave, where it can be readily seen by employees.

Section 4 - Washington State Paid Family and Medical Leave (PFML)

- A. Employees may be eligible to receive PFML under the Washington State Family and Medical Leave and Insurance Act. To be eligible for this leave, employees must have worked a minimum of 820 hours within the past calendar year.
- B. The employee may initiate the use of this leave prior to exhausting all accumulated sick leave or other available paid leaves.

- C. The Washington State Employment Security Department <https://esd.wa.gov> is responsible for determining whether employees qualify for PFML and are responsible for administering PFML benefits. When an employee is seeking PFML, they will provide notice to the District of the intent to seek PFML. The employee will notify the District when they learn that they have been approved for PFML by the Employment Security Department. The employee will provide the District with documentation received from the Employment Security Department showing the approval of PFML leave. The employee will also provide the District with documentation that establishes the employee's need for leave. Once the employee has provided such documentation, the District will provide the employee unpaid leave consistent with the PFML for which the employee was approved by the Employment Security Department.

When PFML is used, the District shall maintain health insurance benefits during periods of approved PFML in accordance with law. PFML runs concurrently with the Family and Medical Leave Act (FMLA).

- D. The District shall pay the employer's share of the payroll premium to fund this leave. The District shall use the state insurance as the carrier for PFML to ensure ongoing compliance with the law.

Section 5 - Adoption Leave

Up to thirty (30) days of accumulated sick leave may be used for adoption, court appearances regarding adoption, paternity and related family adjustment.

Section 6 - Sick Leave Buyback

- A. Each January, eligible employees may elect to convert sick leave to monetary compensation at a rate equal to one (1) day per diem pay for each four (4) full days of accrued sick leave in excess of sixty (60) days. Each employee may convert up to twelve (12) days of sick leave, the balance of which shall be no less than sixty (60) days. Moneys or benefits received under this section shall not be included for the purposes of computing a retirement allowance. RCW 28A.400.210
- B. The rate of pay will be calculated as follows: normal work year, less annual allowable vacation days, less applicable holidays to equal number of workdays. The annual salary will be divided by the number of workdays to determine the daily pay rate for these purposes. A part-time employee's cash-out rate shall be prorated.

Section 7 - Retirement Buy Back or Death Conversion

- A. In accordance with RCW 28A.400.210 the District hereby adopts a preretirement and a post-retirement medical benefit plan for eligible employees with accumulated sick leave conversion funds.
- B. At the time of separation from Pullman School District employment due to retirement or death, an eligible employee or employee's estate shall receive remuneration at the rate equal to one day's current monetary compensation of the employee for each four full days of accrued leave for illness or injury. (RCW 28A.400.210).

- C. The rate of pay will be calculated as follows: normal work year, less annual allowable vacation days, less applicable holidays to equal number of workdays. The annual salary will be divided by the number of workdays to determine the daily pay rate for these purposes.
- D. The administration of this plan shall be in accordance with RCW 28A.400.210 - Employee attendance incentive program - Remuneration or benefit plan for unused sick leave and WAC 392-136 Finance - Conversion of Accumulated Sick Leave

Section 8 - Sick Leave Sharing

- A. The District shall provide employees with access to leave sharing in accordance with state law. Shared leave shall be extended to employees who are sick or temporarily disabled due to pregnancy disability or for the purpose of parental leave to bond with a newborn, adoptive or foster child.
- B. An employee who has exhausted their sick leave shall be allowed to apply for shared sick leave and will provide the District with a written estimate of days needed from a medical provider.
- C. Upon approval, any employee who has a banked sick leave balance of more than twenty-two (22) days may donate as many days as they wish as long as they maintain a minimum of twenty-two (22) days. These donations must be made in writing and may occur during any time throughout the school year.
- D. The value of the leave transferred will be calculated on a day donated and day received basis. Any unused leave donated to this bank will be returned to the original employee who donated it on a prorated basis based on original contribution.
- E. Donations of sick leave will not reduce the ability of the employee to cash out sick leave during the year donated. When calculating eligibility to cash out excess sick leave, donation of sick leave to another employee will be counted toward the 60-day minimum balance required after cash out. (WAC 392-126-104)
- F. Employees using shared leave shall receive the same treatment in respect to salary, wages, and employee benefits as the employee would normally receive if using accumulated sick leave. WAC-392-126-085

Section 9 - Emergency Leave

The following conditions constitute an emergency leave:

- A. The situation must be one which is serious, unavoidable and of major importance not one of mere convenience.
- B. The situation must be suddenly precipitated or must be of such a nature that planning is not possible or such that planning could not have eliminated the need for the leave.

C. Absence from work due to serious illness in the employee's immediate family (spouse, child, parent, brother, sister, or other dependents) shall be considered emergency leave.

D. Emergency leave will be deducted from sick leave.

Section 10 - Bereavement Leave

Up to five (5) days shall be granted with pay per occurrence for bereavement of a relative in the immediate family or up to three (3) days for extended family or close personal friend. Such leave shall be non-cumulative. Employees shall notify their immediate supervisor when taking bereavement leave and record such leave as per district procedures. If bereavement exceeds the allocated time, accumulated sick leave or personal leave can be used as an option. When requesting leave in the absence management system, employees will need to document the relationship and date of death and or funeral or memorial service.

Section 11 - Jury Duty and Court Appearances

- A. When an employee of the district is absent from their position because of a mandatory court appearance, they shall suffer no loss of income by reason of this service.
- B. A copy of the subpoena or a certificate of the clerk of the court should be filed with the personnel/payroll office.
- C. Absence of an employee for a legal action in which they are a litigant shall be classed as personal business and a pay deduction will be made or the employee may use leave as appropriate (i.e. vacation or floating day) for such absence.

Section 12 - Military Leave

- A. Employees shall be granted military leaves of absence without pay when required by law to serve in a military force. Upon return from leave the employee shall be placed in the last held position or in a similar position in the District.
- B. Military leave of absence is construed as regular service in regard to salary increments. Members of the Washington National Guard, the Army, Navy, Air Force, Coast Guard, or Marine Reserve of the United States shall be granted military leave of absence from employee's assignment for a period not exceeding twenty-one (21) calendar days beginning October 1st and ending the following September 30th. The employee shall receive normal District pay, however, there shall be no loss of privileges, vacations or sick leave to which the employee might otherwise be entitled according to RCW 38.40.060.

Section 13 - Emergency Closing Days

Emergency closing days are considered to be regular workdays. Employees who are unable to work during emergency closing days may:

- A. Request sick/emergency leave (if appropriate)
- B. Request that the absence be charged as a vacation, personal or floating day.

Section 14 - Association Leave

To enhance the working relationship between the District and its employees the District shall allow Association officers and members leave time according to the following criteria:

- A. Leave time is to be spent meeting or conferring with District representatives and/or in meetings designed to enhance the working relationships between members of the bargaining unit and the District. Such meetings shall include but not be limited to WEA Representative Assembly, WEA Leadership Conferences and other related meetings.
- B. The Association must request leave time for a specified purpose, which is in accordance with 14.A above. The request must be made in writing, stating the individuals involved, to the Superintendent a minimum of three (3) work days before the leave is to take effect. The leave time may not be used for Association business, which is not in accordance with 14.A above.
- C. A maximum of fifteen (15) individual days of this leave is available with the cost of a substitute to be reimbursed by the employee or Association prior to taking such leave. Four (4) additional individual days of such leave will be available with the full per diem wage to be reimbursed by the employee or the Association.
- D. Approval will be granted to allow for ten (10) additional Association leave days necessary for the negotiations' process.
- E. No more than two (2) employees may use this leave on any given school day.

Section 15 - Personal Leave and Discretionary Leave

- A. Each employee shall be entitled to two (2) days discretionary leave per year. When used, one day's wages shall be deducted from the employee's pay at the rate of the first step of the salary schedule for that position.
- B. Notice of intent to use personal leave or discretionary leave shall be given within a minimum of forty-eight (48) hours if possible. Requests for personal leave or discretionary leave shall be entered into the electronic substitute and leave tracking system. This leave is presumed to be granted upon request.
- C. Each September any employee who has completed nine (9) or more years of service with the district as of March 1 of the current calendar year, will receive one (1) personal leave day for that fiscal year. The district will pay the cost of the substitute. Personal leave must be used in the fiscal year in which it is received. Employees will be automatically cashed out of the unused Personal Leave at the employee's per-diem rate with the August pay warrant.

Section 16 - Leave of Absence

Upon recommendation of the immediate supervisor through administrative channels to the Superintendent, and upon approval of the Board of Directors, an employee may be granted a leave of absence for a period not to exceed one (1) year. The District will determine the terms of the leave.

Section 17 - Custodian Substitute Pool

The district shall attempt to maintain a pool of substitute custodians. If the district is unable to maintain a pool of substitutes and roving custodians whose primary responsibility will be to cover vacancies in the district, then the district will not be able to mandate more than 4 hours a week of overtime per employee.

The parties will work together to find solutions to ensure that custodial absences are adequately covered by the substitute pool or roving custodians.

Section 18 - Compensatory Time Usage

Compensatory time shall be accrued and used as outlined in Article VII, Section 4.

ARTICLE VII - FISCAL

Section 1 - Wages

- A. Salaries for employees, subject to this Agreement, during the term of this Agreement, are contained in Appendix A and B. Appendix A shall be the wage schedule for the Custodial job classification and Appendix B shall be the wage schedule for Central District Office job classification.
- B. During the duration of this agreement, the wage schedules in Appendix A and Appendix B will be increased as follows:
 - a. For the 2025-2026 school year, the District will apply the inflationary factor of 2.5%
 - b. For the 2026-2027 school year, the District will apply the inflationary factor plus 0.5%.
 - c. For the 2027-2028 school year, the District will apply the inflationary factor plus 0.5%.
- C. The wage schedule on Appendix B shall receive an increase between the steps from 4.0% to 4.25% for the 2026-2027 school year. The wage schedule on Appendix B shall receive an increase between the steps from 4.25% to 4.5% for the 2027-2028 school year.
- D. Starting in the 2027-2028 school year, a Step 5 will be added to Appendix A with a 4.5% increase between Step 4 and Step 5.

Section 2 - Wage Placement Provisions

- A. Employees shall be compensated in accordance with the provisions of this Agreement for all authorized hours worked.
- B. Wages for employees, subject to this Agreement, during the term of this Agreement, are contained in Appendices A and B, attached hereto and by this reference incorporated herein.
 - 1. Wages contained in Appendices A and B shall be for the entire term of this Agreement, subject to the terms and conditions of Article VII, Section 2.
 - 2. If an employee is required to travel between job sites during their shift in a private vehicle, the District will pay mileage based on the District rate. The time traveling will be considered part of the normal work shift. Technology employees will receive a monthly travel stipend of fifty dollars (\$50) in lieu of submitting regular travel reimbursements. All other Central District Office staff will submit a reimbursement for mileage if they travel. Custodians assigned to travel between district buildings will have an option of receiving a monthly travel stipend of twenty (\$20) dollars per month or submit a monthly reimbursement form for mileage.
- C. Verified experience will be considered for the placement of the employee on the wage schedule when first hired by the District and approved by the Board of Directors.
- D. Anyone employed after March 1 shall remain at the same step for the next contract year.

- E. If an employee's assignment advances from one level to another for any reason there will be no requirement for a ninety (90) day evaluation in the new position, assuming the employee has previously been evaluated as part of an annual review.
- F. An employee assigned to work in a higher classification for twenty (20) or more consecutive days shall receive the higher rate of pay for the entire period of such assigned higher classification work. This section is applicable to absentee fill-in situations only.

Section 3 - Overtime

In the assignment of overtime, the District agrees to provide the employee with as much advance notice as practicable in the circumstances. Normally, employees designated to work overtime on days outside their regular workweek will be advised of the possibility no later than twenty-four (24) hours prior to the end of the last shift before the overtime commences.

- A. All hours worked in excess of forty (40) per week shall be compensated at the rate of one and one-half (1 1/2) times the employee's base pay and/or in accordance with applicable Fair Labor Standards Act regulations. Any and all such overtime hours must be previously authorized by the district. Holidays are included in the 40-hour work calculation.
- B. Employees called back on a regular workday or called on the sixth (6th) or seventh (7th) consecutive workday, shall receive no less than two (2) hours pay at one and one-half (1 1/2) times the employee's base pay.
- C. The Custodial employee will not be required to remain on the site for longer than 1 hour in the event the scheduled user has not arrived.
- D. Employee may elect to take comp time per Section 4 - Compensatory Time.
- E. In the event of a district wide or department emergency where employees are required to obtain prior authorization for overtime work, the district shall designate a single individual to authorize the overtime. The employee will document their overtime using a district timeslip and signed off by their building administrator or the individual the district designated to authorize the overtime.
 - 1. For Central District Office Classification, if an employee thinks they need up to an hour of overtime to complete critical or deadline dependent work, then they must first text and/or email their supervisor to seek pre-approval. If the supervisor does not respond to the request within thirty (30) minutes, then the employee's overtime request shall be considered temporarily approved, and the employee must then send an email that same day notifying the supervisor of the overtime work and the reason it was necessary. The following day, the supervisor will determine whether the overtime was reasonably necessary. If so, the overtime will be approved. If not, the supervisor will work with the employee to adjust their work schedule to avoid overtime pay that week.
- F. Employees shall only be required to submit a signed district timeslip to receive payment for overtime. Any additional documentation required by the district for the employee to receive overtime payment shall be submitted by the supervisor or designee.

- G. This provision shall not apply to exempt employees.

Section 4 - Compensatory Time

- A. Upon pre-approval of their supervisor or designee, an employee may earn/accumulate compensatory time in lieu of overtime pay for hours worked beyond forty (40) hours per week. Compensatory time is defined as compensation of overtime hours through the practice of granting time off within the normal work shift or scheduled workdays in lieu of overtime pay. Compensatory time must be used within 90 days of the date it was accrued or by August 31st, whichever comes first.
- B. Compensatory time taken shall be entered in the absence management system and documented on the monthly attendance roster.
- C. Any compensatory leave not taken within 90 days of the accrual date will be cashed out and paid at the employee's regular rate in the next pay period.
- D. If the balance of additional hours is not paid by the District or used by the employee before separation of employment, it will be paid at the regular rate of pay as part of the employee's final pay warrant.
- E. Compensatory time accrued will be submitted monthly, to the Human Resources Department, on a time slip along with the pre-approval documentation. The compensatory hours available for the employee to use will then be added in the absence management system for tracking purposes.

Section 5 - Insurance Benefits

- A. The District agrees to provide the amount of benefit contributions funded by the state and will implement any state increases for insurance benefits during the duration of this Agreement. The benefit amount shall be administered in accordance with the state laws relating to school district employee benefits.
- B. The District will provide benefit contribution insurance for all employees who work or are expected to work more than 630 hours in a school year. Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits. For purposes of benefits provided under the SEBB, a school year shall mean September through August. The effective date of coverage is the first day of the month following the day they begin work.
- C. Basic benefits include medical, dental, vision, long-term disability and group life insurance. Employees may select optional benefits at their own expense. Optional benefit plans may not include employee beneficiary accounts that can be liquidated by the employee on the termination of employment.
- D. Employees shall be able to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP).

- E. Enrollment shall be completed by the end of the open enrollment period for the selection of basic and optional benefits. Employees hired prior to or after the enrollment period, may elect insurance coverage from the plans available during the first thirty (30) days of employment.
- F. If a benefit plan is not chosen, the employee will be enrolled in the default medical, dental, vision, life and accidental death and dismemberment, and long-term disability insurance plans as a single subscriber. The employee will also be charged the tobacco use premium surcharge. Changes to insurance plans or enrollment of eligible dependents will be allowed in the next open enrollment period. The employee may add dependents to the default plan if there is a special open enrollment event that allows this change, such as marriage, birth, or adoption.
- G. Benefit Termination: Any employee terminating employment shall be entitled to receive the District insurance contribution for the remainder of the calendar month in which the contribution is effective. In cases where separation occurs after completion of the employee's full contract obligation (i.e. the end of the school/work year), benefit coverage will continue through August 31 of that year.
- H. If the Office of the Superintendent of Public Instruction or a court of competent jurisdiction notifies the District that it is in violation of the State statute, as a result of over expending funds for employee benefits, such excess shall be reduced on a pro rata basis among all District employees only if a penalty is pending which will result in a decrease of State funds or a penalty against the Board or its officers.

Section 6 - Optional Sick Leave Conversion Program - VEBA

- A. In accordance with RCW 28A.400.210 the Pullman School District hereby adopts a pre-retirement and a post-retirement medical benefit plan for eligible employees with accumulated sick leave conversion funds.
- B. The provisions of the plan are as follows:
 - 1. Eligible employees: Employees who are eligible to retire at the end of a school year will vote in August to determine participation in the plan. Majority vote will determine participation of all eligible employees.
 - 2. Funding amount: The District will deposit in a VEBA expense trust account 100% of the value of the employee's retirement sick leave buyout conversion. Annual sick leave buyout conversion moneys of the current year are not eligible for the plan.
 - 3. Funding date: Deposits will be made within sixty (60) days after the employee's retirement sick leave buyout conversion.
 - 4. Deposits will be made to the VEBA trust for Washington State School Employees and qualifying medical benefits will be paid to the participating employee and/or to their spouse and/or dependents according to the VEBA III plan.

5. It is understood that all retiring employees will be required to sign and submit to the District a hold harmless agreement complying with RCW 28A.400.210. If a retiring employee fails to sign and submit such agreement to the District, they will not be permitted to participate in the plan during the term of this Agreement.
6. Termination: In the event this plan is affected by any local, state or federal legal changes, the plan will be suspended until the bargaining teams have met to make a final determination.

ARTICLE VIII - GRIEVANCE PROCEDURE

Section 1 - Scope

Grievances arising between the parties with respect to, or application of, the terms and conditions of this Agreement shall be resolved in strict compliance with this Article.

Section 2 - Definitions

- A. A "grievant" shall mean an employee or group of employees or the Association filing a grievance.
- B. A "grievance" shall mean a claim by a grievant that this agreement has been violated. Evaluation may be grieved on basis of process only.
- C. "Days" shall mean employee work days, except as otherwise indicated.
- D. If the stipulated time limits are not met the grievant shall have the right to appeal the grievance to the next level of the procedure. If the time limit is not met by the grievant, the grievance shall be invalid and subject to no further processing.
- E. "Association Representative" shall mean the person(s) appointed to represent the Association during the grievance process.
- F. Any grievance related to the terms of the Agreement shall be subject to binding arbitration.

Section 3 - Procedure

Step 1: Informal

Employees shall first discuss the grievance with their immediate supervisor. If such employees so wish, they may be accompanied by an Association representative at such discussion. All grievances not brought to the immediate supervisor in accordance with the preceding sentence within twenty (20) days of the occurrence of the grievance shall be invalid and subject to no further processing. Any grievance, which is not processed to the next level within the timelines stated, shall be invalid and subject to no further processing.

Step 2: Supervisor

If the grievance had not been resolved to the employee's satisfaction in accordance with the preceding subsection, the employee shall reduce to writing a statement of the grievance containing the following: (a) the name of the grievant; (b) the facts on which the grievance is based; (c) a reference to the provisions of this Agreement which have been allegedly violated; and (d) the remedy sought. (See Grievance Form, Appendix C)

The employee shall submit the written statement of grievance to the immediate supervisor for reconsideration and shall submit a copy to the Superintendent. There shall be a meeting between the parties

to discuss the grievance after the submittal. The parties will have ten (10) working days from submission of the written statement of the grievance to resolve it by indicating on the statement of the grievance the disposition. If an agreeable disposition is made, all parties to the grievance shall sign it.

Step 3: Superintendent

If no settlement has been reached within the ten (10) days referred to in the preceding subsection, and the Association believes the grievance to be valid, a written statement of grievance shall be submitted within five (5) working days to the District superintendent or the superintendent's designee. There shall be a meeting with the superintendent prior to resolution or disposition. After such submission, the parties will have ten (10) working days from submission of the written statement of grievance to resolve it by indicating on the statement of grievance the disposition. If an agreeable disposition is made, all parties to the grievance shall sign it.

Step 4: School Board

If no settlement had been reached within the ten (10) days referred to in the preceding subsection and the Association believes the grievance to be valid, a written statement of grievance shall be submitted within five (5) working days to the District Board of Directors. After such submission, the parties will have thirty (30) working days from submission of the written statement of grievance to resolve it by indicating on the statement of grievance the disposition. The Board of Directors reserves the right to summon the employee for an oral statement of the grievance. The employee reserves the right to appear before the Board of Directors to explain the grievance. At any appearance before the Board of Directors, the employee may be accompanied by an Association representative or designee.

Step 5: Binding Arbitration

If no settlement had been reached within the thirty (30) days referred to in the preceding subsection, and the Association believes the grievance to be valid, the employee may demand arbitration of the grievance. Within ten (10) days of the expiration of the thirty (30) day period referenced in the preceding section, the District and the Association shall meet and select an arbitrator. If the parties cannot agree on the arbitrator within five (5) days of the first meeting, the arbitrator shall be selected by the Public Employment Relations Commission upon demand of either party. The decision of the arbitrator shall be final and binding on the parties provided that the arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement and the arbitrator shall confine their inquiry and decision to the specific areas of the contract as cited in the grievance form.

Section 4 - No Reprisals

No reprisals of any kind will be taken by the Board of the school administration against any employee because of his or her participation in any grievance.

Section 5 - Release Time

Should the mutually scheduled processing of any grievance require that an employee(s) be released from their assigned duties, they shall be released without loss of pay or benefits.

Section 6: Arbitration Costs

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator, if any, shall be shared equally by the parties.

ARTICLE IX - DURATION

Section 1 - Terms of Agreement

This Agreement shall be in force and effect from September 1, 2025 to August 31, 2028 and shall not be extended orally. This Agreement shall be opened for the purpose of negotiating a successor agreement at least ninety (90) days prior to the termination date.

Upon written notice given by the Association to the District beginning April 1, 2027, both parties may mutually agree to reopen the collective bargaining agreement and bargain over non-fiscal items to consolidate the Pullman Classified Educators Association (ESP) and Pullman Classified Educators Association (PARA) into one Collective Bargaining Agreement.

Section 2 - Openers

Modifications of this Agreement, matters of common concern, wages, hours, terms and conditions of employment may be subject to negotiation during the term of this Agreement only upon request and by mutual agreement of the parties, except as otherwise provided herein.

In the event the State Legislature passes laws that impact this Agreement and if such laws are also subject to local bargaining, negotiations shall be opened on such matters.

EXECUTION - SIGNATURES

Executed this _____ day of _____ 2025, at Pullman, Whitman County, Washington,
by the undersigned officers with the authority of and on behalf of the Parties.

For the Association:

Matthew Heiszler, President, Pullman CEA

Adam McPherson, Bargaining Team Member, Pullman CEA

For the District:

Robert Maxwell, Superintendent, Pullman School District

Arron Carter, President, Pullman School District Board of Directors

APPENDIX A - WAGE SCHEDULE

Pullman School District No. 267 Pullman Education Support Personnel (Custodians)

2025-2026 Wage Schedule

Position	Step 1 (Year 1)	Step 2 (Year 2)	Step 3 (Year 3)	Step 4 (Year 4)
<u>Custodian/Itinerant Custodian: Clean and finish designated area, minor repairs, and assist lead custodian (see job description)</u>				
Hourly	\$22.81	\$23.95	\$25.14	\$26.40
<u>Lead I Custodian: Clean and finish designated area, minor repairs, direct custodial shift crew, take direction from lead II custodian (see job description)</u>				
Hourly	\$24.16	\$25.37	\$26.64	\$27.97
<u>Lead II Custodian: Clean and finish designated area, minor repairs, direct custodial shift crew, take direction from Principal (see job description)</u>				
Hourly	\$24.79	\$26.03	\$27.34	\$28.70
Substitute: Hourly Sub Rate = Custodian, Step 1 (Effective April 1, 2014)				

APPENDIX B - WAGE SCHEDULE

Pullman Educational Support Personnel (ESP) 2025-2026 Wage Schedule

Position	Step 1	Step 2	Step 3	Step 4	Step 5
Computer Technician 1	\$30.08	\$31.29	\$32.54	\$33.84	\$35.19
Computer Technician 2	\$34.80	\$36.19	\$37.64	\$39.14	\$40.71
IT Systems Administrator	\$89,562/yr	\$93,145/yr	\$96,871/yr	\$100,746/yr	\$104,775/yr
Office Assistant/Clerk	\$28.98	\$30.14	\$31.34	\$32.60	\$33.90
Fiscal Technician	\$31.52	\$32.78	\$34.09	\$35.45	\$36.87
Accounting Specialist	\$34.80	\$36.19	\$37.64	\$39.14	\$40.71
Program Manager - State & Federal Programs	\$34.80	\$36.19	\$37.64	\$39.14	\$40.71

APPENDIX C - GRIEVANCE FORM

Pullman School District No. 267

DISTRIBUTION OF FORM: • Association Representative Form 654
 • Association
 • Immediate Supervisor
 • Grievant

COMPLIANT BY THE AGGRIEVED

(Type or Print)

Aggrieved Person:
Date of Formal Presentation:
School:
Immediate Supervisor:

Statement of the Specific Article, Section, and Subsection of the Contract Allegedly Violated

Statement of Grievance:

Relief Sought:

Signature of Aggrieved: _____

APPENDIX D - CUSTODIAL/MAINTENANCE PERFORMANCE APPRAISAL

(Form to be completed in blue ink.)

Name: _____ Appraisal Year: _____

Position: _____ Location: _____

Date: _____

Supervisor _____

Rating Key:

- 4 Exceeds Requirements
- 3 Meets Requirements
- 2 Below Requirements
- 1 Significantly Below Requirements
- NA Evaluation Criteria Does Not Apply

Rating Specific Performance

_____ **Knowledge of Job Requirements**

Demonstrates knowledge of procedures, equipment required, and responsibilities necessary for effective performance.

Comments:

_____ **Responsibility**

Demonstrates ability to fulfill requirements of position as posted in job description.

Comments:

_____ **Leadership**

Demonstrates ability to lead; delegates work as appropriate; and monitors work of staff.

Comments:

_____ **Equipment and Safety**

Operates equipment in a proper and safe manner; adheres to proper use of safety equipment and techniques.

Comments:

Quality of Work

Produces work in an accurate, neat and thorough manner.

Comments

Produces assigned volume of work in a timely manner.

Comments:

Organization

Demonstrates ability to organize and prioritize workload; uses discretionary time effectively.

Comments:

Maintains work area in orderly and clean manner.

Comments:

Adaptability

Adjusts to changing work conditions and shows flexibility.

Comments:

Communication

Expresses and understands instructions and other work-related information, both written and oral.

Comments:

Demonstrates ability to communicate effectively with staff.

Comments:

Personal Skills

Interpersonal Relations

Deals effectively with others in the work site; is flexible; demonstrates teamwork; and exhibits sound judgment and common sense.

Comments:

Self Improvement

Demonstrates desires to refine skills and accept constructive criticism and suggestions.

Comments:

Initiative

Takes independent action within parameters established by supervisor, and makes suggestions for improvements, if needed.

Comments:

Attitude

Demonstrates a positive cooperativeness with staff, students, and community; approaches work in a positive manner; is sensitive to needs of others.

Comments:

Dependability

Shows ability to follow through to completion assigned tasks.

Comments:

Attendance

Comment on employee's attendance and punctuality (breaks, arrival, and departure).

Comments:

Summary

Supervisor's summary of comments/suggestions for improving present performance.

Employee's summary of comments/suggestions for improving present performance.

I certify that this report was discussed with me. I understand my signature does not, necessarily, indicate agreement.

Employee's
Signature: _____ Date: _____

Supervisor's
Signature: _____ Date: _____

Distribution: Original to Personnel File, Copy to Employee, Copy to Supervisor
Revised: March 24, 1996

APPENDIX E - TECHNICIAN PERFORMANCE APPRAISAL

(Form to be completed in blue ink.)

Name: _____ Appraisal Year: _____

Position: _____ Location: _____

Date: _____

Supervisor: _____

Rating Key:

- 4 Exceeds Requirements
- 3 Meets Requirements
- 2 Below Requirements
- 1 Significantly Below Requirements
- NA Evaluation Criteria Does Not Apply

Rating Specific Performance

_____ **Knowledge of Job Requirements**

Demonstrates knowledge of procedures, equipment required, and responsibilities necessary for effective performance.

Comments:

_____ **Responsibility**

Demonstrates ability to fulfill requirements of position as posted in job description.

Comments:

_____ **Leadership**

Demonstrates ability to lead; delegates work as appropriate; and monitors work of staff.

Comments:

_____ **Equipment and Safety**

Operates equipment in a proper and safe manner; adheres to proper use of safety equipment and techniques.

Comments:

_____ **Quality of Work**

Produces work in an accurate, neat, and thorough manner.

Comments:

_____ Produces assigned volume of work in a timely manner.

Comments:

Organization

Demonstrates ability to organize and prioritize workload; uses discretionary time effectively.

Comments:

Maintains work area in orderly and clean manner.

Comments:

Adaptability

Adjusts to changing work conditions and shows flexibility.

Comments:

Communication

Expresses and understands instructions and other work-related information, both written and oral.

Comments:

Personal Skills

_____ Interpersonal Relations

Deals effectively with others in the work site; is flexible; demonstrates teamwork; and exhibits sound judgment and common sense.

Comments:

_____ Initiative

Takes independent action within parameters established by supervisor, and makes suggestions for improvements, if needed.

Comments:

Self Improvement

_____ Demonstrates desires to refine skills and accept constructive criticism and suggestions.

Comments:

Attitude

Demonstrates a positive cooperativeness with staff, students, and community; approaches work in a positive manner; is sensitive to needs of others.

Comments:

Dependability

Shows ability to follow through to completion of assigned tasks.

Comments:

Attendance

Comment on employee's attendance and punctuality (breaks, arrival, and departure).

Comments:

Summary

Supervisor's summary of comments/suggestions for improving present performance.

Employee's summary of comments/suggestions for improving present performance.

I certify that this report was discussed with me. I understand my signature does not, necessarily, indicate agreement.

Employee's
Signature: _____ Date: _____

Supervisor's
Date: _____ Signature: _____

Distribution: Original to Personnel File, Copy to Employee, Copy to Supervisor

Revised: March 24, 1996

APPENDIX F - SECRETARIAL/ADMINISTRATIVE ASSISTANT PERFORMANCE APPRAISAL

(Form to be completed in blue ink.)

Name: _____ Appraisal Year: _____

Position: _____ Location: _____

Date: _____

Supervisor: _____

Rating Key:

- 4 Exceeds Requirements
- 3 Meets Requirements
- 2 Below Requirements
- 1 Significantly Below Requirements
- NA Evaluation Criteria Does Not Apply

Rating Specific Performance

_____ **Knowledge of Job Requirements**

Demonstrates knowledge of procedures, job scope and responsibility necessary for effective performance.

Comments:

Responsibility

Demonstrates ability to fulfill requirements of position and understands established priorities.

Comments:

Management

Organizes procedures, assigns as appropriate and monitors work of staff.

Comments:

Leadership

Develops confidence of staff and community, makes decisions as related to specific job responsibilities, motivates, and fulfills expectations of position.

Comments:

Exhibits ability to lead, develops confidence of others and delegates work as appropriate; participates in work-related activities in a leadership capacity; is role model for others.

Comments:

_____ **Problem Solving**

Identifies, evaluates, and determines best course of action to resolve a situation.

Comments:

_____ **Quality of Work**

Produces assigned work in an accurate, neat, and thorough manner.

Comments:

_____ **Quantity of Work**

Produces assigned volume of work in a timely manner.

Comments:

_____ **Development of Office Skills**

Has acquired competencies as specific job requires in computer, word processing, and other office equipment.

Comments:

_____ **Organization**

Demonstrates ability to organize and prioritize work load; uses discretionary time effectively.

Comments:

_____ **Adaptability**

Adjusts to changing work conditions and shows flexibility.

Comments:

_____ **Communication**

Expresses and understands instructions and other work-related information, both written and oral; evidences acceptable grammar, punctuation, and spelling.

Comments:

_____ Demonstrates ability to communicate effectively with staff and community.

Comments:

_____ **Self-Improvement**

Participates in self-initiated professional growth activities; demonstrates a desire to refine skills.

Comments:

_____ Demonstrates desire to refine skills and accept constructive criticism and suggestions.

Comments:

Personal Skills

_____ **Interpersonal Relations**

Deals effectively with others in the work site; is flexible; demonstrates teamwork; and exhibits sound judgment and common sense.

Comments:

_____ **Confidentiality**

Deals with confidential information and communications in an ethical manner.

Comments:

_____ **Initiative**

Takes independent action as situation warrants; identifies potential problems; determines course of action within parameters of assignment.

Comments:

_____ Takes independent action within parameters established by supervisor, and makes suggestions for improvements, if needed.

Comments:

_____ **Attitude**

Demonstrates a positive cooperativeness with staff, students, and community; approaches work in a positive manner; is sensitive to needs of others.

Comments:

_____ **Dependability**

Shows resourcefulness and completes required work on schedule with little supervision.

Comments:

_____ Shows ability to follow through to completion, as well as dependability of attendance and punctuality.

Comments:

_____ **Attendance**

Comment on employee's attendance and punctuality (breaks, arrival, and departure).

Comments:

Summary

Supervisor's summary of comments/suggestions for improving present performance.

Employee's summary of comments/suggestions for improving present performance.

I certify that this report was discussed with me. I understand my signature does not, necessarily, indicate agreement.

Employee's
Signature: _____ Date: _____

Supervisor's
Date: _____ Signature: _____

Distribution: Original to Personnel File, Copy to Employee, Copy to Supervisor

Revised: March 24, 1996

APPENDIX G - JUST CAUSE

The basic elements of just cause which different arbitrators have emphasized have been reduced by Arbitrator Carrol R. Daugherty to seven tests. These tests, in the form of questions, represent the most specifically articulated analysis of the just cause standard as well as an extremely practical approach.

A "no" answer to one or more of the questions may mean that just cause either was not satisfied or at least was seriously weakened in that some arbitrary, capricious, or discriminatory element was present.

- A. NOTICE: "Did the employer give to the employee forewarning or foreknowledge of the possible or probable consequences of the employee's disciplinary conduct?"
- B. REASONABLE RULE OR ORDER: "Was the Employer's rules or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the Employer's business, and (b) the performance that the Employer might properly expect of the employee?"
- C. INVESTIGATION: "Did the Employer, before administering the discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?"
- D. FAIR INVESTIGATION: "Was the Employer's investigation conducted fairly and objectively?"
- E. PROOF: "At the investigation, did the 'judge' obtain substantial evidence or proof that the employee was guilty as charged?"
- F. EQUAL TREATMENT: "Has the employer applied its rules, orders and penalties even-handedly and without discrimination to all employees?"
- G. PENALTY: "Was the degree of discipline administered by the Employer in a particular case reasonably related to
 - 1. the seriousness of the employee's proven offense, and
 - 2. the record of the employee in his service with the Employer?"

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Coversheet

6212 Charge Cards

Section:	VI. Discussion Items
Item:	F. 6212 Charge Cards
Purpose:	
Submitted by:	
Related Material:	Executive Summary Policy 6212.pdf 6212 Charge Cards 11.12.25.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

Policy 6212 Charge Cards

Executive Summary

November 12, 2025

Diane Hodge

Finance Director

Background:

Policy 6212 has been updated following the recommendation from our most recent audit to ensure district policy aligns with current practices and incorporates the building and department credit card process. The revised policy clarifies authorization, oversight, and accountability measures associated with district charge card use.

Key updates include:

Inclusion of building and department-issued credit cards, which are checked out and managed at the building or department level.

Clear delegation of responsibilities to the superintendent or designee for authorizing and overseeing card activity, with the Business Office managing program procedures, limits, and documentation.

Strengthened language regarding compliance, user accountability, and disciplinary measures for misuse.

Confirmation that periodic reviews of card activity will occur to ensure adherence to policy, state law, and internal controls.

These revisions formalize existing procedures, strengthen internal controls, and address the state auditor's recommendation to ensure policy and practice are consistent.

Recommended Board Action:

I recommend the Board approve the proposed revisions to Policy 6212 to align with current practices and incorporate the building and department credit card process as recommended by the State Auditor.

Motion to Approve

I move that we approve Policy 6212 to align with current practices as recommended by the State Auditor.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

6212

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MANAGEMENT SUPPORT

Charge Cards

The Pullman School District Board of Directors authorizes the ~~issuance~~use of charge cards ~~to officers and staff~~ for district purchases, acquisitions and authorized travel. ~~The board will approve any contract for the issuance~~The purpose of credit cards, including the charge card program is to improve the credit limit. Credit card efficiency, flexibility, and convenience of district purchasing while maintaining full compliance with applicable laws, regulations, and internal controls.

Cards may be issued to ~~staff in the following positions: board buildings, departments, or, in limited cases, to individual staff members, administrators and/or designees, as determined by district needs.~~ The superintendent or ~~his/her~~ designee is responsible for ~~the authorization~~authorizing, issuing, and control of the use of credit~~overseeing all~~ card ~~funds~~activity, subject to final board approval of payments. The Business Office manages the district's card programs and establishes procedures governing issuance, spending limits, documentation, and oversight.

~~Upon billing or no later than thirty (30) days of the billing date, the officer or staff member using a charge card will submit a fully itemized expense voucher including receipts or invoices supporting purchases. Any charges not properly identified on the expense voucher, or not allowed following review by the auditing officer, will be paid by the official or staff member. Any official or staff member who has been issued a charge card will not use the card if any disallowed charges are outstanding.~~

All users of a procurement card must sign a user agreement acknowledging their responsibility for all charges made on the account and their obligation to comply with district policy and procedures.

Procurement and charge cards may be used only for legitimate district business purposes. Misuse, unauthorized purchases, or failure to follow established procedures will result in revocation of card privileges, personal financial liability for unauthorized charges, and may lead to disciplinary action.

The superintendent ~~or designee~~ will ~~establish procedures for the issuance~~periodically review procurement and ~~use of charge cards~~card use to ensure compliance with district policy, state law, and internal controls.

Cross References:

Board Policy 6213 Reimbursement for Travel Expenses

Legal References:

RCW 42.24.155 Municipal corporations and political subdivisions--Charge cards to officers' and employees' travel expenses
RCW 43.09.2855 Local governments--Use of credit cards

Management Resources:

Policy News, April 2005

Classification: ~~Encouraged~~Important

Adoption date: February 24, 1999

Revised: August 24, 2005

Revised: May 14, 2025

Coversheet

Administrative Requirements Update

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



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

Monthly Administrative Requirements

November:

- ☐ Special Education Report Prep – *Due:*
 - Person(s) Responsible: Director/Asst Dir of Special Services*
 - IDEAB Child Count
 - November 1st Special Education Count
 - Least restrictive environment IDEAB
- ☐ Levy Certification to County
 - *Person(s) Responsible: Finance Director*
- ☐ Home Based Instruction Report
 - *Person(s) Responsible: Choice/Transfers Coordinator*
- ☐ Verify Free & Reduced
 - *Person(s) Responsible: Nutrition Services Supervisor*
- ☐ Initial submission of S275/277 Report
 - *Person(s) Responsible: Human Resources Manager*
- ☐ Review winterization prep with Maintenance and Custodians
 - *Person(s) Responsible: Executive Director of Operations*
- ☐ Veterans' Day:

RCW 28A.230.160 requires that all Washington public schools observe Veterans Day by providing educational activities during the school week preceding the 11th day of November of each year. The responsibility for the preparation and presentation of the activities will be with the principal or head teacher of each school building. The laws dictates that activities be at least 60 minutes total throughout the week and will embrace topics tending to instill a loyalty and devotion to the institutions and laws of this state and nation.
- ☐ Secondary Principals present School Improvement Plans to board
- ☐ School Improvement Plans – to board for approval

December:

- ☐ SPED Personnel Report
 - *Person(s) Responsible: Human Resources Manager & Director/Asst Dir of Special Services*
- ☐ Special Education Reports Due:
 - Person(s) Responsible: Director/Asst Dir of Special Services & Prog. Mgr – Special Programs*
 - IDEAB Child Count
 - November 1st Special Education Count
 - Least restrictive environment IDEAB
- ☐ Audit Preparation
 - *Person(s) Responsible: Administrative Staff*

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:	Board of Directors Communication Plan 2025.pdf

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: • 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.	• Student climate survey conducted (Fall) every 2-years by CEE <i>Tentatively scheduled for 2026 administration.</i> • Student Achievement Measurements - 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: - 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

Mutual Respect Inclusive culture in which we value each individual and celebrate our community's diversity	Foster a growth mindset that values the beliefs and experiences of all.	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
Cultivate Trust - Communicate transparently - We assure fiscal responsibility now and for the future	Plan expenditures to meet students educational needs. Facilitate Board Listening Sessions and Communication Plan/Schedule	Community/Staff climate survey conducted every 2-years by CEE <i>Tentatively scheduled for 2026 administration.</i> Annual Budget/Fiscal Audit Report - 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 - 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
Build Together - We honor our students' futures - We cultivate authentic, collaborative relationships based on shared purpose	Empower all stakeholders to collaborate and pursue innovative means that prepare students for the future. Grow and build community partnerships.	Conduct Open House Events for Families Family/Teacher Conferences (K-8) Attendance Rates Career and Technical Course Offerings Board Report

		- Annual CTE Program Report - Annual Secondary Course Offerings - CTE Advisory Committee • 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 • We are accountable through measurable goals • We commit to constructive feedback and continuous improvement	Monitor teaching and learning; enhance curriculum, instruction, and assessment.	• Graduation rates (based upon 4- and 5-year cohorts) • Annual Alumni Outcome Survey conducted 18 months and 5 years after graduation • District Committees: - 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: - 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 • 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.	• Staff Professional Learning Surveys Staff provide feedback on professional learning days through the clock-hour and evaluation process.

		• Annual Course Offerings and Program Board Reports - Secondary Course Offerings - Sustainability Committee Report - Risk Management Report - Maintenance/Facilities/Asset Preservation Program Report • Staff Professional Learning Opportunities - 2025-2026 Professional Learning Days - August 20-21 & 25-26, 2025 - October 10, 2025 - January 16, 2026 - February 13, 2026 • District Staff Mentoring Program • District Committees - 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:	2410P High School Graduation Requirements 11.12.25.pdf 6212P Charge Cards NEW 11.12.25.pdf

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INSTRUCTION

High School Graduation Requirements

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and the student's parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

II. CREDIT REQUIREMENTS

A. Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

1. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
2. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade

B. Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

1. Earning a passing grade according to the district's grading policy;
2. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit-bearing courses of study); or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

C. Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state-approved learning program (public school, approved private school, or home school), or from an out-of-state, or out-of-country program. The district will accept credits from another

Pullman School District Administrative Procedure

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Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or the credits may be counted as elective credits. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision.

D. Subject and Credit Requirements for Graduation

The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.

B. Three credits in mathematics.

1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet their graduation requirement.
3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subjects but did not receive high school credits may do one of the following:
 - a. Repeat the course or courses for credit in high school; or
 - b. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.
4. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:
 - a. Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences due to the substitution;
 - b. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 - c. The substitution aligns with the student's high school and beyond plan; and
 - d. The student has not already substituted a third-year science course for a computer science course.

C. Three credits in science.

1. Two science credits must be in laboratory science.
2. A student may choose the content of the third science credit based on their interests and their high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
3. A student may substitute a computer science course aligned to state computer science learning standards as an alternative to a third year of science so long as:
 - a. Before substituting the mathematics course, the counselor provides the student and the student's parent or guardian with written notification of postsecondary consequences due to the substitution;
 - b. The student, the student's parent or guardian, and the school principal or counselor agree to the substitution;
 - c. The substitution aligns with the student's high school and beyond plan; and

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- d. The student has not already substituted a third-year mathematics course for a computer science course.
- D. Three credits in social studies
 1. One social studies credit must be in United States history.
 2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
 3. One-half social studies credit must be in civics.
 4. One social studies credit must be in an elective course or courses.
 5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.
- E. Two credits in world languages or personalized pathway requirements.
 1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
 2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
- F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.
- G. One-half credit in health.
- H. One and one-half credit in physical education.
- I. One credit in career and technical education.
 1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
 2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
- J. Four elective credits.

Total number of credits required to graduate: 24

E. Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

1. The name of the program or planned learning experience;
2. The length of time for which approval is desired;
3. The objective(s) of the program or planned learning experience;
4. The state learning goals and related state learning standards are part of the program or planned learning experience;
5. A description of how credits will be determined in accord with WAC 180-51-050(1);
6. The content outline of the program and/or major learning activities and instructional materials to be used;

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7. A description of how student performance will be assessed;
8. The qualifications of instructional personnel;
9. The plans for evaluation of the program; and
10. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

F. Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100-level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term.

Students earn college credit, which is also converted and applied to their high school transcript.

The district will provide general information about the Running Start program to students in grades ten, eleven, and twelve and the parents and guardians of those students. The information will include information about the opportunity to enroll in the program through online courses available at community and technical colleges and other state institutions of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.

In order to enroll in the Running Start program, students need to do the following:

1. Check with their high school counselor and/or determine the options for demonstrating college level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.
2. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use .2 FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.
3. Obtain a Running Start verification form from the college or their high school counselor. Work with high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent consent is required if the student is under 18 years old.
4. Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "3" needs to occur to ensure state funding for college courses.
5. Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

G. Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

1. The school will supervise the work program.
2. The work experience will specifically relate to the student's school program.

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3. The work experience will represent growth in the student, and the type of work will have definite educational value.
4. The work experience will provide a varied job experience.
5. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
6. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
7. The district may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
8. The employer will legally employ the student who must have passed their sixteenth birthday.
9. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
10. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirement standards.
11. The program standards and procedures align with the state career and technical work-based learning standards.

H. College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

- A. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.
- B. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the district, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.
- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

I. National Guard High School Career Training

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

1. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.
2. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will be noted on MIL Form 115 or an equivalent form
3. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

J. Off-Campus Learning Credit

Off-Campus Learning Credit

Off-Campus Learning may include, but not limited to: Independent home-based school, private or non-public school, on-line learning, or non-running start college instruction.

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1. Credit for Off-Campus Learning must be requested and pre-approved by the high school principal. For students enrolled in Pullman School District a maximum of three (3) credits, pre-approved by the principal, may be granted through Off-Campus Learning, to be applied to a student's minimum requirements for graduation, as long as, the credits meet the core graduation requirements (math, social studies, science, arts, health and fitness, world languages and electives) and earned through an accredited program.
2. Credit is granted for the following accredited schools:
 - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

Guidelines for granting high school credit for Off-Campus Learning (non-accredited instruction) may include:

1. To gain credit for a course of study, a student will provide the following:
 - a. A journal that reflects the actual work completed during the course of study; and/or
 - b. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 - c. Any such other performance-based exhibits of specific course-related accomplishments.
2. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel, or the parent may submit for approval an alternate plan or assessment to demonstrate proficiency.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

A. Plan Development

Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

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For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified about these opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and students' parents or legal guardians in a language the student and students' parents or legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

B. Components of the High School and Beyond Plan

All high school and beyond plans must, at a minimum, include the following elements:

1. Identification of career goals and interests, aided by a skills and interest assessment;
2. Identification of secondary and postsecondary education and training goals;
3. An academic plan for course taking that:
 - a. Informs students about course options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary goals, which can include education, training, and career preparation;
 - d. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
 - e. Informs students about the potential impact of their course selections on postsecondary opportunities;
 - f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 - g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
 - h. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and graduation per RCW 28A.320.192;
4. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:

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- a. The college bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
 - b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and importance of submitting applications early;
 - c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;
 - d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815; and
 - e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280; and
5. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, extracurricular activities, and any community service including how the district has recognized the community service.

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access to students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW 28A.300.042 (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter 13.34 RCW;
- Students who are experiencing homelessness as defined in *RCW 28A.300.542(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

A. Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

B. Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

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“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

Before course scheduling or course registration for the next school term, the district will provide the following information to students in grades nine through twelve and their parents: information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will be translated into the primary language of each parent or legal guardian.

C. High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

D. Advanced Placement (AP) Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by meeting the requirement of option 1 or 2 below in the AP courses in English language arts or mathematics that the state board of education designates as eligible to be used to meet this standard:

1. Earning high school credit, with a grade of C+ or higher in each term in the eligible AP courses in English language arts or mathematics course; or
 - a. English language arts courses:
AP courses: English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics, or Comparative Government and Politics.
 - b. Mathematics courses:
AP courses: Statistics, Computer Science A, Computer Science Principals, Calculus.
2. Earning at least the minimum score of three on advanced placement exams.

E. SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

F. Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

G. Armed Services Vocational Aptitude Battery

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A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

H. Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses **or apprenticeships** that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

V. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include the following:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with their parent or guardian and the IEP team, determine the following:
 1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VI. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and

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- B.** Demonstrate proficiency in one or more world languages. For purposes of this section, “world language” is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
1. Passing a foreign language Advanced Placement exam with a score of three or higher;
 2. Passing an International Baccalaureate exam with a score of four or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

VII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and ~~21-22~~ will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with their age-appropriate peers and receive a certificate of attendance.

The district will allow students to wear an item or object of cultural significance with or attached to their gown at high school commencements and other official graduation ceremonies and events. “Items or objects of cultural significance” may include multiple pieces made from organic or natural materials and worn in a traditional manner. Items or objects worn in accordance with this Procedure must be befitting of the ceremony or event and adhere to the district’s applicable decorum requirements. The Pullman High School stole shall be the most forward facing item. ~~who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. The discretion and authority of a school district to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event.~~ Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the District has discretion and authority to prohibit items or objects that are likely to cause a substantial disruption of, or material interference with, a high school commencement or other official graduation ceremony or event, and ~~Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.~~

Graduation ceremonies will be conducted in the following manner:

- A.** Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B.** With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.

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- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

VIII. AWARDING DIPLOMAS POSTHUMOUSLY

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- A. Was enrolled in a public school in the district at the time of death
- B. Was deemed on-track to graduation before the time of death; and
- C. Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

IX. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3250 – Student Fees, Fines, or Charges. Any student discipline will be in accordance with Board Policy 3241- Student Discipline.

Student discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

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MANAGEMENT SUPPORT

Charge Cards

Procurement and charge cards are issued to buildings/departments, or, in limited cases, to individual staff members, based on district needs and supervisor approval. Building/department cards are checked out and managed at the building/department level with prior written approval from the supervisor or designee. Individual staff cards are assigned to the cardholder and may be used directly by them. Each card has an assigned spending limit, and requests for higher limits require approval from the Business Office or designee.

Cards may be used only for authorized district purchases, approved acquisitions, and legitimate travel or lodging expenses. They must not be used for personal purchases, cash advances, gift cards, alcohol, tobacco, personal entertainment, fuel for personal vehicles, donations, political contributions, or splitting transactions to circumvent spending limits or district procedures.

Employees using either a building/department card or an individual card must submit fully itemized expense documentation, including original receipts or invoices, within the timeframe established by the Business Office. All documentation will be reviewed and reconciled against the billing statement. Any unapproved or unsupported charges must be repaid by the employee, and cards may not be used while disallowed charges remain outstanding. Records must be retained according to district financial record-keeping requirements and are subject to audit.

Cards must be stored securely when not in use. Building/department cards may only be used by the employee authorized to check them out. Individual staff cards may only be used by the assigned cardholder. Sharing or lending cards to others is prohibited. Lost or stolen cards must be reported immediately to the Business Office. Credit cards must be returned to the Business Office when no longer needed or when the cardholder role changes.

The Business Office will audit card use to ensure compliance with district procedures.

Adopted: