



Pullman School District

Regular Board Meeting

Date and Time

Wednesday August 12, 2026 at 6:30 PM PDT

Location

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

Agenda

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

President will call the meeting to order.

C. Flag Salute

Pledge of Allegiance

D. Land Acknowledgement Statement

Pullman Public Schools reside on the homelands of the Nimiipuu (Nez Perce) people. We express our deepest respect for and gratitude towards the original and current stewards of this land. We

acknowledge our role in building mutual respect and connections to support current and future generations.

E. Approval of Agenda

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

II. Reports, Correspondence & Program

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

A. Board Reports

B. Superintendent's Report

C. No Program Reports

D. 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 - July 22, 2026 Regular Board Meeting

B. Minutes - August 5, 2026 Board Work Session

C. Personnel Report

D. Warrants

Expense claims audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the board.

E. Student Transfer Requests

F. Records Destruction Log

G. Professional/Personal Services Contract Report

V. Action Items

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

A. 2026-2027 School Meal Prices

Presenter: Juston Pollestad, Executive Director of Operations

B. 2026-2027 Assessment Plan

Presenter: Ryan Mulvey, Assistant Superintendent

C. Board Policy 6100 Revenues from Local, State & Federal Sources

Presenter: Dani Lynas, Finance Director

D. Annual Organizational Meeting

Presenter: Arron Carter, Board of Directors

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. 2161 Special Education and Related Services for Eligible Students

Presenter: Dom Ventresco, Assistant Director of Special Services

B. 3122 Excused and Unexcused Absences

Presenter: Bob Maxwell, Superintendent

C. 2410 High School Graduation Requirements

Presenter: Ryan Mulvey, Assistant Superintendent

D. 2026-2027 State and Federal Grants Approval

Presenter: Ryan Mulvey, Assistant Superintendent

E. Board Policy – Social Media Use for Board Directors

Presenter: Arron Carter, Board President

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. Non-Substantive Policy Updates

3120 – Enrollment

WSSDA has revised this policy based on Engrossed Substitute House Bill (ESHB) 2534 – Promoting Educational Stability for Children of Military Families, which amended RCW 28A.225.216. This legislation eases school transitions for children of military families by providing early enrollment access and application flexibility

C. Procedures

2020P – Course Design, Selection, and Adoption of Instructional Materials

WSSDA most recently revised this procedure based on Engrossed Substitute House Bill (ESHB) 1295 to include the new literacy curriculum adoption requirements.

2161P – Special Education and Related Services for Eligible Students

WSSDA has revised the model procedure based on ESHB 2557 – Providing Parental Access to Special Education Evaluation Reports. This legislation mandates new timelines for special

education evaluations to ensure parents have time to review data before placement meetings. Revisions to this procedure also reflect updates to RCW 28A.600.485, which prohibits the use of restraint devices.

2410P– High School Graduation Requirements

WSSDA has revised the model procedure based on:

- Senate Bill 5969 – Reducing Duplication Between High School and Beyond Plans and individualized education program transition plans revised RCW 28A.230.212.
- Senate Bill 6260 – Implementing Efficiencies and Programming Changes in Public Education revised RCW 28A.600.402.
- Senate Bill 5841 – Concerning the completion of postsecondary financial aid applications revised RCW 28A.230.212.

3122P – Excused and Unexcused Absences

WSSDA has revised the model attendance procedure to improve clarity, consistency, and organization while maintaining legal compliance with RCW Chapter 28A.225 and WAC 392-401. The revisions differentiate between in-person and online attendance requirements, reorganize related sections for easier reference, and clarify the progression of a student's absences within each month.

- D.** Expense Claim Audit - Community Update Board Schedule
- E.** Board Calendar
- F.** The Pullman Promise: Priorities, Goals, Success Indicators
- G.** 2026-2027 Handbook Revisions

Changes to the Family & Student Handbook and Athletics & Activities Handbook:

- School addendums with staffing changes
- Updated model handbook language:
 - Updated: Harassment, Intimidation & Bullying, HIB & Discrimination, & Gender Inclusive Schools sections, and the Table of Contents
 - Added: Willful Noncompliance, Safety at School Events & Activities sections

VIII. No Executive 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.

IX. Closing Items

A. Adjourn Meeting

The president will adjourn the meeting.

Coversheet

Minutes - July 22, 2026 Regular Board Meeting

Section:	IV. Consent Agenda
Item:	A. Minutes - July 22, 2026 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on July 22, 2026 2026_07_22_board_meeting_minutes.pdf

DRAFT



Pullman School District

Minutes

Regular Board Meeting

Date and Time

Wednesday July 22, 2026 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, Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

Directors Absent

None

Directors who arrived after the meeting opened

Craig Nelson

Guests Present

Courtney Hodge, Danielle Lynas, 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 Jul 22, 2026 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Lisa Waananen Jones made a motion to approve the agenda.

Stephanie Horn seconded the motion.

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

II. Reports, Correspondence & Program

A. Board Reports

- Stephanie Horn: Acknowledged the passing of Melissa Mayer, PHS teacher, and reflected on her impact on the school community. Expressed condolences to her family and all those affected by her passing.
- Deena Bayoumi: Shared information from OSPI regarding a new school lunch program that provides salad bars at no cost to participating schools and noted the opportunity for the District to participate.
- Lisa Waananen Jones: Shared that the Board attended its annual school board retreat, with a focus on goals for the 2026-27 school year and reflection on student achievement. Noted an upcoming Outdoor Learning Lab work party at Jefferson Elementary that is open to the community.
- Arron Carter: Reported on the annual School Board retreat, which provided an opportunity to reflect on the past school year, discuss and refresh areas of the strategic plan as needed, and make progress on reviewing various Board policies.

B. Superintendent's Report

On behalf of Superintendent Maxwell, Assistant Superintendent Ryan Mulvey presented the Superintendent's Report.

Assistant Superintendent Ryan Mulvey acknowledged the passing of Melissa Mayer, Pullman High School Business/Marketing Education teacher, and recognized her lasting impact on students, families, staff, and the greater Pullman community. Introduced Dani Lynas as the District's new Finance Director.

Craig Nelson arrived at 6:44 PM.

C. Program Reports

Community Engagement Board and Attendance

Presenter: Ryan Mulvey, Assistant Superintendent

Assistant Superintendent Ryan Mulvey presented a report on the Community Engagement Board (CEB) and student attendance, including Washington's attendance requirements, the impact of chronic absenteeism on student outcomes, and District attendance data. Assistant Superintendent Mulvey described the CEB's role in partnering with students, families, and community organizations to identify and address attendance barriers through early intervention and coordinated supports. It was also shared that only a small percentage of students reach the CEB stage, with approximately 6-7 middle school students participating last year and two high school students attending scheduled meetings. He also noted that the stay petition process has provided schools with additional opportunities to intervene and support students on a case-by-case basis.

D. A Community of Belonging - Update

No update.

III. Public Comment

A. Speakers

No speakers.

IV. Consent Agenda

A. Minutes - June 24, 2026 Regular Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 06-24-26.

Stephanie Horn seconded the motion.

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

B. Personnel Report

C. Professional/Personal Services Contracts

D. Warrants

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. In addition, payroll warrants in the amount of \$3,264,068.08 and \$3,057,777.11 are also approved.

Fund: ASB

Voucher numbers 252600216 through 252600216 totaling \$2,614.42

Voucher numbers 252600217 through 252600217 totaling \$9,521.99

Voucher numbers 202500091 through 202500094 totaling \$560.64

Fund: Capital Projects

Voucher numbers 252600218 through 252600218 totaling \$12,334.63

Voucher numbers 26738134 through 26738182 totaling \$59,694.81

Fund: General

Voucher numbers 252600219 through 252600219 totaling \$66,032.66

Voucher numbers 252600220 through 252600229 totaling \$6,874.18

Voucher numbers 252600230 through 252600231 totaling \$271.30

Voucher numbers 26738134 through 26738182 totaling \$75,780.58

Voucher numbers 26738183 through 26738190 totaling \$580.99

Voucher numbers 26738191 through 26738191 totaling \$59,694.81 Voids/Cancellations,
totaling \$59,694.81

Voucher numbers 202500091 through 202500094 totaling \$271.83

E. Student Transfer Requests

F. Budget Status Report

G. Records Destruction Log

H. 2025-2026 Highly Capable Program End-of-Year Report

I. Consent Agenda Approval

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

Stephanie Horn seconded the motion.

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

V. Action Items

A. 2026-2027 ASB Clubs and Fundraisers

Presenter: Juston Pollestad, Executive Director of Operations

The Board reviewed the anticipated student clubs, activities, and associated fundraising efforts for the 2026–2027 school year. It was noted that CTE clubs are funded separately and are not included on the current list. Changes to the list, including additional clubs, would be brought to the Board for approval.

Deena Bayoumi made a motion to approve the anticipated clubs and fundraisers as presented for the fiscal year 2026-2027.

Stephanie Horn seconded the motion.

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

VI. Discussion Items

A. 2026-2027 School Meal Prices

Presenter: Juston Pollestad, Executive Director of Operations

Director Pollestad presented a meal price schedule for the 2026-2027 school year. The amount of required price increases is determined by The Paid Lunch Equity (PLE) tool. PLE is used to determine the weighted average paid lunch price. This tool determines the new paid lunch price.

For the 2026-2027 school year this difference or “paid lunch equity” with a 10 cents cap is \$3.71.

The recommended adjustments to school meal prices are as follows:

- Elementary Lunch: \$3.40 (\$0.10 increase from 2025-26 school year)
- Middle School Lunch: \$3.65 (\$0.10 increase from 2025-26 school year)
- High School Lunch: \$3.90 (\$0.10 increase from 2025-26 school year)
- Adult Lunch: \$5.20 (no change from 2025-26 school year)
- Breakfast, Elem: \$2.05 (\$0.05 increase from 2025-26 school year)
- Breakfast, LMS: \$2.30 (\$0.05 increase from 2025-26 school year)
- Breakfast, PHS: \$2.50 (\$0.05 increase from 2025-26 school year)
- Breakfast, Adult: \$3.20 (no change from 2025-26 school year)

Special considerations:

- Jefferson Elementary and Kamiak Elementary schools are not included in these calculations because these schools participate in the Community Eligibility Provision (CEP) are not required to be included in the Paid Lunch Equity tool.
- Franklin Elementary for school year 2026-2027 meets the House Bill 1238 eligibility for free meals for all students.

No change to adult meals because they were increased by \$0.20 the year prior.

B. 2026-2027 Assessment Plan

Presenter: Ryan Mulvey, Assistant Superintendent

Per Policy 2090, an annual review of the assessment processes and procedures is required to determine if the purposes of the evaluation program are being accomplished. Every year the district shall utilize a variety of assessment processes to regularly assess the achievement levels of all students. These assessments shall include state-mandated standardized tests, district tests and surveys, and a variety of teacher-designed tools. The assessment plan was provided for the 2026- 2027 school year. Testing dates within the windows are set by the administrative team for their buildings.

C. Board Policy 6100 Revenues from Local, State & Federal Sources

Presenter: Dani Lynas, Finance Director

The Board discussed revisions to Policy 6100 that were recommended by WSSDA, including minor formatting and language updates and the addition of language to address Native American grant requirements.

D. Resolution 25-26:08 Cancellation of Outstanding Warrants

Presenter: Dani Lynas, Finance Director

The Washington State Department of Revenue requires the district to send unclaimed property in the form of warrants issued from accounts payable and payroll that have been outstanding for at least one year. An effort has been made to contact the recipients of the unclaimed property warrants. Per RCW 39.56.040, the district is required to send the balance of unclaimed property to the Washington State Department of Revenue, where the payees will be able to recover their property.

Craig Nelson made a motion to move Resolution 25-26:08 Cancellation of Outstanding Warrants to an action item.

Deena Bayoumi seconded the motion.

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

Craig Nelson made a motion to approve Resolution 25-26:08 Cancellation of Outstanding Warrants.

Deena Bayoumi seconded the motion.

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

E. Annual Organizational Meeting

Presenter: Arron Carter, Board President

Committees of the board may be created by a majority of the board. The board president appoints board members to serve on such committees, the purpose and terms of which were determined by a majority vote of the board. Board committees were limited to two members. The committee assignments were discussed during the Annual Board Retreat.

The board discussed committee assignments.

F. Board Policy Discussion – Social Media Use for Board Directors

Presenter: Arron Carter, Board President

There has been interest among Board and community members to review, update, and strengthen our policy about social media use. Identifying the proper use of social media

as Board members, and the ethics associated with its use will be essential given the current place social media has in our society.

The Board discussed implementing a social media policy for board directors to provide clearer guidance and ethical expectations for Board members while maintaining appropriate opportunities for public communication. Directors discussed current policy limitations, model policies, and draft language, including concerns about free speech, evolving technology, and the need for consistency with the District's broader communication plan. The Board agreed to continue the discussion at the August 3 work session, beginning with WSSDA Policy 1815 and a draft prepared by Board Director Bayoumi, with potential follow-up through the policy committee.

VII. Informational Items

A. Administrative Requirements Update

- July

B. Procedures

- RETIRED 6110P – Revenues from Local, State, and Federal Sources
- 6220P – Bid or Request for Proposal Requirements

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

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

VIII. 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 7:21 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- Community Engagement Board Presentation.pdf
- 2026_06_24_board_meeting_minutes.pdf
- Board Report - 7.22.2026 Personnel.pdf

- Board Report - Contracts 7.22.2026.pdf
- Payroll Warrant Authorization Form_June 2026.pdf
- Payroll Warrant Authorization Form_July 2026.pdf
- CK Summaries 7.22.26.pdf
- 2026 07.22 Regular Board Meeting - Student Transfer Requests.pdf
- Budget Status Report_June 2026.pdf
- Records Destruction Log - JES 7.22.26.pdf
- Records Destruction Log - Nutrition Services 7.22.26.pdf
- 2025-26 Highly Capable EOY Report.pdf
- ES ASB Clubs and Fundraisers 2026-27.pdf
- PSD Clubs and Fundraisers 2026-27.pdf
- ES 2026-27 Meal Prices.pdf
- pullman26.27-ple-tool.xlsx
- ES 2026-27 Assessment Plan 7.22.26.pdf
- PSD Assessment Plan 26-27 FINAL.pdf
- Executive Summary Policy 6100.pdf
- 6100 Revenues-Local, State and Federal Sources 7.22.26.pdf
- Executive Summary Cancellation of Outstanding Warrants.pdf
- Cancellation of Outstanding Warrants Resolution.pdf
- Representatives and Committee Appointment 2026-27.pdf
- ES Discussion - Social Media Policy for Board Directors 7.22.26.pdf
- 4309 Social Media 3.25.20.pdf
- 4309P Guidelines District Social Media Accounts 1.22.25.pdf
- 4309P4 Guidelines for School Board Member Social Media Use DRAFT 12.11.19.pdf
- 2022 Electronic Resources and Internet Safety 3.25.20.pdf
- 2022P Electronic Resources-Internet Safety for Students 4.27.22.pdf
- 5022 Electronic Resources and Internet Safety for Staff 3.25.20.pdf
- 5022P Electronic Resources and Internet Safety for Staff 3.25.20.pdf
- Social Media Policy Draft_Director Bayoumi.pdf
- Stanwood-Camano Board of Directors Example Policy 1817.pdf
- WSSDA 1815-Ethical Conduct for School Directors.pdf
- July Administrative Requirements Update.pdf
- 6100P Revenues-Local State Federal Sources RETIRED 7.22.26.pdf
- 6220P Bid-or RFP Requirements 7.22.26.pdf
- Expense Claim Audit Comm Update Schedule.pdf

- 2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf
- 2026-2027 Board Meeting Content Calendar 5.27.26.pdf
- 2025-26 Strategic Plan Goals_Priorities_Success Indicators.pdf

DRAFT



Pullman School District

Minutes

Regular Board Meeting

Date and Time

Wednesday July 22, 2026 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, Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

Directors Absent

None

Directors who arrived after the meeting opened

Craig Nelson

Guests Present

Courtney Hodge, Danielle Lynas, 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 Jul 22, 2026 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Lisa Waananen Jones made a motion to approve the agenda.

Stephanie Horn seconded the motion.

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

II. Reports, Correspondence & Program

A. Board Reports

- Stephanie Horn: Acknowledged the passing of Melissa Mayer, PHS teacher, and reflected on her impact on the school community. Expressed condolences to her family and all those affected by her passing.
- Deena Bayoumi: Shared information from OSPI regarding a new school lunch program that provides salad bars at no cost to participating schools and noted the opportunity for the District to participate.
- Lisa Waananen Jones: Shared that the Board attended its annual school board retreat, with a focus on goals for the 2026-27 school year and reflection on student achievement. Noted an upcoming Outdoor Learning Lab work party at Jefferson Elementary that is open to the community.
- Arron Carter: Reported on the annual School Board retreat, which provided an opportunity to reflect on the past school year, discuss and refresh areas of the strategic plan as needed, and make progress on reviewing various Board policies.

B. Superintendent's Report

On behalf of Superintendent Maxwell, Assistant Superintendent Ryan Mulvey presented the Superintendent's Report.

Assistant Superintendent Ryan Mulvey acknowledged the passing of Melissa Mayer, Pullman High School Business/Marketing Education teacher, and recognized her lasting impact on students, families, staff, and the greater Pullman community. Introduced Dani Lynas as the District's new Finance Director.

Craig Nelson arrived at 6:44 PM.

C. Program Reports

Community Engagement Board and Attendance

Presenter: Ryan Mulvey, Assistant Superintendent

Assistant Superintendent Ryan Mulvey presented a report on the Community Engagement Board (CEB) and student attendance, including Washington's attendance requirements, the impact of chronic absenteeism on student outcomes, and District attendance data. Assistant Superintendent Mulvey described the CEB's role in partnering with students, families, and community organizations to identify and address attendance barriers through early intervention and coordinated supports. It was also shared that only a small percentage of students reach the CEB stage, with approximately 6-7 middle school students participating last year and two high school students attending scheduled meetings. He also noted that the stay petition process has provided schools with additional opportunities to intervene and support students on a case-by-case basis.

D. A Community of Belonging - Update

No update.

III. Public Comment

A. Speakers

No speakers.

IV. Consent Agenda

A. Minutes - June 24, 2026 Regular Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 06-24-26.

Stephanie Horn seconded the motion.

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

B. Personnel Report

C. Professional/Personal Services Contracts

D. Warrants

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. In addition, payroll warrants in the amount of \$3,264,068.08 and \$3,057,777.11 are also approved.

Fund: ASB

Voucher numbers 252600216 through 252600216 totaling \$2,614.42

Voucher numbers 252600217 through 252600217 totaling \$9,521.99

Voucher numbers 202500091 through 202500094 totaling \$560.64

Fund: Capital Projects

Voucher numbers 252600218 through 252600218 totaling \$12,334.63

Voucher numbers 26738134 through 26738182 totaling \$59,694.81

Fund: General

Voucher numbers 252600219 through 252600219 totaling \$66,032.66

Voucher numbers 252600220 through 252600229 totaling \$6,874.18

Voucher numbers 252600230 through 252600231 totaling \$271.30

Voucher numbers 26738134 through 26738182 totaling \$75,780.58

Voucher numbers 26738183 through 26738190 totaling \$580.99

Voucher numbers 26738191 through 26738191 totaling \$59,694.81 Voids/Cancellations, totaling \$59,694.81

Voucher numbers 202500091 through 202500094 totaling \$271.83

E. Student Transfer Requests

F. Budget Status Report

G. Records Destruction Log

H. 2025-2026 Highly Capable Program End-of-Year Report

I. Consent Agenda Approval

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

Stephanie Horn seconded the motion.

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

V. Action Items

A. 2026-2027 ASB Clubs and Fundraisers

Presenter: Juston Pollestad, Executive Director of Operations

The Board reviewed the anticipated student clubs, activities, and associated fundraising efforts for the 2026–2027 school year. It was noted that CTE clubs are funded separately and are not included on the current list. Changes to the list, including additional clubs, would be brought to the Board for approval.

Deena Bayoumi made a motion to approve the anticipated clubs and fundraisers as presented for the fiscal year 2026-2027.

Stephanie Horn seconded the motion.

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

VI. Discussion Items

A. 2026-2027 School Meal Prices

Presenter: Juston Pollestad, Executive Director of Operations

Director Pollestad presented a meal price schedule for the 2026-2027 school year. The amount of required price increases is determined by The Paid Lunch Equity (PLE) tool. PLE is used to determine the weighted average paid lunch price. This tool determines the new paid lunch price.

For the 2026-2027 school year this difference or “paid lunch equity” with a 10 cents cap is \$3.71.

The recommended adjustments to school meal prices are as follows:

- Elementary Lunch: \$3.40 (\$0.10 increase from 2025-26 school year)
- Middle School Lunch: \$3.65 (\$0.10 increase from 2025-26 school year)
- High School Lunch: \$3.90 (\$0.10 increase from 2025-26 school year)
- Adult Lunch: \$5.20 (no change from 2025-26 school year)
- Breakfast, Elem: \$2.05 (\$0.05 increase from 2025-26 school year)
- Breakfast, LMS: \$2.30 (\$0.05 increase from 2025-26 school year)
- Breakfast, PHS: \$2.50 (\$0.05 increase from 2025-26 school year)
- Breakfast, Adult: \$3.20 (no change from 2025-26 school year)

Special considerations:

- Jefferson Elementary and Kamiak Elementary schools are not included in these calculations because these schools participate in the Community Eligibility Provision (CEP) are not required to be included in the Paid Lunch Equity tool.
- Franklin Elementary for school year 2026-2027 meets the House Bill 1238 eligibility for free meals for all students.

No change to adult meals because they were increased by \$0.20 the year prior.

B. 2026-2027 Assessment Plan

Presenter: Ryan Mulvey, Assistant Superintendent

Per Policy 2090, an annual review of the assessment processes and procedures is required to determine if the purposes of the evaluation program are being accomplished. Every year the district shall utilize a variety of assessment processes to regularly assess the achievement levels of all students. These assessments shall include state-mandated standardized tests, district tests and surveys, and a variety of teacher-designed tools. The assessment plan was provided for the 2026- 2027 school year. Testing dates within the windows are set by the administrative team for their buildings.

C. Board Policy 6100 Revenues from Local, State & Federal Sources

Presenter: Dani Lynas, Finance Director

The Board discussed revisions to Policy 6100 that were recommended by WSSDA, including minor formatting and language updates and the addition of language to address Native American grant requirements.

D. Resolution 25-26:08 Cancellation of Outstanding Warrants

Presenter: Dani Lynas, Finance Director

The Washington State Department of Revenue requires the district to send unclaimed property in the form of warrants issued from accounts payable and payroll that have been outstanding for at least one year. An effort has been made to contact the recipients of the unclaimed property warrants. Per RCW 39.56.040, the district is required to send the balance of unclaimed property to the Washington State Department of Revenue, where the payees will be able to recover their property.

Craig Nelson made a motion to move Resolution 25-26:08 Cancellation of Outstanding Warrants to an action item.

Deena Bayoumi seconded the motion.

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

Craig Nelson made a motion to approve Resolution 25-26:08 Cancellation of Outstanding Warrants.

Deena Bayoumi seconded the motion.

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

E. Annual Organizational Meeting

Presenter: Arron Carter, Board President

Committees of the board may be created by a majority of the board. The board president appoints board members to serve on such committees, the purpose and terms of which were determined by a majority vote of the board. Board committees were limited to two members. The committee assignments were discussed during the Annual Board Retreat.

The board discussed committee assignments.

F. Board Policy Discussion – Social Media Use for Board Directors

Presenter: Arron Carter, Board President

There has been interest among Board and community members to review, update, and strengthen our policy about social media use. Identifying the proper use of social media

as Board members, and the ethics associated with its use will be essential given the current place social media has in our society.

The Board discussed implementing a social media policy for board directors to provide clearer guidance and ethical expectations for Board members while maintaining appropriate opportunities for public communication. Directors discussed current policy limitations, model policies, and draft language, including concerns about free speech, evolving technology, and the need for consistency with the District's broader communication plan. The Board agreed to continue the discussion at the August 3 work session, beginning with WSSDA Policy 1815 and a draft prepared by Board Director Bayoumi, with potential follow-up through the policy committee.

VII. Informational Items

A. Administrative Requirements Update

- July

B. Procedures

- RETIRED 6110P – Revenues from Local, State, and Federal Sources
- 6220P – Bid or Request for Proposal Requirements

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

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

VIII. 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 7:21 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- Community Engagement Board Presentation.pdf
- 2026_06_24_board_meeting_minutes.pdf
- Board Report - 7.22.2026 Personnel.pdf

- Board Report - Contracts 7.22.2026.pdf
- Payroll Warrant Authorization Form_June 2026.pdf
- Payroll Warrant Authorization Form_July 2026.pdf
- CK Summaries 7.22.26.pdf
- 2026 07.22 Regular Board Meeting - Student Transfer Requests.pdf
- Budget Status Report_June 2026.pdf
- Records Destruction Log - JES 7.22.26.pdf
- Records Destruction Log - Nutrition Services 7.22.26.pdf
- 2025-26 Highly Capable EOY Report.pdf
- ES ASB Clubs and Fundraisers 2026-27.pdf
- PSD Clubs and Fundraisers 2026-27.pdf
- ES 2026-27 Meal Prices.pdf
- pullman26.27-ple-tool.xlsx
- ES 2026-27 Assessment Plan 7.22.26.pdf
- PSD Assessment Plan 26-27 FINAL.pdf
- Executive Summary Policy 6100.pdf
- 6100 Revenues-Local, State and Federal Sources 7.22.26.pdf
- Executive Summary Cancellation of Outstanding Warrants.pdf
- Cancellation of Outstanding Warrants Resolution.pdf
- Representatives and Committee Appointment 2026-27.pdf
- ES Discussion - Social Media Policy for Board Directors 7.22.26.pdf
- 4309 Social Media 3.25.20.pdf
- 4309P Guidelines District Social Media Accounts 1.22.25.pdf
- 4309P4 Guidelines for School Board Member Social Media Use DRAFT 12.11.19.pdf
- 2022 Electronic Resources and Internet Safety 3.25.20.pdf
- 2022P Electronic Resources-Internet Safety for Students 4.27.22.pdf
- 5022 Electronic Resources and Internet Safety for Staff 3.25.20.pdf
- 5022P Electronic Resources and Internet Safety for Staff 3.25.20.pdf
- Social Media Policy Draft_Director Bayoumi.pdf
- Stanwood-Camano Board of Directors Example Policy 1817.pdf
- WSSDA 1815-Ethical Conduct for School Directors.pdf
- July Administrative Requirements Update.pdf
- 6100P Revenues-Local State Federal Sources RETIRED 7.22.26.pdf
- 6220P Bid-or RFP Requirements 7.22.26.pdf
- Expense Claim Audit Comm Update Schedule.pdf

- 2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf
- 2026-2027 Board Meeting Content Calendar 5.27.26.pdf
- 2025-26 Strategic Plan Goals_Priorities_Success Indicators.pdf

Coversheet

Minutes - August 5, 2026 Board Work Session

Section:	IV. Consent Agenda
Item:	B. Minutes - August 5, 2026 Board Work Session
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Work Session on August 5, 2026 2026_08_05_board_meeting_minutes.pdf

DRAFT



Pullman School District

Minutes

Board Work Session

Date and Time

Wednesday August 5, 2026 at 4:30 PM

Location

Pullman Public Schools
District Office - Community Room
240 SE Dexter St.
Pullman, WA 99163

Directors Present

Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

Directors Absent

Arron Carter, Craig Nelson

Guests Present

Bob Maxwell, Courtney Hodge, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Lisa Waananen Jones called a meeting of the board of directors of Pullman School District to order on Wednesday Aug 5, 2026 at 4:30 PM.

II. Agenda Items

A. Board of Distinction Application

The Board discussed the 2026 Board of Distinction application and potential essay themes. The Board expressed consensus around highlighting efforts to support students experiencing poverty and its continued, long-term focus on reducing chronic absenteeism. Additional areas discussed included school recognitions, consistent review of student data, alignment of school improvement goals with Board goals, and Board Director professional development. The Board also discussed connecting the Board Standards to the essay themes and demonstrating how the Board's ongoing work aligns with those standards.

B. Board Goals & Professional Development Plan

The Board reviewed the Washington State School Directors' Association (WSSDA) Board Standards and confirmed that the focus for the 2026–2027 school year will remain on Standard 3 (Accountability) and Standard 5 (Community Engagement), consistent with district and Board goals.

The Board reviewed their board goals and will continue their focus on:

- Student attendance – chronic absenteeism (5th, 8th, and 9th grade)
- Increasing achievement for target populations in the subject areas of English Language Arts (ELA) and Mathematics

The Board reviewed the upcoming professional learning schedule and discussed aligning professional development opportunities with these focus standards. The Board also discussed using work sessions to review the District's strategic plan priorities and success indicators.

C. Board Policy Review – Social Media Use for Board Directors

The Board discussed potential approaches to establishing guidelines for Board Director use of social media, including how to incorporate social media expectations into existing Board protocols rather than creating a standalone policy. Discussion included opportunities for soliciting community input through various platforms and incorporating social media-specific language into Board materials. The Board discussed reformatting 1101F2 to include a public forum section with applicable social media guidelines. Next steps include incorporating the draft social media policy from the District's Board policy materials into 1101F2 and developing language comparable to the District's social media registration form and code of conduct. The Board emphasized the importance of complying with the Open Public Meetings Act (OPMA) and establishing clear rules of engagement for social media use.

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 6:00 PM.

Respectfully Submitted,
Lisa Waananen Jones

Documents used during the meeting

- 2026-2027 PSD Board of Directors Professional Development Plan.pdf
- 1101F2 Board Communication Protocols 8.27.25.pdf
- WSSDA 1815-Ethical Conduct for School Directors.pdf
- Social Media Policy Draft_Director Bayoumi.pdf

DRAFT



Pullman School District

Minutes

Board Work Session

Date and Time

Wednesday August 5, 2026 at 4:30 PM

Location

Pullman Public Schools
District Office - Community Room
240 SE Dexter St.
Pullman, WA 99163

Directors Present

Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

Directors Absent

Arron Carter, Craig Nelson

Guests Present

Bob Maxwell, Courtney Hodge, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Lisa Waananen Jones called a meeting of the board of directors of Pullman School District to order on Wednesday Aug 5, 2026 at 4:30 PM.

II. Agenda Items

A. Board of Distinction Application

The Board discussed the 2026 Board of Distinction application and potential essay themes. The Board expressed consensus around highlighting efforts to support students experiencing poverty and its continued, long-term focus on reducing chronic absenteeism. Additional areas discussed included school recognitions, consistent review of student data, alignment of school improvement goals with Board goals, and Board Director professional development. The Board also discussed connecting the Board Standards to the essay themes and demonstrating how the Board's ongoing work aligns with those standards.

B. Board Goals & Professional Development Plan

The Board reviewed the Washington State School Directors' Association (WSSDA) Board Standards and confirmed that the focus for the 2026–2027 school year will remain on Standard 3 (Accountability) and Standard 5 (Community Engagement), consistent with district and Board goals.

The Board reviewed their board goals and will continue their focus on:

- Student attendance – chronic absenteeism (5th, 8th, and 9th grade)
- Increasing achievement for target populations in the subject areas of English Language Arts (ELA) and Mathematics

The Board reviewed the upcoming professional learning schedule and discussed aligning professional development opportunities with these focus standards. The Board also discussed using work sessions to review the District's strategic plan priorities and success indicators.

C. Board Policy Review – Social Media Use for Board Directors

The Board discussed potential approaches to establishing guidelines for Board Director use of social media, including how to incorporate social media expectations into existing Board protocols rather than creating a standalone policy. Discussion included opportunities for soliciting community input through various platforms and incorporating social media-specific language into Board materials. The Board discussed reformatting 1101F2 to include a public forum section with applicable social media guidelines. Next steps include incorporating the draft social media policy from the District's Board policy materials into 1101F2 and developing language comparable to the District's social media registration form and code of conduct. The Board emphasized the importance of complying with the Open Public Meetings Act (OPMA) and establishing clear rules of engagement for social media use.

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 6:00 PM.

Respectfully Submitted,
Lisa Waananen Jones

Documents used during the meeting

- 2026-2027 PSD Board of Directors Professional Development Plan.pdf
- 1101F2 Board Communication Protocols 8.27.25.pdf
- WSSDA 1815-Ethical Conduct for School Directors.pdf
- Social Media Policy Draft_Director Bayoumi.pdf

Coversheet

Personnel Report

Section:	IV. Consent Agenda
Item:	C. Personnel Report
Purpose:	FYI
Submitted by:	
Related Material:	Board Report - 8.12.2026 Personnel.pdf Board Report - 8.12.2026 Personnel - Addendum.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: August 12, 2026

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: **Amanda Cantu** as 1.0 FTE counselor/CTE career coordinator at Pullman High School beginning the 2026-2027 school year

Haylee Fishback, physical education teacher at Franklin Elementary School, request for a leave of absence beginning September 8, 2026, through November 13, 2026

Shelley Opgenorth, third grade teacher at Kamiak Elementary School, resignation effective at the completion of the 2025-2026 school year

Classified: **Katie Kendrick**, special education paraeducator at Kamiak Elementary School, resignation effective at the completion of the 2025-2026 school year

Anissa Terres, head cook at Lincoln Middle School, resignation effective at the completion of the 2025-2026 school year

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

Jack Eisnagle, assistant cross country coach at Lincoln Middle School, resignation

Gabriella Oliver, assistant volleyball coach at Lincoln Middle School, resignation

Kimberly Turner, head volleyball coach and assistant girls basketball coach at Lincoln Middle School, resignation

For Your Information:

MEMORANDUM

TO: Board of Directors

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

DATE: August 12, 2026

SUBJECT: **Personnel Report - ADDENDUM**

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: **Anya DeGroot** as .5 FTE elementary specialist at Jefferson Elementary School and Kamiak Elementary School beginning the 2026-2027 school year

Lindsay Graetz as 1.0 FTE third grade teacher at Kamiak Elementary School beginning the 2026-2027 school year

Classified: **Cassidy Fairchild**, special education paraeducator at Kamiak Elementary School, resignation effective at the completion of the 2025-2026 school year

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

For Your Information:

Coversheet

Warrants

Section:	IV. Consent Agenda
Item:	D. Warrants
Purpose:	FYI
Submitted by:	
Related Material:	Payroll Warrant Authorization Form_7.28.26.pdf CK Summaries 8.12.26.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 [26738208](#) to [26738208](#) inclusive, with payroll amounting to [\\$20,731.88](#) issued [07/28/2026](#) 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

AP Check Register

GF

Accounts Payable Run: 08/13/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$134,212.37, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS

Check Numbers 26738210 through 26738247, totaling \$134,212.37

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 08/13/2026

PULLMAN SCHOOL DISTRICT

Accounts Payable Run: GF 08.13.26

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
26738210	9 to 5 Computer Supply Dist	\$14,928.35
26738211	Allegra Print & Imaging	\$3,277.98
26738212	Bobs Fire Equipment	\$5,847.11
26738213	Bryson Sales & Service	\$410.06
26738214	Ccooper Services	\$570.00
26738215	City of Pullman Water	\$20,828.39
26738216	Coleman Oil Company LLC	\$1,816.46
26738217	Dunlap, Ryan D	\$50.00
26738218	Envoy Plan Services, Inc.	\$17.50
26738219	Ferguson Enterprises Inc	\$130.02
26738220	Fisher Systems, Inc.	\$3,857.91
26738221	Four Star Supply Co., Inc	\$711.48
26738222	HD SUPPLY	\$2,382.17
26738223	Henrichs, Jason A	\$185.00
26738224	Heritage Wheel & Tire	\$312.02
26738225	Hill, Paul	\$450.00
26738226	Inland North Waste, Latah Sanitatio	\$590.00
26738227	J & H Printing Inc.	\$1,294.27
26738228	Kuhl Auto Parts, LLC	\$1,305.93
26738229	Leader Services	\$1,871.80
26738230	Les Schwab	\$1,362.63
26738231	Lionbridge Technologies Inc.	\$9.18
26738232	Mike's Mechanical Services LLC	\$2,387.88
26738233	Moscow-Pullman Bldg. Supply	\$5,738.50
26738234	OFFICE DEPOT	\$478.22
26738235	Otis Elevator Co	\$349.96
26738236	Phelps, Brittany Jean	\$9,167.50
26738237	Pollestad, Juston B	\$150.00

AP Check Register

Accounts Payable Run: 08/13/2026

PULLMAN SCHOOL DISTRICT

Accounts Payable Run: GF 08.13.26

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
26738238	Pullman School Dist - Revolving Fund	\$628.47
26738239	Star Autism Support	\$3,309.08
26738240	Stevens - Clay PS	\$26,949.20
26738241	Stripes-A-Lot, LLC	\$7,222.35
26738242	Super Duper Inc	\$123.78
26738243	TK Elevator Corporation	\$4,086.22
26738244	UNITEGPS LLC, PMB 248	\$1,272.43
26738245	US Foods, Inc.	\$6,773.48
26738246	Walter E Nelson Co	\$101.27
26738247	Wards Science, VWR Funding	\$3,265.77
Regular Checks:		38
Total:		38
		\$134,212.37
		\$134,212.37

AP Check Register

Accounts Payable Run: 08/13/2026 PULLMAN SCHOOL DISTRICT

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	\$0.00	\$628.47	\$133,583.90	\$134,212.37

AP Check Register

GF REIM

Accounts Payable Run: 08/13/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$974.50, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS
Check Numbers 26738248 through 26738249, totaling \$974.50

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

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

AP Check Register

Accounts Payable Run: 08/13/2026 PULLMAN SCHOOL DISTRICT

Accounts Payable Run: GF REIM 8.13.26 Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
26738248	Hecker, Evan Savenilli	\$644.00
26738249	Matthews, Robert J	\$330.50
Regular Checks:		2 \$974.50
Total:		2 \$974.50

AP Check Register

Accounts Payable Run: 08/13/2026			PULLMAN SCHOOL DISTRICT	
Fund Summary				
Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	\$0.00	\$0.00	\$974.50	\$974.50

AP Check Register

GF ACH

Accounts Payable Run: 08/13/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$10,133.03, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS
AP ACH Numbers 9000000003 through 9000000012, totaling \$10,133.03

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

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

AP Check Register

Accounts Payable Run: 08/13/2026

PULLMAN SCHOOL DISTRICT

Accounts Payable Run: GF ACH 08.13.26

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
9000000003	Gordon, Alexander J	\$50.00
9000000004	H & H Business Systems	\$6,381.71
9000000005	Haramoto, Kameron	\$50.00
9000000006	Heiszler, Matthew David	\$50.00
9000000007	Maxwell, Robert L	\$475.00
9000000008	Mulvey, Ryan Alan	\$150.00
9000000009	NCS Pearson, INC	\$1,186.09
9000000010	Smith, Jennifer Elaine	\$20.00
9000000011	US Linen and Uniform	\$1,660.23
9000000012	Ventresco, Dominick Richard	\$110.00
ACH Payments:		10
Total:		10
		\$10,133.03
		\$10,133.03

AP Check Register

Accounts Payable Run: 08/13/2026 PULLMAN SCHOOL DISTRICT

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	\$0.00	\$0.00	\$10,133.03	\$10,133.03

AP Check Register

GF REIM AGH
PULLMAN SCHOOL DISTRICT

Accounts Payable Run: 08/13/2026

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$567.00, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS

AP ACH Numbers 9000000013 through 9000000013, totaling \$567.00

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 08/13/2026 PULLMAN SCHOOL DISTRICT

Accounts Payable Run: GF REIM ACH 8.13.26 Run Type: R - Regular

Payment Number	Payee	Net Payment Amount	
9000000013	Bogle, Altaira K		\$567.00
ACH Payments:		1	\$567.00
Total:		1	\$567.00

AP Check Register

Accounts Payable Run: 08/13/2026 PULLMAN SCHOOL DISTRICT

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	\$0.00	\$0.00	\$567.00	\$567.00

AP Check Register

Accounts Payable Run: 08/10/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$63,870.77, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS
AP ACH Numbers 9000000000 through 9000000000, totaling \$63,870.77

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

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

AP Check Register

Accounts Payable Run: 08/10/2026 PULLMAN SCHOOL DISTRICT

Accounts Payable Run: BMO GF 8.10.26 Run Type: R - Regular

Payment Number	Payee	Net Payment Amount	
90000000000	BMO Corporate Mastercard		\$63,870.77
ACH Payments:		1	\$63,870.77
Total:		1	\$63,870.77

AP Check Register

Accounts Payable Run: 08/10/2026				PULLMAN SCHOOL DISTRICT
Fund Summary				
Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	\$0.00	\$0.00	\$63,870.77	\$63,870.77

Bmo CAP 8.10.26

AP Check Register

Accounts Payable Run: 08/10/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$9,968.35, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS
AP ACH Numbers 9000000002 through 9000000002, totaling \$9,968.35

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

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

AP Check Register

Accounts Payable Run: 08/10/2026 PULLMAN SCHOOL DISTRICT

Accounts Payable Run: BMO CAP 8.10.2026 Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
90000000002	BMO Corporate Mastercard	\$9,968.35
ACH Payments:		1 \$9,968.35
Total:		1 \$9,968.35

AP Check Register

Accounts Payable Run: 08/10/2026

PULLMAN SCHOOL DISTRICT

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
20 - Capital Projects	\$0.00	\$0.00	\$9,968.35	\$9,968.35

AP Check Register

Accounts Payable Run: 08/10/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of August 12, 2026, the Board, by a _____ vote, approves payments, totaling \$4,876.24, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS
AP ACH Numbers 9000000001 through 9000000001, totaling \$4,876.24

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

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

AP Check Register

Accounts Payable Run: 08/10/2026 PULLMAN SCHOOL DISTRICT

Accounts Payable Run: BMO PHS ASB 8.10.26 Run Type: R - Regular

Payment Number	Payee	Net Payment Amount	
90000000001	BMO Corporate Mastercard		\$4,876.24
ACH Payments:		1	\$4,876.24
Total:		1	\$4,876.24

AP Check Register

Accounts Payable Run: 08/10/2026		PULLMAN SCHOOL DISTRICT		
Fund Summary				
Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	\$0.00	\$0.00	\$4,876.24	\$4,876.24

Coversheet

Student Transfer Requests

Section:	IV. Consent Agenda
Item:	E. Student Transfer Requests
Purpose:	FYI
Submitted by:	
Related Material:	2026 08.12 Regular Board Meeting - Student Transfer Requests.pdf



SCHOOL BOARD REPORT

Student Transfer Requests

August 12, 2026

Transfer Requests 2026-2027

Released to PSD

- J. Schlosser, Grade 1, Released from Palouse School District – Renewal
- C. Soller, Grade 1, Released from Palouse School District – Renewal
- B. Pugh, Grade 2, Released from Colfax School District – New
- O. St. Andre, Grade 3, Released from Palouse School District – Renewal
- K. Duris, Grade 3, Released from Colton School District – Renewal
- C. Barnes, Grade 3, Released from Garfield School District – New
- Z. Duris, Grade 4, Released from Colton School District – Renewal
- C. Soller, Grade 5, Released from Palouse School District – Renewal
- C. Stewart, Grade 5, Released from Palouse School District – Renewal
- I. Tolman, Grade 5, Released from Colton School District – Renewal
- P. St. Andre, Grade K, Released from Palouse School District – New
- D. Hill, Grade K, Released from Colton School District – New
- A. Booth, Grade K, Released from Garfield School District – New
- A. Davis, Grade K, Released from Colton School District – New

Released from PSD

- E. Nelson-Witham, Grade 10, Released to Washington Connections Academy in the Goldendale School District – New
- L. Turner, Grade 12, Released to Discovery Virtual School in the Clarkston School District – Renewal
- S. Hunt, Grade 10, Released to Insight School of Washington in the Quillayute Valley School District – New
- M. Howard, Grade 1, Released to Washington Connections Academy in the Goldendale School District – New
- G. Anderson, Grade 4, Released to Leonard M Jennings Elementary in the Colfax School District – Renewal
- T. Anderson, Grade 3, Released to Leonard M Jennings Elementary in the Colfax School District – Renewal
- R. Howard, Grade 6, Released to Washington Connections Academy in the Goldendale School District – New

Rescinded Transfer Requests

- O. Francis, Grade 10, Rescinded from Tacoma Online High School in the Tacoma School District

Coversheet

Records Destruction Log

Section:	IV. Consent Agenda
Item:	F. Records Destruction Log
Purpose:	
Submitted by:	
Related Material:	Records Destruction Log_Supt Office 8.12.26.pdf Records Destruction Log_Nutrition Services 8.12.26.pdf Records Destruction Log - Finance 7.22.26.pdf Records Destruction Logs - Human Resources 8.12.26.pdf

6570F: Pullman School District Records Destruction Log

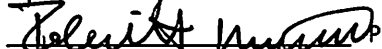
The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this 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*)
Oaths of Office – Filed or Recorded with County Auditor	GS50-05A-15	CORE – Agency Administration and Management	Retain for 6 years after end of term of office or appointment then Destroy.	1 folder	12/31/2007 - 12/31/2017	1/1/2024	Shred
Public Disclosure/Records Requests	GS2010-014	CORE – Agency Administration and Management	Retain for 2 years after public records request fulfilled then Destroy.	1 box	1/1/2015 - 12/31/2022	1/1/2025	Electronic Deletion & Shred

**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:  Printed Name: Courtney Hodge Division: Supt Office
 Records Manager Signature:  Printed Name: Bob 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*)
Nutrition Program Plans - Invoices	SDS1-08-09	Non-Archival Rev 2 Non-essential	3 years	Files in file Cabinet	2021-2022	Y	Controlled Shred
Deposit Records	SDS1-08-09	11	11	"	"	Y	Shred
Production Records	SDS1-08-09	Non-Archival Rev 2	3 years	"	"	Y	Shred

*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

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 years after end of fiscal year then destroy	Account Payable FY 2018-2019 (6-boxes)	Oct. 2018-Sept. 2019	Oct. 2025	Outside Contractor Shredding
Financial Transactions-General	GS2011-184	3.1 Accounting and Fiscal	Retain for 6 years after end of fiscal year then destroy	Special Programs P-card Statements 2013-2018	2013-2018	Oct. 2025	Outside Contractor Shredding
Financial Disputes and Collection	GS50-03B-14	3.1 Accounting and Fiscal	Retain for 6 years after end of fiscal year then destroy	A/R Banking FY 2018-2019	Aug. 2018-Sept.2019	Oct. 2025	Outside Contractor Shredding
Billing Stubs	GS2012-046	3.1 Accounting and Fiscal	Retain for 4 years or until State Auditors exam then destroy	A/R Banking FY 2018-2019	Aug. 2018-Sept.2019	Oct. 2025	Outside Contractor Shredding
Financial Transactions-General	GS2011-184 Rev.2	3.1 Accounting and Fiscal	Retain for 6 years after end of fiscal year then destroy	A/R Banking FY 2018-2019	Aug. 2018-Sept.2019	Oct. 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: Fiscal Office

Records Manager Signature: _____ Printed Name: _____

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*)
Recruitment	GS50-04B-22	CORE	3 Years	January 2005 thru December 2022 Job Work-Up Files	2014-2022	1/1/2026	Secure Shred
Recruitment	GS50-04B-22	CORE	3 Years	January 2014 thru December 2022 Applications - Not Hired	2014-2022	1/1/2026	Secure Shred
Recruitment	GS50-04B-22	CORE	3 Years	January thru June 2023 Job Work-Up Files	1/1/23 - 6/30/23	7/1/2026	Secure Shred
							Secure Shred
							Secure Shred
							Secure Shred

**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:  Printed Name: DAGNY M. MYERS Division: HR
 Records Manager Signature:  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

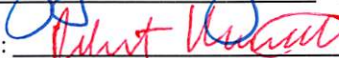
The purpose of this form is to document compliance and reasonable accountability by verifying that specific public records have met current, approved minimum retention periods before being destroyed pursuant to RCW 40.14.070, WAC 434-610-070, and WAC 434-640-010, -020, and -030. Please fill out this 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*)
Leave/Overtime - Routine	GS50-04B-09	CORE	4 Years	Monthly attendance logs	Fiscal Year 2015-16 thru fiscal year 2021-22	9/1/2026	Secure Shred
Financial Transactions - General	GS50-03E-02	CORE	6 Years	Payroll accounts payable billing statements, vouchers, billing summaries and registers, expenditure transactions, reconciliations, warrant registers	Fiscal Year 2015-16 thru fiscal year 2019-20	9/1/2026	Secure Shred
Payroll Processing, Distribution and Reporting	GS50-03E-02	CORE	3 Years	Payroll check sign-off logs, paycheck receipt acknowledgements, warrant distribution logs, payroll distribution reports	Fiscal Year 2015-16 thru fiscal year 2022-23	9/1/2026	Secure Shred
Reporting to External Agencies (Mandatory)	GS2012-028	CORE	6 Years	S-275 Personnel Reporting submitted to OSPI, including submission files, certifications, supporting documentation, corrections, confirmations, and related correspondence.	Fiscal Year 2012 -13 thru fiscal year 2019-20	9/1/2026	Secure Shred
Reporting to External Agencies (Mandatory)	GS2012-028	CORE	6 Years	Seniority & Certification Reports	Fiscal Year 2012 -13 thru fiscal year 2019-20	9/1/2026	Secure Shred

**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:  Printed Name: DAGNY M. MYERS Division: HR
 Records Manager Signature:  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*)
Employee Medical Records	GS2017-015 Rev. 0	CORE	Separation from employment + 6 years	Staff Immunization History Forms (PSD Form 6512F) documenting employee immunization history maintained for employment purposes	Records prior to 1/1/2020 for inactive employees	1/1/2026	Secure Shred
Employee Health Records	GS2017-015 Rev. 0	CORE	Separation from employment + 6 years	FMLA requests, reasonable accommodation requests, Employee Assistance Program documentation, "Fitness for Duty" releases and physical exams, records relating to medical issues	Records prior to 1/1/2020 for inactive employees	1/1/2026	Secure Shred
Volunteer Files	GS50-04B-10	CORE	6 Years	Volunteer applications	1/1/2015 - 12/31/2018	1/1/2025	Secure Shred
Reporting/Filing (Mandatory) - Internal Revenue Services (IRS)	GS50-03A-17	CORE	5 Years	2013 thru 2020 W2 Wage and Tax Statements, 941 Quarterly Reports	01/01/2013 - 12/31/2020	1/1/2026	Secure Shred
Provision of Advice, Assistance, or Information	GS2010-001	CORE	2 years after received	Employee employment verifications from financial institutions	01/01/2013 - 12/31/2023	1/1/2026	Secure Shred
Reporting/Filing (Mandatory) - Human Resources	GS50-04C-05 Rev. 3	CORE	6 Years after prepared	DSHS New Hire Reports, confirmation of submission, related correspondence	01/01/2013 - 12/31/2019	1/1/2026	Secure Shred

**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:  Printed Name: DAGNY M. MYERS Division: HR

Records Manager Signature:  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)).

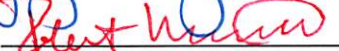
Legal Disposition Authority (taken from Records Retention Schedule)				Agency Records			
Records Series Title	Records Series DAN	Records Retention Schedule	Minimum Retention Period	Description (Box/item numbers, volume, etc.)	Dates Covered	Date Minimum Retention Met	Method(s) of Destruction (See examples, below*)
Personal Services Contracts	GS2011-95	CORE	6 Years after termination	Executed personal services contracts, independent contractor agreements, amendments	1/1/2002 to 12/31/2019	1/1/2026	Secure Shred
Reporting to External Agencies - Mandatory	GS2012-028	CORE	6 Years	Seniority & Certification Reports	2012-13 thru 2019-20 fiscal years	9/1/2026	Secure Shred
Contracts & Agreements - General	GS50-011-11 Rev. 5	CORE	6 Years after expiration of contract	Collective bargaining agreements, memoranda of understanding (MOUs), amendments, contract monitoring or compliance records, renegotiations, and related correspondence.	Contracts fully expired prior to 2020	1/1/2026	Secure Shred
		CORE					Secure Shred
		CORE					Secure Shred
		CORE					Secure Shred

**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:  Printed Name: DAGNY M. MYERS Division: HR

Records Manager Signature:  Printed Name: Robert M. Myers

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

Professional/Personal Services Contract Report

Section:	IV. Consent Agenda
Item:	G. Professional/Personal Services Contract Report
Purpose:	
Submitted by:	
Related Material:	Board Report - Contracts 8.12.2026.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: August 12, 2026

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:

SolvePath LLC, dba TSCO, to provide school psychology services to district students, August 25, 2026, through June 11, 2027, \$105 per hour for 720 hours of service time.

Coversheet

2026-2027 School Meal Prices

Section:	V. Action Items
Item:	A. 2026-2027 School Meal Prices
Purpose:	
Submitted by:	
Related Material:	ES 2026-27 Meal Prices.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

School Meal Prices 2026-2027

Executive Summary

July 22, 2026

By: Juston Pollestad

Executive Director of Operations

Background:

Section 205 of the Healthy, Hunger-Free Kids Act of 2010 requires school districts to gradually increase paid lunch prices to better reflect the difference between the Federal free meal reimbursement and the Federal paid meal reimbursement. The amount of required price increases is determined by The Paid Lunch Equity (PLE) tool. PLE is used to determine the weighted average paid lunch price. This tool determines the new paid lunch price. For the 2026-2027 school year this difference or “paid lunch equity” with a 10 cents cap is \$3.71.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Increase
Elementary Lunch	\$2.90	\$2.90	\$3.05	\$3.10	\$3.20	\$3.25	\$3.30	\$3.40	\$0.10
Middle School Lunch	\$3.00	\$3.25	\$3.25	\$3.25	\$3.35	\$3.50	\$3.55	\$3.65	\$0.10
High School Lunch	\$3.25	\$3.50	\$3.50	\$3.50	\$3.60	\$3.75	\$3.80	\$3.90	\$0.10
Adult Lunch	\$4.25	\$4.25	\$4.71	\$4.75	\$4.75	\$5.00	\$5.20	\$5.20	\$0.00
Breakfast, Elem	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.05	\$0.05
Breakfast, LMS				\$2.10	\$2.10	\$2.25	\$2.25	\$2.30	\$0.05
Breakfast, PHS	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.40	\$2.40	\$2.50	\$0.05
Adult Breakfast	\$2.75	\$2.75	\$2.75	\$2.75	\$3.00	\$3.00	\$3.20	\$3.20	\$0.00

Special considerations:

- Jefferson Elementary and Kamiak Elementary schools are not included in these calculations because these schools participate in the Community Eligibility Provision (CEP) are not required to be included in the Paid Lunch Equity tool.
- Franklin Elementary for school year 2026-2027 meets the House Bill 1238 RCW 28A.235.135 eligibility for free meals for all students.
Per OSPI Child Nutrition, “RCW 28A.235.135 requires LEAs to provide breakfast and lunch at no cost to students enrolled at elementary schools where 30% or more of enrolled children are eligible for free or reduced-price meals. The state legislature also provided supplemental funds to ensure all meals served at qualifying elementary schools will be reimbursed at the federal free rate. RCW 28A.235.135 does not supersede RCW 28A.235.300 which requires the operation of the USDA Community Eligibility Provision (CEP) at schools with an Identified Student Percentage (ISP) of 40% or greater.” Eligibility is determined annually based on the previous year’s October Building Data. In October 2025 32.97% of the students attending Franklin Elementary qualified for free or reduced priced meals.

Therefore, the paid lunch eligibility meal pricing is based on anticipated paid lunches sold at Sunnyside Elementary, Lincoln Middle School, and Pullman High School.



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

To meet the required meal price increases I propose the following increases in the price of paid lunches:

Elementary School	\$0.10 to \$3.40 per lunch
Lincoln Middle School	\$0.10 to \$3.65 per lunch
Pullman High School	\$0.10 to \$3.90 per lunch

Breakfast prices have not increased 8 years or more. Due to increasing food and supply costs I propose an increase in paid breakfast prices as follows:

Elementary School	\$0.05 to \$2.05 per breakfast
Lincoln Middle School	\$0.05 to \$2.30 per breakfast
Pullman High School	\$0.05 to \$2.50 per breakfast

Recommended Board Action:

Approve the 2026-2027 meal prices as listed above.

Motion to Approve

I move the Board adopt the 2026-2027 meal price schedule as listed above.

☐ Approved

☐ Not Approved

Date: _____ **Board Secretary Signature:** _____

Coversheet

2026-2027 Assessment Plan

Section:	V. Action Items
Item:	B. 2026-2027 Assessment Plan
Purpose:	
Submitted by:	
Related Material:	ES 2026-27 Assessment Plan 7.22.26.pdf PSD Assessment Plan 26-27 FINAL.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

2026-2027 Pullman School District Assessment Plan

Executive Summary

July 22, 2026

By: Ryan Mulvey

Assistant Superintendent

Background:

Per Policy 2090, an annual review of the assessment processes and procedures is required to determine if the purposes of the evaluation program are being accomplished. Every year the district shall utilize a variety of assessment processes to regularly assess the achievement levels of all students. These assessments shall include state-mandated standardized tests, district tests and surveys, and a variety of teacher-designed tools.

Recommended Board Action:

Approval of 2026-2027 Assessment Plan.

Motion to Approve

I move that we approve the 2026-2027 Assessment Plan for the Pullman School District.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____



Pullman School District Assessment Plan 2026-2027

Assessment Program	Grade Level	2026-2027 Testing Window	Notes
District Assessments			
MAP: (Measures of Academic Progress) • Reading (Language Use optional) • Math	Grades K – 8, some 9-12	Fall: September 7 - September 25 Winter: January 25 - February 12 Spring: May 10 - June 4	Second Grade takes: • 2-5 version for reading • K-2 version for math Audio for math is required at all grade levels.
DIBELS: (Dynamic Indicators of Basic Early Literacy Skills) • Reading	Grades K-5	Fall: Grades 2-5 September 7 - 11 Fall: Grades K-1 October 12 - 16 Winter: K-5 January 11 - 22 Spring: K-5 May 17 - June 4	Benchmark DIBELS will be administered by CORE+ staff. Progress monitoring of the lowest strand will be completed by classroom teachers. Composite scores will be utilized to establish Ambitious Zones of Growth Goals.
AP Testing: (Advanced Placement)	Grades 9-12	May 3 - 7 May 10 -14	Optional: testing is open to any students who would like to participate in AP testing. List of complete dates and times for each subject to be determined.
<u>Student Universal Wellness Screener</u>	Grades K - 12	TBD	A 15-question screener in the areas of social, emotional, belonging, and feelings about academics.



Pullman School District Assessment Plan 2026-2027

Assessment Program	Grade Level	2026-2027 Testing Window	Notes
State Assessments - Standard			
<u>SBA - Summative:</u> (Smarter Balanced Assessments) • ELA • Math	Grades 3 – 8, 10, & 11*-12*	March 1 - May 28	*Available to students who have not yet passed the ELA and/or math assessment and want to use as a pathway to demonstrate post-secondary career or college readiness or who previously tested and would like to attempt a higher score.
<u>SBA - Interim:</u> (Smarter Balanced Assessments) • ELA • Math	Grades 3 – 8, 10, & 11	TBD	Grade level teams need to create a plan for administering interims and submit by Oct. 4
<u>WCAS:</u> (Washington Comprehensive Assessment of Science) • Science	Grades 5, 8, & 11	April 12 - June 2	
<u>WA-AIM:</u> (Washington Access to Instruction & Measurement) • ELA • Math • Science	Math & ELA: Grades 3-8 & 10 Science: Grades 5, 8, & 11	January 265 - May 7 (2 data points advised – six weeks between pre & post assessment)	Students with significant cognitive disabilities may participate in this assessment as an alternative to SBA and WCAS assessments for the purpose of meeting accountability and demonstrating post-secondary career or college readiness.



Pullman School District Assessment Plan 2026-2027

Assessment Program	Grade Level	2026-2027 Testing Window	Notes
State Assessments – Standard, continued.			
<u>WaKIDS:</u> (Washington Kindergarten Inventory of Developing Skills) • Social-emotional • Language • Physical • Literacy • Cognitive • Math	Grade K	Fall: November 16 Winter: March 15 Spring: June 14	Required for all kindergarten students in the fall. Some students will be re assessed in the spring in the cognitive and language domains only.
<u>Primary Reading:</u> State mandated oral assessment of fluency & accuracy	Grade 2 (Fall DIBELS)	September 7 - 11	This is a second grade reading assessment administered via paper/pencil.

<u>OSPI Developed Assessments/CBA:</u> (Classroom Based Assessments) • Social Studies • The Arts • Health & Physical Education • Educational Technology	Grades K – 12	Completed By May 2	Required for: • Civics: ○ At least grades 4 or 5, 7 or 8, and 11 or 12 • The Arts: ○ At least one grade at each school • Health: ○ At least one grade at each school • Physical Education: ○ At least one grade at each school Optional for: • Social Studies (other than civics) • Educational Technology
--	---------------	--------------------	---



Pullman School District Assessment Plan 2026-2027

Assessment Program	Grade Level	2026-2027 Testing Window	Notes
State Assessments – English Language Proficiency Washington State has adopted the WIDA English Language Development Standards Framework and will transition into using the new standards and related assessments in the 2021-22 school year. WIDA is a 40-state consortium that promotes educational equity for multilingual learners through language development standards, assessments, and high-quality professional learning for P-12 educators.			
<u>WIDA Screener for Kindergarten and WIDA Screener</u>	Grades K - 12	August 26 – June 11, 2027 Administered no later than the student's 10th day of attendance	Required for newly enrolled students who first learned or actively speak a language other than English at home, as well as newly enrolled Native American students who are academically at risk. K is only offered via paper/pencil, 1-12 is online.

<u>WIDA ACCESS Annual Test</u> Assesses language proficiency growth of Multilingual learners. • Reading • Listening • Writing • Speaking	Grades K - 12	January 25 - March 19	Required annually for all qualified Multilingual Learners.
<u>WIDA Alternative ACCESS</u>	Grades K-12	January 25 - March 19	Students with significant cognitive disabilities may participate in this assessment as an alternative to WIDA ACCESS for the purpose of meeting the annual requirement for all qualified Multilingual Learners.



Pullman School District Assessment Plan 2026-2027

Links to additional information:

- Program specific information: Click on hyperlinked Assessment Program titles above
- Washington Comprehensive Assessment Program (WCAP) Portal: <https://wa.portal.cambiumast.com>
- OSPI Assessment Overview: <http://www.k12.wa.us/assessment/StateTesting/default.aspx>
- State Testing Timelines/Calendar: <http://www.k12.wa.us/assessment/StateTesting/timelines-calendars.aspx>
- Multiple Pathways to Graduation: <https://ospi.k12.wa.us/student-success/graduation/graduation-pathways>
- Graduation Class Graduation Pathways: <https://ospi.k12.wa.us/student-success/graduation>

Coversheet

Board Policy 6100 Revenues from Local, State & Federal Sources

Section:	V. Action Items
Item:	C. Board Policy 6100 Revenues from Local, State & Federal Sources
Purpose:	
Submitted by:	
Related Material:	Executive Summary Policy 6100.pdf 6100 Revenues-Local, State and Federal Sources 7.22.26.pdf



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

Policy 6100 Revenues-Local State and Federal Sources

An Executive Summary

July 22, 2026

Dani Lynas

Finance Director

Background:

Policy 6100 changes include:

- Minor word and format changes.
- Added language for Native American grant requirements.

Recommended Board Action:

Approval of Policy 6100.

Motion to approve:

I move that we approve the adoption of Policy 6100 Revenues-Local State and Federal Sources.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

6100

Page 1 of 4

MANAGEMENT SUPPORT

Revenues from Local, State & Federal Sources

~~The Pullman School District Board of Directors recognizes the following revenue sources:~~

I. Policy Statement

~~The district will manage and expend revenues from local, state, and federal sources in compliance with applicable state and federal requirements, ensuring transparency, audit readiness, and alignment with the state's program of basic education.~~

II. ~~Use of Local Revenues for Enrichment~~ Revenues from Local Resources

~~Pursuant to RCW 28A.150.276, A~~Hall local revenues will be used only for documented and demonstrated enrichment of the state's program of basic education.

Local revenues include the following:

- Enrichment levies collected under RCW 84.52.053;
- Local effort assistance funding received under chapter 28A.500 RCW; and
- Other local revenues such as, but not limited to, grants, donations, state and federal payments in lieu of taxes, or any local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250.

Enrichment of the state's program of basic education includes supplementing the following:

- The minimum instructional offerings of RCW 28A.150.220 or 28A.150.260;
- The staffing ratios or program components of RCW 28A.150.260, including providing additional staff for class size reduction beyond class sizes allocated in the prototypical school model and additional staff beyond the staffing ratios allocated in the prototypical school formula;
- The program components of RCW 28A.150.200, 28A.150.220, or 28A.150.260; or
- The program of professional learning as defined by RCW 28A.415.430 beyond that allocated pursuant to RCW 28A.150.415.

The district can pay for the following with local revenues:

- Extracurricular activities;
- Extended school days;
- An extended school year;
- Additional course offerings beyond the minimum instructional program established in the state's statutory program of basic education;
- Activities associated with early learning programs;
- Any additional salary costs attributable to the provision or administration of permitted enrichment activities; and
- Additional activities or enhancements that the office of the superintendent of public instruction determines to be documented and demonstrated enrichment and for which the superintendent approves proposed expenditures during the preballot approval process required by RCW 84.52.053 and 28A.505.240.

The district will follow the following process for ~~Enrichment Levies:~~

- As necessary, the district will consider ~~the necessity of~~ requesting voter approval of an enrichment levy. ~~excess property tax to be collected in the year following voter approval.~~ Such a levy, ~~if any,~~ will be for an ~~in that~~ amount permitted by law, ~~which the board~~

Pullman School District Board Policy

6100

Page 2 of 4

~~determines necessary to provide educational services beyond those provided by state appropriations.~~

- The board will solicit advice from staff and community members prior to establishing the amount and purposes of the ~~special~~ levy request.
- The ~~special~~ levy ~~being collected~~ will be presented by program and expenditure in the district's annual descriptive guide for community members as required by law. ~~In addition, districts must report their planned usage of levy proceeds to OSPI prior to the levy going to ballot as required by law.~~
- OSPI must approve the district's expenditure plan for the enrichment levy before the district can submit the levy to the voters.

The district will respond ~~Response~~ to ~~Audit Findings~~ audit findings on the ~~Use-use~~ of ~~Local-local~~ Revenues-revenues as follows:

- As part of the state auditor's regular financial audit, it will review the district's expenditures to ensure they are in compliance with RCW 28A.150.176276, the statute that limits the district's use of local revenues to supplementing the state's basic education program.
- Within 30 days of receiving the auditor's findings, the board will hold a public hearing to review the findings.

III. Revenues from State Resources

~~The responsibility for financing~~ Financing public education in Washington falls primarily upon the state. To provide educational services beyond the levels possible under the basic education allocation, the district must depend upon state and federal special purpose funding programs and grants or enrichment ~~excess property tax~~ levies approved by district voters.

~~The~~ For example, the state provides special purpose appropriations for programs of transportation, for children with disabilities and for such other programs as it deems appropriate to assist schools.

~~When~~ If the superintendent or designee identifies an optional state grant and determines that ~~where in the superintendent's or designee's reasonable professional judgment~~ the benefits of and advantages from accepting the grant outweigh the costs a report may be provided to the board describing the benefits will receive a report and the costs associated with accepting the grant. After reviewing the report, the board may formally authorize accepting the grant ~~participation~~.

IV. Revenues from the Federal Government

The ~~objective of the board is~~ district seeks to provide the best educational services possible within available ~~resources available to the district~~. Federal grants and programs may provide helpful financial resources towards pursuing that objective. When it is optional for the district to participate in a federally funded program, the board will receive detailed analysis from the staff regarding both the advantages to be realized from the program and the additional costs in terms of staff time, impact on existing programs, and new obligations that the program may require. Before authorizing participation in such a program, the board will first determine that the advantages outweigh the disadvantages and that the program will not detract from other programs already in operation.

The ~~board~~ district agrees to comply with all applicable federal and state requirements that may be a condition to receipt of federal funds including, but not limited to:

- Maintenance of fiscal records that show the receipt and disposition of federal funds;
- Provision for eligible private school students to participate in programs and/or services designed for the educationally disadvantaged as well as other programs that are supported

Pullman School District Board Policy

6100

Page 3 of 4

by federal funds;

- Provision for testing to identify target students as well as to measure program results; and
- Provision for staff and parent involvement, program planning, budget development, and program evaluation.

The district agrees to comply with Title I requirements pertaining to the implementation of internal controls for travel, contracted services, training, and capital outlay purchases and expenditures. The following controls are established for the Title I program:

- ~~1.~~ All Title I funded purchases and expenditures will be directly related to allowable Title I activities and services that are necessary to carry out the objectives of the current program effectively, and for the benefit of eligible participants;
- ~~2.~~ Title I purchases and expenditures will be restricted to those incurred by persons with direct Title I duties and responsibilities and/or that benefit only eligible Title I participants;
- ~~3.~~ Title I funded in-service trainings will be directly related to specific Title I program activities and provided only to persons with Title I program responsibilities and duties; and
- ~~4.~~ Appropriate documentation of all Title I purchases and expenditures incurred will be maintained for accountability and audit purposes.

The district further assures that a district-wide salary schedule is in effect and that the staff are assigned equitably among schools. Instructional material will also be distributed equitably among all schools. The board grants authority to directors and staff to participate in the development of any state and/or federal regulations deemed to be necessary for the implementation of federally-funded programs.

V. Federal Impact Funds (~~Indian~~)

Federal impact funds are provided to the district as a supplement to taxes and other revenue sources. State appropriated funds and local taxes contribute to the development and implementation of a basic education program for all students enrolled in the district. The district will follow federal requirements, including providing parents of “Native American children” (as defined in 34 C.F.R. § 222.90 as “Indian children”) ~~gives assurance that tribes and parents of Indian children will be afforded with~~ the opportunity to make recommendations regarding the needs of their children ~~and will be involved in the planning and development of the basic education program,~~ including those educational programs and services to be provided with federal impact funds. ~~Indian-Native American children that are~~ students of the district will have the equal opportunity to participate in the district's program with other students.

Recognizing that the board is the ultimate authority in defining the educational program of the district, the superintendent or designee will establish procedures to assure the involvement of the tribes and parents of ~~Indian students~~ Native American children in the development of the basic education program, including the education services to be provided with federal impact funds and the participation of ~~Indian children~~ Native American children in the program on an equal basis. The superintendent or designee will provide opportunities for parents and members of the tribal council to suggest if any policy and/or procedure changes as well as program changes are necessary to better serve the needs of the Native American children who are students of the district ~~Indian students.~~

Pullman School District Board Policy

6100

Page 4 of 4

The district will review its policy annually to ensure it complies with and is implemented in accordance with 34 CFR § 222.94. If the district determines, after input from the tribe and parents of Native American children, that its policy and procedure do not meet the requirements of this regulation, the district will amend its policy and procedure to conform to those requirements within 90 days of its determination. If the district amends its policy and procedure, it shall, within 30 days, send a copy of the amended policy or procedure to (i) the Impact Aid Program Director for approval; and (ii) the affected tribe or tribes.

Legal References:

~~RCW 28A.150.230 District school directors' responsibilities~~

~~RCW 28A.150.250 Annual basic education allocation — Full funding — Withholding of funds for noncompliance~~

~~RCW 28A.300.070 Receipt of federal funds for school purposes — Superintendent of public instruction to administer~~

~~RCW 84.52.0531 Levies by school districts — Maximum dollar amount for maintenance and operation support — Restrictions — Maximum levy percentage — Levy reduction funds — Rules.~~

~~Chapter 180-16 WAC State Support of Public Schools~~

~~Public Law 81-874 Impact Aid~~

Management Resources:

~~2019 — March 2019 Policy Issue~~

~~2018 — June Policy Alert~~

~~2017 — July Issue~~

Cross References:

~~Board Policy 6020~~ ~~System of Funds and Accounts~~

Legal References:

~~RCW 28A.150.230~~ ~~District school directors - responsibilities~~

~~RCW 28A.150.250~~ ~~Annual basic education allocation — Full funding — Withholding of funds for noncompliance~~

~~RCW 28A.300.070~~ ~~Receipt of federal funds for school purposes — Superintendent of public instruction to administer~~

~~RCW 84.52.053~~ ~~Levies by school districts — Maximum dollar amount for maintenance and operation support — Restrictions — Maximum levy percentage — Levy reduction funds — Rules.~~

~~Chapter 180-16 WAC~~ ~~State Support of Public Schools~~

~~Public Law 81-874~~ ~~Impact Aid~~

Management Resources:

~~2026 — July Policy Issue~~

~~2019 — July Policy Issue~~

~~2019 — March 2019 Policy Issue~~

~~2018 — June Policy Alert~~

~~2017 — July Issue~~

Classification: Critical

Adoption Date: April 14, 1999

Revised Date: April 2006

Revised Date: December 12, 2018

Revised Date: August 14, 2019

Coversheet

Annual Organizational Meeting

Section:	V. Action Items
Item:	D. Annual Organizational Meeting
Purpose:	
Submitted by:	
Related Material:	Representatives and Committee Appointment 2026-27.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

2026-2027 Annual Organizational Meeting
Representatives and Committee Appointment

Committees of the board may be created by a majority of the board. The board president will appoint board members to serve on such committees, the purpose and terms of which will be determined by a majority vote of the board. Board committees will be limited to two members.

According to policy 1210, the board president will appoint board members to serve on committees. The board can review and appoint or re-appoint board members to serve as the board representatives for the following committees:

Committee / Representative	Board Member
WIAA Representative	1) Stephanie Horn <i>Alternate: Arron Carter</i>
Legislative Representative	1) Deena Bayoumi
Board Policy Representative	1) Stephanie Horn 2) Arron Carter
District Finance Committee	1) Lisa Waananen Jones 2) Craig Nelson <i>Alternate: Deena Bayoumi</i>
District Facilities Committee	1) Arron Carter
Curriculum Advisory Committee	1) Stephanie Horn
District Wellness Committee	1) Craig Nelson
District Sustainability Committee	1) Deena Bayoumi
DEIB Citizens Task Force	1) Deena Bayoumi <i>Alternate: Lisa Waananen Jones</i>
Parent Resource Partnership	1) Lisa Waananen Jones
Communications Advisory Committee	<i>Removing as standing committee but can convene if necessary</i>
Strategic Planning Steering Committee	<i>Removing as standing committee but can convene if necessary</i>

Other Committees – For Your Information

WSSDA Nominating Committee	
OSPI School Facilities and Organization Citizen Advisory Panel	

Board Liaisons – 2026-2027

Franklin Elementary – Craig Nelson
 Jefferson Elementary – Lisa Waananen Jones
 Sunnyside Elementary – Stephanie Horn
 Kamiak Elementary – Arron Carter

Lincoln Middle School – Deena Bayoumi
 Pullman High School – Stephanie Horn / Arron Carter

Coversheet

2161 Special Education and Related Services for Eligible Students

Section: VI. Discussion Items
Item: A. 2161 Special Education and Related Services for Eligible Students
Purpose:
Submitted by:
Related Material:
ES 2161 Special Education-Related Srvcs for Eligible Students 8.12.2026.pdf
2161 Spec Education-Related Srvcs for Elig Students 8.12.26.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

2161 Special Education and Related Services for Eligible Students

Executive Summary

August 12, 2026

Dom Ventresco

Assistant Director of Special Services

Background:

Policy 2161 Special Education and Related Services for Eligible Students has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has updated this model policy by removing language that is redundant to Board Procedure 2410 High School Graduation Requirements.

Recommended Board Action:

Approval of Board Policy 2161 Special Education and Related Services for Eligible Students.

Motion to Approve

I move to approve the revisions to Policy 2161 Special Education and Related Services for Eligible Students.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

2161

Page 1 of 2

INSTRUCTION

Special Education and Related Services for Eligible Students

The Pullman School District Board of Directors recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

~~Commencement Exercises/Certificate of Attendance~~

~~In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. Students with an IEP who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. Students with an IEP will receive a certificate of attendance until they complete their credits for graduation.~~

The ~~district~~ superintendent or designee will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross-references:

Board Policy, 2162 2162/P	Education of Students with Disabilities under Section 504
Board Policy, 2163 2163/P	Response to Intervention
Board Policy, 2410 2410/P	High School Graduation Requirements
Board Policy, 3234 3231/P	Student Records
Board Policy, 3244 3241/P	Student Discipline
Board Policy, 3246 3246/P	Restraint and Isolation and Other Uses of Reasonable Force
Board Policy, 4217 4217/P	Effective Communication

Legal References:

RCW 28A.605.020	Parents' Access to Classroom or School Sponsored Activities - Limitation
Chapter RCW 28A.155 RCW	Special Education
RCW 49.60	Discrimination – Human rights commission

Pullman School District Board Policy

2161

Page 2 of 2

RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 - Procedures - Definitions - Restraint of students - Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 - Procedures - Summary of incidents of isolation and restraint - Publishing to website
RCW 28A.600.486	District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.
Chapter 392-172A WAC	Rules for the Provision of Special Education
20 U.S.C. 1400 et seq	Individuals with Disabilities Education Act of 2004
42 U.S.C. 12131-12133	Americans with Disabilities Act of 1990
28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
34 CFR Part 99	Family Education Rights and Privacy Act (FERPA)
29 U.S.C. 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
34 CFR Part 300	Assistance to States for the Education of Children with Disabilities
34 CFR 303	Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

<i>Policy News</i> , December 1999	Rule Adoption Leads to Special Education Policy
<i>Policy News</i> , June 2007	Graduation Ceremonies for Special Education Students
<i>Policy News</i> , December 2007	Updated Special Education Policy and Procedure
<i>Policy News</i> , October 2009	Special Education Rules Revisions
<i>Policy Alert</i> , June 2014	
<i>Policy Alert</i> , March 2016	
<i>Policy News</i> , December 2021	
<i>Policy News</i>, July 2026	

Classification: Critical

Adoption Date: August 23, 1995

Revised Date: June 2000

Revised Date: March 28, 2001

Revised Date: March 26, 2008

Revised Date: August 8, 2012

Revised Date: March 25, 2015

Revised Date: July 27, 2016

Revised Date: May 9, 2018

Revised Date: April 27, 2022

Coversheet

3122 Excused and Unexcused Absences

Section:	VI. Discussion Items
Item:	B. 3122 Excused and Unexcused Absences
Purpose:	
Submitted by:	
Related Material:	ES 3122 Excused and Unexcused Absences 8.12.26.pdf 3122 Excused and Unexcused Absences 8.12.26.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

3122 Excused and Unexcused Absences

Executive Summary

August 12, 2026

Bob Maxwell

Superintendent

Background:

Policy 3122 Excused and Unexcused Absences has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised the model attendance policy to improve clarity, organization, and consistency while maintaining compliance with RCW Chapter 28A.225 and WAC 392-401. The revisions clarify the distinction between in-person and online attendance requirements, reorganize related provisions, and remove duplicative or procedural language from the policy. The proposed revisions are intended to ensure the policy and accompanying procedure are clearly differentiated and work together effectively.

Recommended Board Action:

Approval of Board Policy 23122 Excused and Unexcused Absences.

Motion to Approve

I move to approve the revisions to Policy 3122 Excused and Unexcused Absences.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Policy

3122

Page 1 of 8

STUDENTS

Excused and Unexcused Absences

Upon enrollment and at the beginning of each school year, the District shall inform students and their parents/guardians that students are expected to attend classes each day, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the District in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy.

The superintendent will enforce the District's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

The District will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent.

Parents will be required to date and acknowledge review of this information online or in writing.

The District Must Take Attendance Daily

The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

What Constitutes an Absence?

I. Absence Defined

I. Definition of Absence

A. Absence from in-person learning

A student is absent from in-person instruction when they are neither physically present on school grounds, nor participating in instruction, any instruction-related activity or any other district or school approve activity that is regulated by an instructional or academic accountability system, such as participation in district-sponsored sports, at an approved location.

A full day absence is when a student is absent for fifty percent or more of their scheduled day.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

WAC 392-401-015 states the definition of an absence:

C. A student is absent from in-person instruction when they are:

1. Not physically present on school grounds; and
2. Not participating in the following activities at an approved location:
 - a. Instruction; or
 - b. Any instruction-related activity; or

Pullman School District Policy

3122

Page 2 of 8

~~e.—Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.~~

~~H.~~ **B. Definition of absence** Absence from s~~Synchronous~~ Online Instruction and asynchronous instruction

~~(1)~~ A student is absent from synchronous online instruction when the student is does not log in to the synchronous meeting ~~/or~~ class. ~~(2)~~

C. Absence from Asynchronous Online Instruction

A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. (3) Evidence of student participation in in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

~~III.~~ **II. Students Must Be in Attendance for a Minimum Time for Being Considered Present**

The District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach to asynchronous online instruction that establishes what constitutes “evidence of participation.”

This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes “evidence of participation” should not be left to individual teachers.

~~IV.~~ **Presence vs. Participation**

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

~~V.~~ **Absence from Asynchronous Instruction**

~~Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes “evidence of participation.” This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes “evidence of participation” should not be left to individual teachers.~~

~~VI.~~ **Tardies**

The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a

Pullman School District Policy

3122

Page 3 of 8

truancy petition. . A school shall not convert or combine tardies into absences that contribute to a truancy petition.

~~VII.~~ Daily attendance taking

~~The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.~~

~~VIII.~~ Excused and Unexcused Absences

~~Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.~~

~~IX.III.~~ When is an Absence Excused Absences?

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. ~~The following principles will govern the development and administration of attendance procedures within the district:~~

- A. Absences due to the following reasons are excused:
 1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
 2. Family emergency including, but not limited to, a death or illness in the family;
 3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 4. Court, judicial proceeding, court-ordered activity, or jury service;
 5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
 7. Absence directly related to the student's homeless or foster care/dependency status;
 8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;

Pullman School District Policy

3122

Page 4 of 8

9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
 10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 11. Absences due to a student's migrant status; and
 12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.
 13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.
- B. In the event of emergency school facility closure due to COVID-19a global pandemic, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:
1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
 2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
 3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
 4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

~~The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.~~

- ~~1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.~~
- ~~2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.~~
- ~~3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more~~

~~excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an Individualized Education Program or a plan developed under Section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.~~

~~This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.~~

X.IV. When is an Absence Unexcused Absences?

~~A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it is for any reason identified as an excused absence meets one of the criteria above or in administrative procedure for an excused absence.~~

~~B. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.~~

~~C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.~~

~~D. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.~~

~~E. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:~~

~~1. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.~~

~~2. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.~~

Pullman School District Policy

3122

Page 6 of 8

- ~~3. For any child with an existing Individualized Education Plan or Section 504 plan, these steps must include the convening of the child's Individualized Education Plan or Section 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.~~

~~Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.~~

- ~~4. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.~~

~~The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.~~

~~XLV.~~ **Tardies and Disciplinary Actions**

~~A. Students shall will not be counted absent for purposes of attendance or truancy when the student if:~~

- ~~1. A. They have Has been suspended, expelled, or emergency removed pursuant to chapter 392-400 WAC;~~
 - ~~2. B. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and~~
 - ~~3. C. The student is Is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.~~
- ~~B. A full day absence is when a student is absent for fifty percent or more of their scheduled day.~~
- ~~C. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.~~

~~A student shall be considered absent if they are on school grounds but not in their assigned setting.~~

~~XII.VI.~~ **Tiered response system for student absences**

~~WAC 392-401A-045 requires:~~

~~School The districts District must maintain to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely~~

interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- A. Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- B. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- C. Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- D. A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
 - 1. A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - 2. School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
 - 3. Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
 - 4. Referral to community-based organizations;
 - 5. Documentation of the attempts to reach student and family; and
 - 6. A required sequence of steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. These adults may include the student's caseworker, educational liaison, attorney if one is appointed, parents or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

XIII.VII. Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Pullman School District Policy

3122

Page 8 of 8

Cross Reference:

Board Policy, 31203 120/P	Enrollment
Board Policy, 32303 230/P	Student Privacy and Searches
Board Policy, 3241 3241/P	Student Discipline
Board Policy, 4218 4218	Language Access

Legal Reference:

Chapter 28A.225	Compulsory school attendance and admission
RCW 13.34.300	Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 392-401 WAC	Statewide definition of absence for the 2020-21 school year excused and unexcused

Management Resources:

[2026 – July Policy Issue](#)
 2023 – July Policy Issue
 2022 – July Policy Issue
 2020- September Policy Alert
 2018- August Issue
 2016 – July Policy Issue
 2015 – June Policy Issue
 2012 – December Issue
 2011 – December Issue
 Policy News, June 2001 More Tweaking of Becca Petitions

Classification: ~~Essential~~ Critical

Adoption Date: July 10, 1990
Revised Date: March 25, 1992
Revised Date: August 11, 1993
Revised Date: December 11, 1996
Revised Date: June 13, 2012
Revised Date: September 9, 2015
Revised Date: September 27, 2017
Revised: December 13, 2017
Revised: March, 13 2019
Revised: October 28, 2020
Revised: July 28, 2021
Revised: August 10, 2022
Revised: August 23, 2023

Coversheet

2410 High School Graduation Requirements

Section:	VI. Discussion Items
Item:	C. 2410 High School Graduation Requirements
Purpose:	
Submitted by:	
Related Material:	ES 2410 High School Graduation Requirements 8.12.26.pdf 2410 HS Grad Requirements 8.12.26.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

2410 High School Graduation Requirements

Executive Summary

August 12, 2026

Ryan Mulvey

Assistant Superintendent

Background:

Policy 2410 High School Graduation Requirements has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised the policy and procedure to align with recent legislative changes affecting High School and Beyond Plans (HSBPs), special education transition planning, Running Start, and postsecondary financial aid applications. WSSDA has also removed statutory language and instead references current state law to ensure the policy remains aligned with legislative requirements.

Key updates include:

- HSBP and IEP Transition Planning: Requires integration between the statewide HSBP platform and IEP transition planning systems to reduce duplicative planning and paperwork for students receiving special education services.
- Running Start: Temporarily reduces the maximum Running Start enrollment from 1.4 to 1.3 FTE for the 2026–27 and 2027–28 school years.
- Financial Aid Applications: Requires the statewide HSBP platform to import FAFSA/WASFA completion data, allowing students, families, and staff to track financial aid application status.

Recommended Board Action:

Approval of Board Policy 2410 High School Graduation Requirements.

Motion to Approve

I move to approve the revisions to Policy 2410 High School Graduation Requirements.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy

2410

Page 1 of 2

INSTRUCTION

High School Graduation Requirements

The Pullman School District Board of Directors will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Cross References:

Board Policy 2418 2418 /P	Waiver of High School Graduation Credits
Board Policy 3110 3110 /P	Qualification of Attendance and Placement
Board Policy 3241 3241 /P	Student Discipline
Board Policy 3520 3520 /P	Student Fees, Fines, Charges

Legal References:

RCW 28A.150.220	Basic education – Minimum instructional requirements – Program accessibility- Rules
RCW 28A.230.090	High school graduation requirements or equivalencies—High school and beyond plans – Career and college ready graduation requirements and waivers - Reevaluation and report by state board of education—Language requirements— Credit for courses taken before attending high school—Postsecondary credit equivalencies
RCW 28A.090.097	Career and technical high school course equivalencies
RCW 28A.230.330	Inclusion of American Indian peoples culture in state history and government courses—Instruction in American sign language or American Indian languages satisfies language requirement.
RCW 28A.230.710	Graduation pathway options.
RCW 28A.230.720	Graduation pathway options—Review and monitoring—Participation data
RCW 28A.230.700	Purpose of diploma—Elements of obtainment.
RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.122	International baccalaureate diplomas
RCW 28A.230.212	High school and beyond plans—Substantive requirements
RCW 28A.600.500	Graduation Ceremonies – Tribal Regalia
RCW 28A.600.300-400	Running start program
RCW 28A.600.402	Running start program—Funding levels--Report
RCW 28A.600.275	Dual credit programs and other advanced courses—Notification to parents
RCW 28A.635.060	Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding diplomas – suspension and restitution – Community Service program as alternative – Publication of information on withheld diplomas – Students rights protected
RCW 28A.655.250	Graduation pathway options
RCW 28A.655.260	Graduation pathway options—Review and monitoring—Participation data
WAC 180-51	High School graduation requirements
WAC 392-121-182	Alternative Learning Experience Requirements
WAC 392-169	Special service programs running start program
WAC 392-348	Secondary Education
WAC 392-410	Courses of studies and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents- Items – Timelines

~~EHB 1450~~

Management Resources:

Pullman School District Board Policy

2410

Page 2 of 2

Policy News, July 2026

Policy News, August 2024
Policy News, December 2023
Policy News, December 2020
Policy News, May 2018
Policy News, October 2017
Policy News, October 2015
Policy News, December 2014
Policy and Legal News, September 2013
Policy News, October 2011
Policy News, June 2010
Policy News, April 2009
Policy News, February 2009
Policy News, August 2007
Policy News, October 2004
Policy News, February 2004
Policy News, December 2000
Policy News, April 1999

One health class required for graduation must now include instruction in CPR and use of AED
 Policy Manual Revisions
 High School Proficiency Examination
 High School Graduation Requirements (Class of 2009)
 High School Graduation Requirements
 Graduation Requirements Modified by Legislature
 Graduation Requirements: High School and Beyond Plans
 High School Graduation Requirements
 2004 High School Graduation Requirements Adopted
 Variations Complicate College Credit Equivalencies

Classification: ~~Essential~~Critical

Adoption Date: July 14, 1993
Revised Date: April 6, 1994
Revised Date: April 27, 1994
Revised Date: January 14, 1998
Revised Date: September 20, 2000
Revised Date: January 31, 2001
Revised Date: August 2001
Revised Date: July 2004
Revised Date: January 2005
Revised Date: August 2005
Revised Date: August 2006
Revised Date: December 2007
Revised Date: March 10, 2010
Revised Date: August 8, 2012
Revised Date: December 11, 2013
Revised Date: January 28, 2015
Revised Date: April 27, 2016
Revised Date: May 23, 2018
Revised Date: January 8, 2020
Revised Date: April 28, 2021
Revised Date: June 12, 2024
Revised Date: September 25, 2024

Coversheet

2026-2027 State and Federal Grants Approval

Section:	VI. Discussion Items
Item:	D. 2026-2027 State and Federal Grants Approval
Purpose:	
Submitted by:	
Related Material:	ES 2026-27 State and Federal Grants Approval 8.12.26.pdf PSD 2026-27 Grant Matrix.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

2026-2027 State and Federal Grants Approval

Executive Summary

August 12, 2026

Ryan Mulvey

Assistant Superintendent

Background:

Each year our district applies for multiple state and federal grants (for a complete list please see the attached grant matrix.) With the exception of the state highly capable grant which requires separate action, our board of directors takes action to approve these grants.

Recommended Board Action:

Approval of 2026-2027 State and Federal Grants.

Motion to Approve

I move that we approve the adoption of 2026-2027 State and Federal Grants.

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District 2026-27 Annual State & Federal Grants Matrix

Grant Name	2026-27 Allocation	2025-26 Allocation	Difference	Proposed Activities	School(s)	Purpose and Funding Overview
Federal Funds for Special Education (IDEA) Part B & Sec 611	539,460	\$528,630	+10,830	Teacher, paraeducators, preschool services, supplies, contract services, transition services, assistive technology	All schools	Provides financial assistance for students needing specially designed instruction.
Federal Funds for Special Education (IDEA) Preschool Part B Sec. 619	\$10,708	\$10,067	+641	Contracting with Community Child Care Center	Head Start / CCCC	Provides financial assistance for preschool special education.
State Funds for Special Education	\$6,077,875	\$6,045,932	+31,943	Teachers, paraeducators, materials & supplies	All schools	Financial assistance for students needing specially designed instruction.
Federal Funds for Title I, Part A	\$701,165	\$679,086	+22,079	Intervention teachers/paras, PD, materials	Jefferson, Kamiak	Supports students at greatest risk of not meeting standards.
Federal Funds for Title II, Part A	\$105,589	\$100,641	+\$4,948	0.5 Instructional Coach, PD	All schools	Improve teacher and principal quality.
Federal Funds for Title III	\$18,884	\$19,267	(\$383)	Professional development & paraeducator	All schools	Support English learners.
Federal Funds for Title IV	\$49,687	\$39,982	+\$9,705	Mental health, CiHS tuition, PD	All schools	Well-rounded education, technology, student supports.
State Funds for TBIP	\$281,590	\$296,393	(\$14,803)	ELD teachers & paras	All schools	Support multilingual learners.
Federal Funds for Perkins CTE	Not yet posted	\$31,126	n/a	PD and instructional materials	PHS	Support Career & Technical Education.
State Funds for LAP	\$769,390	\$686,412	+\$82,978	Intervention teachers/paras, PD, materials	All schools	Supplemental academic services.
State Funds for LAP High Poverty	\$232,490 JES - \$122,333 KES - \$110,157	\$110,754 (JES Only)	+\$121,736	SEL Specialist, paras	JES & KES	LAP-aligned supports.
State Funds for Highly Capable Program	\$86,487	\$85,442	+\$1,045	Instructional Coach, PD, testing, materials	All schools	Support highly capable students.

Coversheet

Board Policy – Social Media Use for Board Directors

Section:	VI. Discussion Items
Item:	E. Board Policy – Social Media Use for Board Directors
Purpose:	
Submitted by:	
Related Material:	ES Discussion - Social Media Policy for Board Directors 8.12.26.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

Board Policy Discussion – Social Media Use for Board Directors

Executive Summary

August 12, 2026

Arron Carter

School Board President

Background:

There has been interest among Board and community members to review, update, and strengthen our policy about social media use. Identifying the proper use of social media as Board members, and the ethics associated with its use will be essential given the current place social media has in our society. The Board recently met in a work session to discuss potential updates to the policy and considerations for Board member social media use. The Board will provide an update on that discussion and potential next steps.

Recommended Board Action:

Motion to Approve

☐ Approved

☐ Not Approved

Date: _____

Board Secretary Signature: _____

Coversheet

Administrative Requirements Update

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



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

Monthly Administrative Requirements

August

****REMINDER – ALL volunteers must complete a new volunteer packet each year**

- ☐ New Employee Orientation
 - *Person(s) Responsible: Supt, HR Mgr, Finance Dir, & Principals*
- ☐ Title I Parental Involvement Meetings
 - *Person(s) Responsible: Asst. Supt & Program Mgr – State & Federal Prog*
- ☐ McKinney-Vento Data Collection
 - *Person(s) Responsible: Asst. Supt & Program Mgr – State & Federal Prog*
- ☐ Revise Crisis Plan
 - *Person(s) Responsible: Exec. Dir of Operations*
- ☐ Small Works Roster
 - *Person(s) Responsible: Exec. Dir of Operations & Maintenance Supervisor*
- ☐ Budget Hearing & Adoption
 - *Person(s) Responsible: Finance Director*
- ☐ National School Lunch & Breakfast Application
 - *Person(s) Responsible: Exec. Dir of Operations & Nutrition Services Supervisor*
- ☐ Free & Reduced Applications
 - *Person(s) Responsible: Exec. Dir of Operations & Nutrition Services Supervisor*
- ☐ Food Service Bids
 - *Person(s) Responsible: Exec. Dir of Operations & Nutrition Services Supervisor*
- ☐ Gas/Diesel Bids
 - *Person(s) Responsible: Exec. Dir of Operations & Transportation Supervisor*
- ☐ Annual Bus Mileage Report 1021
 - *Person(s) Responsible: Exec. Dir of Operations & Transportation Supervisor*
- ☐ Required Annual Published Notifications
 - *Person(s) Responsible: Admin. Asst. to Supt. & Supt. (must go in newsletter/email to all parents)*
- ☐ Minimum Basic Education Compliance Review
 - *Person(s) Responsible: Admin. Asst. to Supt. & Supt.*
- ☐ Staff Directory (will need updates from secretaries)
 - *Person(s) Responsible: District Office Asst.*
- ☐ Update & Distribute Extension list (will need updates from secretaries)
 - *Person(s) Responsible: District Office Asst*
- ☐ Credit and Clock Hours for Certificated Staff
 - *Person(s) Responsible: HR Manager*
- ☐ Reminders to all staff: professional development procedures, Red Rover information, personal leave procedures
 - *Person(s) Responsible: HR Manager*
- ☐ Voc Ed Final Report
 - *Person(s) Responsible: CTE Director & PHS Principal*
- ☐ Collect Data Sharing Agreement – Disclosure of Free/Reduced-Price Information from identified staff members
 - *Person(s) Responsible: Nutrition Services Supervisor*
- ☐ Provide Pullman Police Department with data collected annually by the district as outlined in 4311P for review by the Pullman Police Advisory Committee
 - *Person(s) Responsible: Executive Director of Operations*

September

- ☐ Submit IDEA & IDEA Preschool Budget
 - *Person(s) Responsible: Director/Asst Dir of Special Services*
- ☐ Title II End of Year Report:
 - *Person(s) Responsible: Asst. Supt & Program Mgr – State & Federal Prog*
- ☐ Review/Update Policy 2161/P: Special Education
 - *Person(s) Responsible: Director/Asst Dir of Special Services*
- ☐ Payroll Yearly Revision of Staff Records
 - *Person(s) Responsible: Finance Director*
- ☐ Annual Report Cards Communicated to Families
 - *Person(s) Responsible: Admin Asst to Supt & Principals*
- ☐ Constitution & Citizenship Day – September 17 (Principals/Teachers)
 - *We are required by federal law (enacted in December 2004) to provide students with an educational program on the United States Constitution (grades K-12). The US Department of Education offers several online resources to assist teachers and administrators in implementing programs for Constitution and Citizenship Day.*
 - *Person(s) Responsible: Principals & Teachers*
- ☐ Minimum Basic Ed Compliance Review
 - *Person(s) Responsible: Admin. Asst. to Supt. & Supt.*
- ☐ Final Submission of S275/277 Report
 - *Person(s) Responsible: HR Manager*
- ☐ Process Credit and Clock Hours for Certificated Staff
 - *Person(s) Responsible: HR Manager*
- ☐ Prepare 2024-2025 School Improvement Plans for presentation to Board
 - *Person(s) Responsible: Principals*
- ☐ Perkins Grants
 - *Person(s) Responsible: CTE Director*
- ☐ Remind staff members via email about their responsibility to report workplace injuries immediately to their supervisor
 - *Person(s) Responsible: Principals + Supervisors*
- ☐ Highly Capable Program Report to Board
 - *Person(s) Responsible: Asst. Supt*

Coversheet

Non-Substantive Policy Updates

Section:	VII. Informational Items
Item:	B. Non-Substantive Policy Updates
Purpose:	
Submitted by:	
Related Material:	3120 Enrollment 8.12.26.pdf

Pullman School District Board Policy

3120

Page 1 of 2

STUDENTS

Enrollment

The Pullman School District Board of Directors directs the superintendent or designee to develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior or convictions;
- D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
- E. Any unpaid fines or fees from other schools; and
- F. Any health conditions affecting the student's educational needs.

The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then they will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness - Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of their parents or guardians.

The district will conditionally accept applications submitted by any reasonable means, including electronic applications, for enrollment and course registration for a student of a military family who, as a result of being on active duty, having been called to active duty, or having been notified of an impending order to active duty, transferred to, or is pending transfer to, a military installation within Washington or a bordering ~~the~~ state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Pullman School District Board Policy

3120

Page 2 of 2

Legal References:

RCW 28A.225.215	Enrollment of children without legal residences
RCW 28A.225.216	Children of military families - Residency
RCW 28A.225.330	Enrolling students from other districts--requests for information and permanent records – Withheld transcripts – Immunity from liability – Notification to teachers and security personnel - Rules
WAC 392-121-108	Definitions - Enrollment exclusions
WAC 392-121-122	Definitions - Full-time equivalent students
WAC 392-121-182	Alternative learning experience requirements
WAC 392-169-022	Running Start Student--Definition

Cross Reference:

Board Policy, 2255 <u>2255</u>	Alternative Learning Experience Courses
Board Policy, 2100 <u>2100</u>	Educational Opportunities for Students with a Parent in the Military
Board Policy, 3115 <u>3115</u> /P	Students Experiencing Homelessness – Enrollment Rights and Services
Board Policy, 3143 <u>3143</u> /P	Notification and Dissemination of Information about Juvenile Offenses and Threats of Violence

Management Resources:

[Policy & Legal News, July 2026](#)
 Policy & Legal News, August 2020
 Policy & Legal News, June 2014

Adoption Date: February 1994

Classification: Essential

Revised Date: July 1996

Revised Date: October 1996

Revised Date: August 2000

Revised Date: November 8, 2017

Revised Date: September 23, 2020

Coversheet

Procedures

Section:	VII. Informational Items
Item:	C. Procedures
Purpose:	
Submitted by:	
Related Material:	2020P Course Design Selection Adopt Inst Mat 8.12.26.pdf 2161P Spec Education-Related Srvcs 8.12.26.pdf 2410P High School Grad Requirements 8.12.26.pdf 3122P Excused and Unexcused Absences 8.12.26.pdf

Pullman School District Administrative Procedure

2020P

page 1 of 7

INSTRUCTION

Course Design, Selection and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to their needs.

I. Course Design

A. Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards;
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning;
3. Processes and resources used to assess student progress and address teacher professional learning.

Based on this review, the following might occur:

1. Affirmation of continued use of current processes and instructional materials;
2. Establishment of a timeline for completion of recommended tasks;
3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;
4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC);
5. Design of course implementation and staff development plans;
6. Identification of projected budget needs in accordance with established timelines;
7. Maintained communications with impacted stakeholders.

B. New Courses or Major Modifications to Existing Courses

The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school's college and career pathways. . When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure.

II. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance as necessary to accomplish this.

Pullman School District Administrative Procedure

2020P

page 2 of 7

A. Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	Identify		Establish adoption procedure	Recommend	Adopt
Alternative core	Identify		Designate selector		
Intervention	Identify		Designate selector		
Supplemental	Identify	Designate selector			
Temporary Supplemental	Select – within district guidelines				

B. Reading and Writing Literacy Instructional Materials Review or Adoption

In compliance with RCW 28A.320.202, when the board adopts or reviews the district's reading and writing literacy course design for kindergarten through grade four, it will include, at minimum, language comprehension, including semantics, syntax, and knowledge building; reading and writing fluency; orthographic knowledge, including phonics and spelling; phonological awareness, including phonemic awareness; vocabulary; and oral language development and proficiency.

The new or updated curriculum must also be diagnostic of and responsive to individual student needs, including by being multisensory, multimodal, high quality, and culturally relevant; evidence-aligned to established interdisciplinary literacy research and evidence-informed in its instructional design; aligned with the state learning standards in English language arts; and consistent with teacher endorsement standards for literacy-related competencies adopted by the Professional Educator Standards Board. To the extent possible, without incurring undue financial or operational burden, the board will adopt curriculum consistent with the developer's guidance.

B.C. Social Studies Instructional Materials Review or Adoption

In compliance with [RCW 28A.320.170](#), when the board adopts or reviews the district's social studies course design, it will incorporate the history, culture, and government of the nearest federally recognized Indian tribe or tribes using the John McCoy (lulilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials on the Office of the Superintendent of Public Instruction (OSPI) website. The district may adapt these resources for regional relevance or integrate them into existing instructional materials.

During regularly scheduled reviews and revisions of its social studies and history courses, the district will collaborate with any federally recognized tribe within or near its boundaries to incorporate expanded and improved instructional materials about Indian tribes and create classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with OSPI on instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

Pullman School District Administrative Procedure

2020P

page 3 of 7

C.D. Inclusive Instructional Materials

In compliance with RCW 28A.345.130, the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

DE. Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, including textbooks, technology-based materials, or other educational media.

EF. Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

FG. Technology-based Resources

As new technologies rapidly evolve, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers.

III. Core Instructional Material Selection

A. Instructional Materials Committee (IMC)

The IMC is formed to establish and monitor the evaluation and recommendation of core materials used by the district in conformance with stated criteria. The committee will act upon requests for core material approval and evaluate and act upon a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. If necessary, the committee chairperson may call special meetings. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

In alignment with RCW 28A.320.230 I, the IMC will include the following: representative members from the district's professional staff, including those involved in the curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership.

The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the

Pullman School District Administrative Procedure

2020P

page 4 of 7

terms of office for members. If the IMC cannot recruit at least one parent, it must report quarterly to the board and the public about its recruitment efforts. The superintendent or designee will appoint members through the district's committee process. The board must approve membership. The chairperson and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

B. Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based on the degree to which they do the following:

1. Demonstrate a likelihood of impact as shown by scientific or evidence-based research;
2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, so students may develop critical analysis and informed decision-making skills;
6. Demonstrate consideration of appropriate formats (including technological, visual, and/or auditory components);
7. Support equitable access to learning and learning materials for all students, including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them;
8. Are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, Screening for Biased Content in Instructional Materials, published by OSPI should be consulted when selecting non-biased materials.

C. Identification of Core Instructional Materials

Core materials shall be initially selected by certificated staff assigned by the superintendent or designee. Materials must meet the Criteria for the Selection of Core Materials described above.

D. Recommendation of Core Instructional Materials

The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC will review those materials in accordance with this procedure to ensure compliance with the described selection criteria and will use the instructional material evaluation guidance on the OSPI Course Design & Instructional Materials website.

Based on its evaluation, the IMC will recommend instructional materials to the board for adoption.

E. Adoption of Core Instructional Materials

The board must approve core instructional materials before they are used in the classroom. Texts selected previously are exempt from this requirement.

F. Regularly Scheduled Core Material Updates

Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the

Pullman School District Administrative Procedure

2020P

page 5 of 7

following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

H. Dual Credit Programs

Dual credit programs consistent with the requirements under Chapter 28A.600 RCW may have varying course designs as necessitated by their course credit transfer requirements.

District information regarding dual credit programs: <https://phs.pullmanschools.org/credit-information>
See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

I. Field Testing

The superintendent or designee may consider using field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, or assessment resources through careful experimentation for an identified purpose based on student needs.

The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be adopted through the formal process.

J. Citizen Access to View Core Materials

Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, district office, or online. The review and examination process should be arranged to avoid disrupting the educational program. Core materials should be reviewed with the knowledge of district objectives in mind.

K. Protest Procedure for Core Instructional Materials

In accordance with RCW 28A.320.230, the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.

1. **Submitting a Complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.
2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.
3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.
4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The

Pullman School District Administrative Procedure

2020P

page 6 of 7

superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

The decisions made under this process must comply with RCW 28A.320.233, be based on the selection criteria for core instructional material described in this procedure and may apply only to the student or students whose parent or guardian submitted the complaint.

IV. **Intervention Instructional Material Selection**

Instructional materials designed to support strategic or intensive intervention for students at risk of not meeting established learning standards will be approved by the superintendent or designee based on evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

V. **Alternative Core Instructional Material Selection**

The superintendent, or designee, will establish procedures for approving schools' use of alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that certificated staff designated by the building principal should select these alternative core materials.

VI. **Supplemental Instructional Material Selection**

Supplemental instructional materials will not require IMC approval or board adoption.

A. **Selection of Supplemental Instructional Materials**

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly review such materials and give due consideration to the text complexity, developmental level of students, appropriateness of language or images, bias against racial, gender, ethnic, or other social groups, and other sensitive issues.

In accordance with RCW 28A.320.233, principals and professional staff cannot refuse to approve or prohibit any supplemental instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

B. **Requests for Review and Removal of Supplemental Instructional Materials**

1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.
2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.
3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.

Pullman School District Administrative Procedure

2020P

page 7 of 7

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

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

VII. Excluding Student from a Program/Opt-Out

Upon a parent/guardian's written request based on sincerely held religious beliefs, the District will excuse a student from identified lesson(s) or material(s) and provide a reasonable, non-stigmatizing alternative. Excused students will not be penalized academically. Requests should specify the material or unit; the District will respond within five (5) school days.

VIII. Temporary Supplemental Material Selection

The district's professional staff will rely on reason and professional judgment in selecting high-quality temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests.

Approved: May 1997
Revised: October 1997
Revised: May 1998
Revised: March 1999
Revised: May 2000
Revised: December 2002
Revised: January 27, 2010
Revised: August 8, 2012
Revised: April 22, 2015
Revised: December 13, 2017
Revised: February 14, 2018
Revised: June 27, 2018
Revised: April 12, 2023
Revised: August 13, 2025
Revised: October 22, 2025

Pullman School District Administrative Procedures

2161P

Page 1 of 33

INSTRUCTION

Special Education and Related Services for Eligible Students

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices. The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special services administrator or designee if there are questions regarding special education. These procedures describe how the district implements its special education program.

Please note: The term "parent" in these procedures includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students.

I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

- A. The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.
- B. The superintendent or designee, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
- C. The district will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.
- D. Services to eligible special education students, ages three to 22, will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary, and secondary education and are provided in conformance with the student's Individualized Education Program (IEP).
- E. The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements, or interagency coordination.

II. STUDENTS COVERED BY PUBLIC OR PRIVATE INSURANCE

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

- A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
- C. Use a parent or student's benefits under a public insurance program if that use would:

Pullman School District Administrative Procedures

2161P

Page 2 of 33

1. Decrease available lifetime coverage or any other insured benefit;
2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
3. Increase premiums or result in discontinuation of insurance; or
4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district will:

- A. Obtain parent consent in accordance with [Chapter 392-172A WAC](#) each time the district wishes to access benefits for a new procedure; and
- B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under [WAC 392-172A-05010\(3\)](#) that includes:

- A. A statement of the parental consent provisions;
- B. A statement of the "no cost" provisions;
- C. A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- D. A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

- A. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
- B. The purpose of the disclosure;
- C. The agency to which the disclosure will be made; and
- D. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.
- E. To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.
- F. The case manager is responsible for providing the required notices and requests for consent to parents under this section.

III. PARENT PARTICIPATION IN MEETINGS

The district encourages parental involvement and sharing of information between the district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and step-parents, foster parents, persons appointed as surrogate parents, and adult students.

Pullman School District Administrative Procedures

2161P

Page 3 of 33

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement, and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend;
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. Notified of the purpose, time, and location of the meeting and who will be in attendance;
- D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- E. The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with a meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent, and/or other means used to contact the parent.

This documentation will be kept in the student's special education file in the building as well as the student's permanent special education file housed in the special services department in the district office.

If the parent cannot attend a meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video, or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

IV. IDENTIFICATION AND REFERRAL (CHILD FIND)

A. Identification

The purpose of Child Find is to locate, evaluate, and identify children with suspected disabilities in need of special education services, including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

- 1. Children residing in the school district boundaries including preschool-aged children;
- 2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries.
- 3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
- 4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
- 5. Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its Child

Pullman School District Administrative Procedures

2161P

Page 4 of 33

Find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur early in each school year. The special services administrator or designee will contact the administrator of each private school located in our school district and set up a meeting to review the state Private School Consultation and Private School Affirmation forms and get affirmation from each private school. Action items identified at the meeting will be followed up on by appropriate staff of the school district and private school.

The district reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding child find on the district's website;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, laundromats, day cares, community preschool sites, and physicians' offices;
7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the district;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral/evaluation/identification procedures; and
12. Review of student behavior, discipline, and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability that could result in eligibility for special education services, they will notify the school psychologist assigned to the student's building.

The district's special services department coordinates and the preschool team conducts early childhood screenings for children from birth to five (5) years. These occur monthly at the developmental preschool location. When parents or others inquire about screenings, the caller will be referred to the district instructional programs clerk at 509-332-3144.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child.
2. Children are screened to assess cognitive, communication, physical, social-emotional, and adaptive development. Parents will be notified at the screening of the results, and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, the district will obtain written consent for an evaluation at the exit interview, if possible, or will include consent forms with the written notice notifying the parents of the

Pullman School District Administrative Procedures

2161P

Page 5 of 33

results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff, or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understand the referral process and maintain the availability of the district's optional referral form. . Referrals will be made using Form 2161 #1 titled Referral for Special Education Evaluation. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify the school psychologist . The school psychologist (or other staff member when requested by the special services administrator or designee): (a) records the referral; (b) provides written notice of the referral to the parent, including the date the request was received; and (c) advises appropriate members of the Student Intervention Team (SIT) (see Board Policy 2155) to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period members of the SIT will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The school psychologist (or other staff member when requested by the special services administrator or designee) provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the school psychologist (or other staff member when requested by the special services administrator or designee).

After the SIT reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent. The school

Pullman School District Administrative Procedures

2161P

Page 6 of 33

psychologist (or other staff member when requested by the special services administrator or designee) will be responsible for written notice to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The student's general education teacher will contact the parent to let them know about the referral and notify them that the school psychologist (or other staff member when requested by the special services administrator or designee) will be contacting them. The school psychologist (or other staff member when requested by the special services administrator or designee) is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

The school psychologist (or other staff member when requested by the special services administrator or designee) will seek parental consent to conduct the evaluation without any unnecessary delay. The district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the district's receipt of parent consent, unless:

1. The parents and district agree in writing to extend the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation begins, but before its completion, and the parent and new district agree to complete it.

If a parent does not provide written, informed consent for the evaluation, the school psychologist (or other staff member when requested by the special services administrator or designee) will notify the special services administrator or designee and/or building principal. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the school psychologist will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

V. EVALUATION AND REEVALUATION

A. Evaluation of Students Moving from Part C to Part B and Participation in Transition Planning Conferences

The district will participate in transition planning conferences, arranged by the local lead agency as

Pullman School District Administrative Procedures

2161P

Page 7 of 33

designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child

1. The community partner responsible for Birth to 3 will serve as the point of contact with Developmental Preschool staff for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide prior written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. However, students turning three, who were previously determined eligible for early intervention services under Part C of the IDEA, will be evaluated for initial eligibility for special education services under Part B of the IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental, and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

1. Whether the student is eligible for special education and any necessary related services; and,
2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The school psychologist or speech-language pathologist when the student will be evaluated only in the area of communication, with input from other staff, shall select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural, or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The

Pullman School District Administrative Procedures

2161P

Page 8 of 33

inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the building evaluation team and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records, and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom, or data from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background, and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting, and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The school psychologist or SLP will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

Pullman School District Administrative Procedures

2161P

Page 9 of 33

The district continues to use the severe discrepancy approach for identifying students with a SLD;

D. Evaluation of Transfer Students

If a student transfers into the school district while an evaluation process is pending from the other district, the special programs coordinator is responsible for getting all of the information from the prior school district as soon as possible. The school psychologist (or other staff member when requested by the special services administrator or designee) is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the school psychologist or SLP will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is eligible for special education services.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of the eligibility determination.

Parents will also be provided with prior written notice of the eligibility decision. The school psychologist or speech-language pathologist for a student being evaluated only in the area of communication is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached the age of 22. A special education student whose 22nd birthday occurs during the current school year, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 22, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The student's IEP manager will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The student's IEP manager will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

Pullman School District Administrative Procedures

2161P

Page 10 of 33

Board Policy 2410 outlines the district's procedures for granting high school graduation credits for students with disabilities as required by WAC 180-51-115.

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used, their results, and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The school psychologist (or other staff member when requested by the special services administrator or designee) will develop the evaluation report reflecting the evaluation information. ~~This will be completed before the conclusion of the~~The evaluation ~~period and report~~ will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.
10. The school psychologist (or other staff member when requested by the special education director) is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings. Meeting information will be entered into the IEP program and all contact attempts will also be documented in the program. Parent contact attempt reports will be printed and submitted with the evaluation report.

Pullman School District Administrative Procedures

2161P

Page 11 of 33

The district will provide the parent with a copy of the evaluation report no later than the 35th school day following the receipt of consent.

The evaluation report must be provided in a written or electronic format that allows the parent or guardian to access, review, and retain the report. Providing the evaluation report solely through screen sharing or solely by review during a meeting is not allowed.

The district will convene an eligibility determination meeting to review the results in the evaluation report and discuss and determine the student's eligibility or continuing eligibility for special education services no sooner than 5 school days after the evaluation report is provided to the student's parent or guardian but no later than the 40th school day following the receipt of consent. If the timeline for completing the evaluation is extended, the eligibility determination meeting will not be held sooner than 5 school days after the evaluation report is provided to the student's parent or guardian.

A parent may voluntarily waive, in writing, the requirement that the eligibility determination meeting be held no sooner than 5 school days after the evaluation report is provided to the student's parent. A waiver is valid only if it applies to the specific eligibility determination meeting for which it is given.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability, or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless the parent and the district agree otherwise. A reevaluation must occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing to the parent. The case manager will schedule a review of this determination and notify the special services department.

Students who turn six who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years need not be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed. Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category.

As part of any reevaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments, and classroom based observations; and
3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed.

Pullman School District Administrative Procedures

2161P

Page 12 of 33

This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the school psychologist will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.

4. If additional testing is needed:
5. The school psychologist or speech-language pathologist will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
6. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact, and other efforts to obtain consent;
7. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
8. If the parents refuse to consent to the reevaluation, the evaluation group will notify the special services administrator or designee so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

After the reevaluation is completed, the school psychologist or speech-language pathologist for a student with a communication disorder only will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

The school psychologist or speech-language pathologist for a student with a communication disorder only will send the prior written notice will occur within ten school days of the eligibility decision. The special services department is responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 22. Instead, the student's IEP manager will provide prior written notice to the student and the parent by the last day of the teachers contracted work year and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. This summary will be provided to the student at the time of the final year's IEP meeting. The student's case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Pullman School District Administrative Procedures

2161P

Page 13 of 33

VI. INDEPENDENT EDUCATIONAL EVALUATIONS (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible, or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district has conducted or obtained an evaluation of the student.

When parents request an IEE, the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an IEE should be immediately referred to the director special services administrator or designee. The special services administrator or designee will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents with a list of district criteria and evaluators. If the district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. A parent is entitled to only one IEE at public expense each time the district has conducted an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district in any decision made with respect to providing FAPE to the student if the IEE meets the district's criteria. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience, and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

1. Licensed, credentialed, or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within 100 miles of Pullman; and
4. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within 100 miles of Pullman who holds the appropriate credentials or experience necessary to conduct the evaluation; or
2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors that would warrant an exception in order to obtain an appropriate evaluation.

VII. INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

A. IEP Development

Pullman School District Administrative Procedures

2161P

Page 14 of 33

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before the initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the school psychologist will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP, which is accessible to all staff members responsible for providing education, other services, or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff, and others who may be responsible for the proper implementation. The building principal is responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and will have the opportunity to participate fully. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The student's case manager is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's Restraint, and Isolation Policy and Other Uses of Reasonable Force (Policy 3246) with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: appropriate positive behavioral interventions and supports for the student; and supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;

Pullman School District Administrative Procedures

2161P

Page 15 of 33

5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parent and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. If the parents and district agree to excuse a team member, the parents will sign and date the "excused team member" page of the IEP indicating their agreement to excuse the team member. If the parent refuses to excuse a required team member, the meeting may be rescheduled at a later, mutually agreed upon date while recognizing and ensuring the district's responsibility to have a current evaluation and IEP in place at all times. Existing team members may fill more than one of these roles if they meet the criteria for the role.

(Refer to the Parent Participation in Meetings for the requirements of a parent invitation to IEP meetings.)

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP; and
3. Forward the documentation of actual or attempted contacts to the special services/instructional programs department for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district

Pullman School District Administrative Procedures

2161P

Page 16 of 33

may agree not to convene an IEP meeting for the purpose of making changes. The case manager and parent, if appropriate, must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. If the parent requests that the district revise the IEP to include the amendments, the case manager will revise the IEP.

C. IEP Preparation and Content

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental, and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and
6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum, and be educated and participate with other special education students and non-disabled students, and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular, and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the

Pullman School District Administrative Procedures

2161P

Page 17 of 33

- regular assessment(s), why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;
 7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.
 8. The projected beginning date for the special education and related services;
 9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);
 10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;
 11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
 12. The procedures by which parents/guardians will be notified of the use of isolation or restraint ~~or a restraint device~~ on their student (*see Procedure 3246P*). If a student is placed in an authorized entity under RCW 28A.155.060, the IEP will specify any additional procedures required to ensure the authorized entity fully complies with state restraint and isolation laws.
 13. A statement regarding transfer of rights at the age of majority. The case manager will provide prior written notice to the student one year prior to student turning 18 years of age; and
 14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by April 15th to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

The district will follow Policy 3246 and 3246P (Restraint ~~and~~; Isolation ~~and Other Uses of Reasonable Force~~) regarding the use of restraint or isolation.

Pullman School District Administrative Procedures

2161P

Page 18 of 33

VIII. TRANSFER STUDENTS

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the building secretary/registrar will notify the special programs coordinator who will request the student's records from the previous school as soon as possible. The school psychologist or speech-language pathologist for a student identified as communication disordered only, special education teacher, and other staff as needed in consultation with parents will review the student's IEP to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the district, the building secretary/registrar will notify the special programs coordinator as soon as possible. The special programs coordinator will request the student's records from the previous school as soon as possible and provide them to the school psychologist or speech-language pathologist. The school psychologist or speech-language pathologist for a student who qualifies as communication disordered only will review the evaluation, eligibility documentation, and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the school psychologist or speech-language pathologist for a student identified as communication disordered only will notify the parents, obtain consent, and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

In the case of a student who is identified as communication disordered only, the speech-language pathologist will be the case manager and take the lead on all meetings and paperwork; the school psychologist will participate as a team member. At the discretion and request of the special services administrator or designee, the school psychologist may act as the case manager for the transfer review and the re-evaluation (if necessary).

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school. The special programs coordinator will request the student's records from the previous school as soon as possible and will follow up with the previous school if the records are not received within 5 school days. Every effort will be made to secure the student's current special education records as soon as possible.

IX. PLACEMENT

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

Pullman School District Administrative Procedures

2161P

Page 19 of 33

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and
2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools, or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. Each special education student shall be provided nonacademic and extracurricular services and activities conducted by the school district or other public agency with students who are not disabled to the maximum extent appropriate to the needs of the student. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health service, recreational activities, special interest groups or clubs sponsored by the district or other public agency, referrals to agencies that provide assistance to individuals with disabilities, employment of students, including both employment by the district or other public agency and assistance in making outside employment available. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, consumer classes, and home economics classes.

A continuum of placements is available in the district. Access into specialized programming is a decision made by the IEP team and the special services administrator or their designee is included. Programs available are:

1. Developmental preschool services
2. Resource rooms at all district schools
3. Co-teach (middle school only)
4. Developmental Learning Centers at the elementary, middle and high school level
5. Intensive Learning Centers at the elementary and middle school level
6. 18-22 special education services

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team. The appropriateness of placement options will be based upon various decisions including:

Pullman School District Administrative Procedures

2161P

Page 20 of 33

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

A. Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1st each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The special services administrator or designee shall have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district will consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students. The special education office will notify each approved nonprofit private school or preschool operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

The school psychologist is usually the first point of contact for private school students being referred for a special education evaluation or for serving a transfer student. If any other staff member is notified of a concern, they will forward the information to the school psychologist in the building the child would normally attend. The school psychologist (or speech-language pathologist if communication is the only issue) and special education teacher corresponding to the private school student's public school attendance area will be responsible for the evaluation, creation of the service plan, and for determining how the services will be provided. A private school student has no individual entitlement to any service or amount of service (s)he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review, and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented, and revised annually consistent with the requirements for IEP review. The district will make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district will use other methods, including individual or conference telephone calls, to assure the representative's participation.

Pullman School District Administrative Procedures

2161P

Page 21 of 33

Private school students may receive a different amount of services than students in public schools who receive special education. However, the special education services provided to eligible private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district will retain and exercise title and administrative control of said equipment/supplies. The district will keep records and make an accounting, ensuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies will be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds will be used for repairs, minor remodeling or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

B. Contracts with Authorized Entities

The district may contract with private schools approved by the state board of education under RCW 28A.305.130, other private in-state entities, and any out-of-state entities authorized by the office of superintendent of public instruction to provide special education and related services to students with disabilities. The district must enter into a written contract with the authorized entity that establishes the responsibilities of the district and authorized entity and sets forth the rights of students with disabilities placed in the authorized entity. This contract must include the following:

1. The names of the parties and the name of the student placed in the authorized entity;
2. The locations and settings of the education and related services to be provided;
3. A description of the opportunities for the student to meet a program for basic education that meets the goals of RCW 28A.150.210;
4. When applicable, a description of the opportunities for the student to either meet high school graduation requirements under RCW 28A.230.090 or to earn a high school equivalency certificate under RCW 28B.50.536 or laws of the state in which the authorized entity is located;
5. A schedule, of at least once per academic term, for the authorized entity to provide to the district student progress reports describing how the student is meeting personalized learning outcomes;
6. The total contract cost and applicable charge and reimbursement systems, including billing and payment procedures;
7. Acknowledgement that the authorized entity is responsible for full reimbursement of any overpayments determined to have been made by the district;
8. Acknowledgement that the authorized entity has a list of staff members providing the education and related services and a copy of the license that qualifies each staff member to provide the service;
9. Agreement by the authorized entity to employ or contract with at least one licensed teacher with special education endorsement;
10. Acknowledgement that the staff of the authorized entity are regularly trained on the following:
 - The constitutional and civil rights of students in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with children and youth;

Pullman School District Administrative Procedures

2161P

Page 22 of 33

- Cultural competency, diversity, equity, and inclusion, including best practices for interacting with students from particular backgrounds including English learner, LGBTQ, immigrant, female, and nonbinary student;
 - Student isolation and restraint requirements under RCW 28A.600.485;
 - The federal Family Educational Rights and Privacy Act, Title 20 U.S.C. Sec. 1232g requirements regarding access to and dissemination of student information;
 - Recognizing and responding to student mental health issues; and
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities.
11. Acknowledgement that the district and the authorized entity have clearly established their respective responsibilities and processes for student data collection and reporting;
 12. Acknowledgement that the authorized entity will promptly submit to the district any complaints it receives;
 13. Acknowledgement that the authorized entity will submit other information required by the district or OSPI;
 14. Acknowledgement that the authorized entity must comply with student isolation and restraint requirements under RCW 28A.600.485;
 15. Acknowledgement that the authorized entity will notify OSPI and every district with which it contracts of:
 - Any major program changes that occur during the authorization period, including adding or eliminating the type of programs available to students; and
 - Of any complaints it receives regarding services to students, as well as any law enforcement incident reports involving the authorized entity and its enrolled students.
 16. Acknowledgement that the authorized entity must comply with all relevant Washington state and federal laws applicable to school districts;
 17. Acknowledgment that the district must provide OSPI with the opportunity to review the contract and related documentation upon request.

The district will conduct an annual on-site visit to any authorized entity it contracts with to confirm that the health and safety of the facilities, the staffing qualifications and levels, and the procedural safeguards are sufficient to provide a safe and appropriate learning environment for students. The district may arrange for another school district to complete the annual on-site visit on its behalf, so long as the other school district conducting the visit provides a written report documenting the results of the visit and any concerns about the learning environment.

The district will provide the following documents to the parents or guardians of each student placed in the authorized entity:

1. A summary of the district's and authorized entity's responsibilities and processes for reporting incidents of restraint and isolation under RCW 28A.600.485; and
2. A copy of the complaint procedure developed by OSPI.

The district shall report to OSPI and the office of the Washington state auditor any concerns the school district has about overbilling by the authorized entity.

X. Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation, or placement is at issue. The school district will provide a copy of the procedural safeguards notice to the parents and adult students once a year and:

Pullman School District Administrative Procedures

2161P

Page 23 of 33

- Upon initial referral or parent request for evaluation;
- Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
- Upon a disciplinary action that will result in a disciplinary change of placement; and
- Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees.

Copies of the district's special education procedural safeguards are available on the district's website at www.pullmanschools.org under Departments/ Procedural-Safeguards. The school psychologists and case managers are responsible for providing the procedural safeguards to parents and adult students one time a year or as listed above.

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in their native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or

Pullman School District Administrative Procedures

2161P

Page 24 of 33

due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services.

If parents revoke consent, the staff member receiving the revocation will forward the revocation to the school psychologist or speech-language pathologist for a student with a communication disorder only who will process the revocation. The person processing the revocation will notify the special services administrator or designee of all students for whom the consent for initial placement has been revoked. Upon receipt of the parent's written notice of revocation, the school psychologist or speech-language pathologist for a student with a communication disorder only:

1. will provide prior written notice within a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

D. Prior Written Notice

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement, or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards does not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal; and
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact for assistance in understanding the procedural safeguards provision of this chapter.

Pullman School District Administrative Procedures

2161P

Page 25 of 33

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. The school psychologist or speech-language pathologist for a student with a communication disorder only will send prior written notice for all phases of the initial evaluation process and the transfer plan. The case manager will send prior written notice for all other actions occurring after initial placement.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student. The case manager will provide these notices as required.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

F. Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless they are determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-172A-05135(5)(a), state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint the spouse, the student’s parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

XI. CONFIDENTIALITY AND RECORDS MANAGEMENT

The special services department is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The special services administrator or designee will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used

Pullman School District Administrative Procedures

2161P

Page 26 of 33

by the district.

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in [WAC 392-172A](#), state law and federal regulations implementing the [Family Educational Rights and Privacy Act, FERPA, \(34 CFR Part 99\)](#).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review, and challenge all educational records, which will include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the special services administrator or designee.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's, *General Records Retention Schedule and Records Management Manual*. The district will inform parents or adult students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, their grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The building administrator and special services administrator or designee are responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives, and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in and out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation, the student is not a ward of the state;

Pullman School District Administrative Procedures

2161P

Page 27 of 33

3. Parents whose children are placed in group care, pending a determination of “dependency” may still retain rights to make educational decisions unless otherwise ordered by the court.
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents, and others who have knowledge of the student’s legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent, the district will select a person willing to participate in making decisions regarding the student’s educational program, including participation in the identification, evaluation, placement of, and provision of FAPE to the student.

If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfers into the district, the building administrator will be notified of the potential need. The building administrator and special services administrator or designee will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student they represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency that is involved in the education or care of the student. This includes OSPI, DSHS, district employees, and group care providers.

The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The district will also cooperate with other districts, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

B. Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services, or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives, and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the OSPI at no cost to either party.

The district’s special services administrator or designee is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI’s contracted agent. Staff members are reminded that discussions that occur during the mediation process are

Pullman School District Administrative Procedures

2161P

Page 28 of 33

confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

XII. DUE PROCESS HEARING

Both parents and districts may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available in the district special services department and on the OSPI Special Education website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special services administrator or designee who will notify the building administrator. If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH), the district will forward the parent's request to OAH. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The special services department is responsible for providing the parents a copy of the procedural safeguards in this situation, and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing, unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the special services administrator or designee will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The special services administrator or designee will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

XIII. DISCIPLINE

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district will determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district will take steps to ensure that each employee, contractor, and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

Pullman School District Administrative Procedures

2161P

Page 29 of 33

Authorized school personnel may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The case manager, in consultation with one or more of the student's teachers, and the building administrator will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from their current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year that constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building administrator, case manager, and special services administrator or designee and is subject to review through due process and judicial proceedings. (The building administrator will forward a copy of all suspension/expulsion notices to the special programs coordinator for end-of-year reporting. All disciplinary paperwork completed for special education students will be forwarded to the special services department for review to track removals and for filing in the student's permanent special education file.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the student's placement, the district will conduct a manifestation determination meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. With assistance from the case manager, the building administrator will contact the parents *in order to determine relevant IEP team members and providing notice of the meeting.*) The team will review all relevant information in the student's file, including the IEP, teacher observations, and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies, and will:

Pullman School District Administrative Procedures

2161P

Page 30 of 33

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which they were removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons, or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a “dangerous weapon” or carries such a weapon to school or to a school function;
2. Knowingly possesses or uses “illegal drugs” while at school or a school function;
3. Sells or solicits the sale of a “controlled substance” while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student’s IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student’s IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when the

district believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others. If the student’s IEP team believes that the student may not be maintained in their current placement, the IEP team should work with the special services administrator or designee .

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections afforded special education students who are disciplined if the district had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred.

Pullman School District Administrative Procedures

2161P

Page 31 of 33

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the special services administrator or designee or to other supervisory staff.

If the principal institutes disciplinary action that would exceed ten days and believes that one or more of these events applies to the student, the principal will notify the special services department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. If a request to evaluate the student is made while the student is excluded, the district will expedite the evaluation. Until the evaluation is completed, such a student will remain in the educational placement determined by the district, which could include suspension or expulsion.

Notwithstanding the foregoing, the district may report a crime committed by a student eligible for special education services to appropriate authorities. In the event of such a report, the district will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

XIV. STAFF QUALIFICATIONS

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in [WAC 392-172A-02090](#).

All employees will hold such credentials, certificates, or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

Pullman School District Administrative Procedures

2161P

Page 32 of 33

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district hiring administrator will document the following in writing:

1. The district is unable to recruit a teacher with the proper endorsement who is qualified for the position.
2. The need for a teacher with such an endorsement could not have been reasonably anticipated, and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical.
3. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

A. Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents, and volunteers.
2. All personnel who use restraint, ~~restraint devices and~~/or isolation must be certified and annually trained in the use of such restraint, ~~restraint devices~~, and ~~or~~ isolation.
3. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified.
4. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for students eligible for special education.
5. Training for classified staff in the state recommended core competencies will be encouraged by the district. To that end employees may be allowed to attend professional and/or training meetings if approved by the building principal and the superintendent or their designee.

Pullman School District Administrative Procedures

2161P

Page 33 of 33

XV. PUBLIC PARTICIPATION

Any application and any required policies, procedures, evaluations, plans, and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's website and in the district's newsletter.

Approved: August 1995

Revised: April 1999

Revised: December 2000

Revised: December 2001

Revised: October 2002

Revised: March 2008

Revised: September 2010

Revised: May 2013

Revised: September 25, 2013

Revised: January 14, 2015

Revised: April 8, 2015

Revised: July 22, 2015

Revised: June 22, 2016

Revised: June 28, 2017

Revised: September 11, 2019

Revised: May 11, 2022

Revised: July 24, 2024

Revised: August 13, 2025

Pullman School District Administrative Procedure

2410P

Page 1 of 13

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

2410P

Page 2 of 13

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

Pullman School District Administrative Procedure

2410P

Page 3 of 13

- 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;

Pullman School District Administrative Procedure

2410P

Page 4 of 13

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 1.24 FTE between the high school and the college, except in the 2026–2027 and 2027–2028 school years, in which the combined maximum enrollment is 1.3 FTE.
3. Obtain a Running Start verification form from the college or their high school counselor. Work with a high school counselor and ~~or the~~ 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 a school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

For more information about Running Start, review RCW 28A.600.300 through RCW 28A.600.402 and chapter 392-169 WAC.

G. Credit for Career and Technical Work-Based Learning

Pullman School District Administrative Procedure

2410P

Page 5 of 13

~~In accordance with WAC 392-410-315, The district may accept worksite learning in lieu of either required or elective credits. 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.~~
- ~~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 district may offer a college in the high school program in accordance with RCW 28A.600.287 and chapter 392-725 WAC.~~ 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

~~In accordance with WAC 392-410-320, WAC 392-410-325, and WAC 392-410-327, 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.~~

Pullman School District Administrative Procedure

2410P

Page 6 of 13

- ~~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.

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.

Pullman School District Administrative Procedure

2410P

Page 7 of 13

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.655.070(3)6+, 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.

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 and integrated with the statewide online system for individualized education programs developed under RCW 28A.155.275, to the greatest extent possible, in order to relieve duplication between the two plans.

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:

- A. Identification of career goals and interests, aided by a skills and interest assessment;
- B. Identification of secondary and postsecondary education and training goals;
- C. An academic plan for course taking that:
 - 1. Informs students about course options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary goals, which can include education, training, and career preparation;

Pullman School District Administrative Procedure

2410P

Page 8 of 13

4. 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;
 5. Informs students about the potential impact of their course selections on postsecondary opportunities;
 6. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 7. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
 8. 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;
- D. A postsecondary financial aid application element that includes~~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:~~
1. Identification of whether the student is enrolled in the college bound scholarship program established in chapter 28B.118 RCW;
 2. Evidence that the student has received information about completing postsecondary financial aid applications that are required for obtaining financial aid for which the student may be eligible;
 3. Identification of whether the student has completed state or federal financial aid applications; and
 4. Evidence that the student has received the following:
 - ~~1-~~ i. Information about the college bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, the Washington opportunity scholarship established in chapter 28B.145.RCW, and other scholarship opportunities. Beginning the 2027–2028 school year, information provided to the student in accordance with this provision must be reviewed by the student and the appropriate staff, to the extent practicable, after the student has indicated completing an applicable postsecondary financial aid application. The purpose of the review is to determine whether the student is or may be eligible for the college bound scholarship program, the Washington college grant, the Washington opportunity scholarship, or other scholarship opportunities, and has completed an applicable postsecondary financial aid application;
 - ~~2-~~ ii. The documentation necessary for completing state and federal financial aid applications, including information about; application timelines and submission deadlines; and importance of submitting applications early;
 - ~~3-~~ iii. 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 financial aid applications;
 - ~~4-~~ iv. Information about 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
 - ~~5-~~ v. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280; and
- E. 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.

Pullman School District Administrative Procedure

2410P

Page 9 of 13

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 26A.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.

“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:

Pullman School District Administrative Procedure

2410P

Page 10 of 13

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

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. Before the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student (as appropriate), and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) will in a discussion discuss of transition service needs that focuses on the student's course of study.

Pullman School District Administrative Procedure

2410P

Page 11 of 13

- 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~~ 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 described in WAC 392-410-350.:

- ~~**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~~
- ~~**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

Pullman School District Administrative Procedure

2410P

Page 12 of 13

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 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.. 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 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.
- 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. WITHOLDING 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.

Pullman School District Administrative Procedure

2410P

Page 13 of 13

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.

Adoption Date: July 14, 1993

Revised Date: April 6, 1994

Revised Date: April 27, 1994

Revised Date: January 14, 1998

Revised Date: September 20, 2000

Revised Date: January 31, 2001

Revised Date: August 2001

Revised Date: July 2004

Revised Date: January 2005

Revised Date: August 2005

Revised Date: August 2006

Revised Date: December 2007

Revised Date: March 10, 2010

Revised Date: August 8, 2012

Revised Date: December 11, 2013

Revised Date: January 14, 2015

Revised Date: April 27, 2016

Revised Date: August 22, 2018

Revised Date: January 22, 2020

Revised Date: April 28, 2021

Revised Date: May 26, 2021

Revised Date: July 28, 2021

Revised Date: June 12, 2024

Revised Date: September 25, 2024

Revised Date: November 12, 2025

Pullman School District Administrative Procedure

3122P

Page 1 of 7

STUDENTS

Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

I. Excused Absences

The following procedure applies to excused absences. ~~are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.~~

-

Absence due to:

1. ~~Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);~~
2. ~~Family emergency including, but not limited to, a death or illness in the family;~~
3. ~~Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;~~
4. ~~Court, judicial proceeding, court-ordered activity, or jury service;~~
5. ~~Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;~~
6. ~~State recognized search and rescue activities consistent with RCW 28A.225.055;~~
7. ~~Absence directly related to the student's homeless or foster care/dependency status;~~
8. ~~Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;~~
9. ~~Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;~~
10. ~~Absences due to student safety concerns, including absences related to threats, assaults, or bullying;~~
11. ~~Absences due to a student's migrant status; and~~
12. ~~An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;~~
13. ~~Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.~~

~~In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:~~

1. ~~Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;~~
2. ~~Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;~~
3. ~~Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and~~
4. ~~Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.~~

Pullman School District Administrative Procedure

3122P

Page 2 of 7

~~A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.~~

- A. **Parental Notification:** When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail, or written note, and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion. A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of their parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.
- B. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress, including the grade for the course. A student, upon the request of their parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
- C. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
- D. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do their schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
- E. **Excused absence for chronic health condition.** Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and their parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.
- F. **Required conference for elementary school students**
If an elementary school student has **five or more excused absences in a single month** during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The

Pullman School District Administrative Procedure

3122P

Page 3 of 7

conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

G. Tiered response system for student who are absent from remote learning

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

1. Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
2. Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
3. Provide daily notification of absences to parents;
4. Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
5. Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
6. When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

II. Unexcused Absences

~~The following procedure applies to unexcused absences. An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.~~

A. Unexcused absences occur when:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined ~~above~~ in 3122; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.

B. Any Unexcused Absence During the School Year

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence; however, a student's grade may be affected if a graded activity or assignment occurs

Pullman School District Administrative Procedure

3122P

Page 4 of 7

during the period of time when the student is absent and that absence is not excused.

C. Three Unexcused Absences within Any Month During the Current School Year

After three unexcused absences within any month of the current school year, the school will hold a conference with the principal, student, and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent of the steps to eliminate or reduce the student's absences.

D. After a Student's Sixth Unexcused Absence within Any Month During the Current School Year

Not later than a student's seventh unexcused absence in a month, the District will either (1) enter into an agreement with the student and parents/guardians that establishes school attendance requirements; (2) refer the student to a community engagement board; or (3) file a petition to juvenile court.

~~D.E.~~ Between the Second and Seventh Unexcused Absences within Any Month During the Current School Year

At some point after the second and before the seventh unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee. These steps must include, where appropriate:

- providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied;
- adjusting the child's school program or school or course assignment;
- providing more individualized or remedial instruction;
- providing appropriate vocational courses or work experience;
- requiring the child to attend an alternative school or program;
- assisting the parent or child to obtain supplementary services that might
- eliminate or ameliorate the cause or causes for the absence from school; or
- referring the child to a community engagement board.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for

Pullman School District Administrative Procedure

3122P

Page 5 of 7

accommodations, special education services, or related services, a plan will be developed to address the student's needs.

~~The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:~~

- ~~A. adjusting the student's course assignments;~~
- ~~B. providing the student more individualized instruction;~~
- ~~C. providing appropriate vocational courses or work experience;~~
- ~~D. requiring the student to attend an alternative school or program;~~
- ~~E. assisting the parent or student to obtain supplementary services; or~~
- ~~F. referring the student to a community engagement board.~~

III. ~~Transfers~~

~~In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.~~

~~Not later than a student's seventh unexcused absence in a month, the district will:~~

- ~~A. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;~~
- ~~B. refer the student to a community engagement board; or~~
- ~~C. A. file a petition to juvenile court (see below).~~

III. Between the Seventh and Fifteenth Unexcused Absence within Any Month During the Current School Year

After the student's seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year, if the District's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

IV. Community Engagement Board

A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Whitman County to ~~establish~~ establish and continue a community engagement board ~~prior to the 2017-2018 school year.~~

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a

Pullman School District Administrative Procedure

3122P

Page 6 of 7

contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

~~After the student's seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.~~

A. Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. *(District Note: While petitions must be filed if the student has seven or more unexcused absences within any month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school or school will be counted when preparing the petition);*
An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
2. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
3. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
4. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing Individualized Education Program (IEP) and the student's current academic status in school;
5. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent.
6. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

Pullman School District Administrative Procedure

3122P

Page 7 of 7

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See WSSDA policy 3241, Student Discipline.)

V. Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Approved: July 90

Revised: November 1996

Revised: September 2000

Revised: November 2011

Revised: August 8, 2012

Revised: October 28, 2015

Revised: September 27, 2017

Revised: November 8, 2017

Revised: February 27, 2019

Revised: October 14, 2020

Revised: July 28, 2021

Revised: July 27, 2022

Coversheet

Expense Claim Audit - Community Update Board Schedule

Section:	VII. Informational Items
Item:	D. 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 2026	Arron Carter
September	Stephanie Horn
October	Lisa Waananen Jones
November	Craig Nelson
December	Deena Bayoumi
January 2027	Arron Carter
February	Stephanie Horn
March	Lisa Waananen Jones
April	Craig Nelson
May	Deena Bayoumi
June	Arron Carter
July	Stephanie Horn

Community Update Board Report Schedule

Month	Submitter	Deadline
September 2026	District – Supt.	Need by end of July
October	Arron Carter	Need by end of August
November	Lisa Waananen Jones	Need by end of September
December	Deena Bayoumi	Need by end of October
January 2027	District – Asst. Supt.	Need by end of November
February	Stephanie Horn	Need by end of December
March	Craig Nelson	Need by end of January
April	District – Exec. Dir of Operations	Need by end of February
May	Arron Carter	Need by end of March
June	Lisa Waananen Jones	Need by end of April
July	Deena Bayoumi	Need by end of May
August	Stephanie Horn	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

Section:	VII. Informational Items
Item:	E. Board Calendar
Purpose:	FYI
Submitted by:	
Related Material:	2026-2027 Board Meeting Content Calendar 5.27.26.pdf



PULLMAN SCHOOL DISTRICT

2026-2027 BOARD OF DIRECTORS MEETING CALENDAR

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

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

August 5 - Work Session at District Office

- Board of Distinction Application

August 12 - Regular Board Meeting

- 2026-2027 Assessment Plan
- Budget Hearing
- Adopt School District Budget

August 26 - Regular Board Meeting

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

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

September 2 - Work Session at Kamiak Elementary

- School Showcase: Kamiak Elementary
- 2026-2027 Board Professional Development Plan
- Professional Learning Communities (PLC) Update and/or Board Training

September 9 - Regular Board Meeting

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

September 23 - Regular Board Meeting

- Report: Highly Capable Services Report

September - WSSDA Legislative Assembly

October 7 - Work Session at Franklin Elementary

- School Showcase: Franklin Elementary
- Elementary Principals Present 2026-2027 School Improvement Plans

October 14 - Regular Board Meeting

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

October 28 - Regular Board Meeting

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

November 4 - Work Session at Lincoln Middle School

- School Showcase: Lincoln Middle School
- Secondary Principals Present 2026-2027 School Improvement Plans
- Professional Learning Communities (PLC) Board Training

November 12 - Regular Board Meeting

**Please note, this meeting is scheduled on a Thursday in observance of Veteran's Day.*

- School Showcase: Kamiak Elementary
- Approve: 2026-2027 School Improvement Plans
- Present Classified Employee Award
- Report: Year-End Finance Report
- Report: Special Education Services Update
- Report: Sustainability Committee Update
- Discussion: Diversity, Equity, Inclusion & Belonging Task Force Annual Review

November 19-21, 2026 - Annual WSSDA Conference

December 2 - Work Session at District Office

- Board Goals & Strategic Plan Review
- WSSDA Conference Reflections

December 9 - Regular Board Meeting

- School Showcase: Sunnyside Elementary
- Report: LMS & PHS Student Ambassadors
- Report: Transportation Services
- Report: Human Resources Report
- Report: CTE Program/Perkins Grant Approval
- Report: Assessment Results (*subject to change*)
- Elect Board President and VP (*biennial*)
- Oath of Office for New or Re-Elected Board Members (*as needed*)

January 13 - Regular Board Meeting

- School Showcase: Franklin Elementary
- Report: Technology Services
- Annual Review: 1101F Board Operating Protocols & 1101F2 Board Communication Protocols

January 27 - Regular Board Meeting

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

February - WSSDA Legislative Conference

February 3 - Work Session at Jefferson Elementary

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

February 10 – Regular Board Meeting

- School Showcase: Pullman High School (Visual/Performing Arts)
- Report: Scratch Cooking/Nutrition Services Program Update

February 24 – Regular Board Meeting

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

March 3 – Work Session at Sunnyside Elementary

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

March 10 – Regular Board Meeting

- School Showcase: Kamiak Elementary
- Annual Review: Social Media Policy 4309/P
- LMS/PHS Fee Schedules for Next School Year
- LMS/PHS Course Approvals for Next School Year

March 24 – Regular Board Meeting

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

April 14 – Regular Board Meeting

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

April 28 – Regular Board Meeting

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

May 5 – Work Session at District Office

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

May 12 – Regular Board Meeting

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

May 26 – Regular Board Meeting

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

June 9 – Regular Board Meeting

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

June 16 – Work Session at District Office

- School Improvement Plans – Elementary & Secondary Principals Present Summary of 2026-2027 Progress

June 23 – Regular Board Meeting

- Report: Professional Learning Communities (PLC) Summary
- Report: LMS and PHS Athletics and Activities, Title IX (*every three years, next report 2029*)
- Report: Wellness & Workforce Mental Health Committee
- Approve: ASB Fundraisers and Clubs
- Classified Staffing

July – School Board Retreat

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

July 14 – Regular Board Meeting (*Tentative*)**July 28 – Regular Board Meeting**

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

Approved: May 27, 2026

Coversheet

The Pullman Promise: Priorities, Goals, Success Indicators

Section:	VII. Informational Items
Item:	F. The Pullman Promise: Priorities, Goals, Success Indicators
Purpose:	FYI
Submitted by:	
Related Material:	2026-27 Strategic Plan Goals_Priorities_Success Indicators.pdf



PULLMAN PUBLIC SCHOOLS
The Pullman Promise
Priorities, Goals, Success Indicators
2026-2027

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
--	--	--

Coversheet

2026-2027 Handbook Revisions

Section:	VII. Informational Items
Item:	G. 2026-2027 Handbook Revisions
Purpose:	
Submitted by:	
Related Material:	2026-2027 Family Handbook 8.6.26.pdf 2026-27 Athletics & Activities Handbook 8.6.26.pdf



FAMILY & STUDENT



2026-2027

HANDBOOK

**OUR MISSION IS TO ENSURE LEARNING WHILE CHALLENGING AND
SUPPORTING EACH STUDENT TO ACHIEVE FULL POTENTIAL**

America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, compliancecoord@psd267.org, and Section 504/ADA Coordinator, Director of Special Services (509) 332-3144, compliancecoord@psd267.org, 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584. Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>. Information about the nondiscrimination and sex-based discrimination policies and grievance procedures, and how to report a concern or complaint: https://www.pullmanschools.org/families/hib-and-discrimination/discrimination_sexual_harassment.

TABLE OF CONTENTS

This handbook is interactive. There are many "clickable" [links](#) throughout.

Letter from District Administrators	1
District Mission, Cultural Beliefs, & Strategic Plan	2
District Information	3
Board of Directors	3
Attendance Policy	5
Student Arrival and Departure	5
Walking & Biking	6
Safe Routes to School	6
Bus Transportation	8
Field Trips	9
Emergency Operating Procedures During Inclement Weather	9
Breakfast and Lunch Programs	11
Free and Reduced Price Meals	11
District Approved Snack Policy	13
Student Dress Policy	13
Parent Involvement (Volunteering & Visiting)	15
When to Stay Home From School	16
Frequently Asked Questions	17
Student Discipline Policy	18
Harassment, Intimidation, Bullying and Discrimination	19
Gender Inclusive Schools	23
Willful Noncompliance	24
Safety at School Activities and Events	26
Anonymously Report a Safety Concern	27
Sexual Harassment Policy	27
Nondiscrimination Policy	29
Students and Telecommunication Devices	31
Artificial Intelligence (AI) Guidelines	31
Annual Notifications	34
Media Opt-Out Notification	35
FERPA Directory Notification	35
Protection of Pupil Rights Amendment (PPRA)	37
Section 504, The Rehabilitation Act of 1973	37
Right to Request Teacher and Paraeducator Qualifications	38
Community Resources	39

APPENDICES

Appendix A: Policy 4218 Language Access	40
Appendix B: School Handbook Addendums	41
Franklin Elementary	42
Jefferson Elementary	53
Kamiak Elementary	66
Sunnyside Elementary	79
Lincoln Middle School	89
Pullman High School	123



Dear Parents and Guardians:

Welcome to Pullman Public Schools! This is a community that takes a great deal of pride in the quality of life it has to offer. We believe you will find its residents friendly and ready to lend a hand when needed.

One of the key assets of the Pullman area is its public schools. The quality of our schools is the result of the many strong partnerships that exist among parents, students, community agencies and organizations, and the high value the whole community places on quality education for all its children and youth.

The public schools in Pullman offer rich academic programs. As well, there are tremendous opportunities for children to extend classroom learning through curricular and co-curricular enrichment. All of the arts, in particular music, visual arts, and drama offer thriving and vibrant programs in the Pullman schools from elementary through the high school level. Many team experiences are available to students through athletics and academic programs. Understanding that students engaged in their schools are more apt to be successful, we are proud that a large majority of our students at the secondary level are involved in some co-curricular activities throughout the school year.

The academic success of our students, on average, is among the top-performing school districts in our state. We are also committed to doing whatever we can to help students who struggle find success. The best results with any student are those that happen when we are able to build strong partnerships with parents who take a strong interest in their child's learning and educational program. We look forward to the opportunity to serve you and your child in the Pullman Public Schools in the coming school year!

Sincerely,



Bob Maxwell
Robert Maxwell, Ed.D
Superintendent



Ryan Mulvey
Ryan Mulvey
Assistant Superintendent



DISTRICT MISSION & CULTURAL BELIEFS

Mission Statement

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

Cultural Beliefs

The Pullman Public Schools Cultural Beliefs are a set of six beliefs that are a reflection of the values of our entire district:

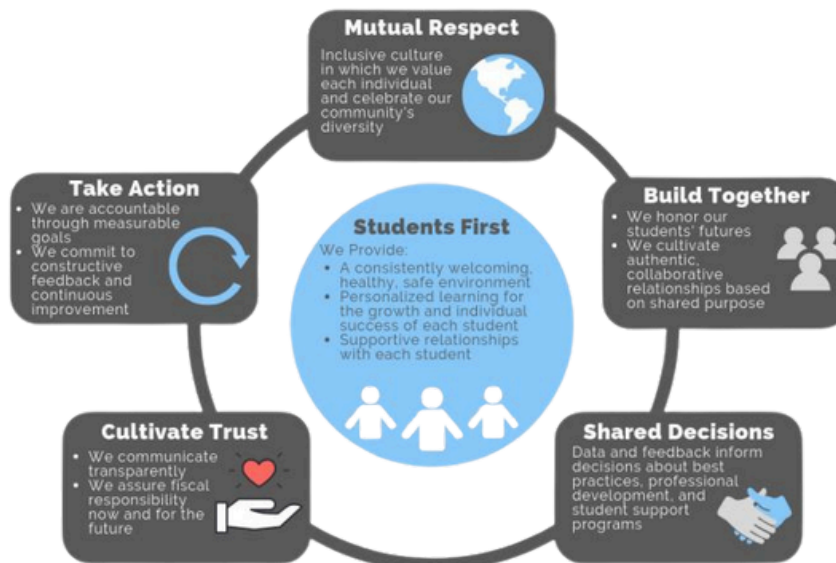
- **Students First** - I prioritize resources based on what is needed for the success of every student.
- **Mutual Respect** - I recognized and value the beliefs and experiences of ALL.
- **Cultivate Trust** - I value, trust, and respect ALL.
- **Build Together** - I collaborate and compromise to accomplish shared goals
- **Shared Decisions** - I provide and accept input to guide decisions and influence policies.
- **Take Action** - I actively address concerns, seek solutions, and give timely feedback in a constructive manner.



STRATEGIC PLAN

The Pullman Promise - Our Priorities Plan

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



DISTRICT INFORMATION

240 SE Dexter Street Pullman, WA 99163
P: (509) 332-3581 F: (509) 336-7202
Email: info@psd267.org

SCHOOL	ADDRESS	PHONE	FAX	EMAIL
Franklin Elementary	850 SE Klemgard St	(509) 334-5641	(509) 332-0864	fes-info@psd267.org
Jefferson Elementary	1150 NW Bryant St	(509) 332-2617	(509) 332-0680	jes-info@psd267.org
Sunnyside Elementary	425 SW Shirley St	(509) 334-1800	(509) 332-0329	ses-info@psd267.org
Kamiak Elementary	1400 NW Terre View Dr	(509) 336-7205	(509) 336-7206	kes-info@psd267.org
Lincoln Middle School	315 SE Crestview	(509) 334-3411	(509) 336-7203	lms-info@psd267.org
Pullman High School	510 NW Greyhound Wy	(509) 332-1551	(509) 332-6868	phs-info@psd267.org

BOARD OF DIRECTORS



ARRON CARTER, PRESIDENT
Director District No. 1

Term Expires 2027

1830 NW Deane Street

acarter@psd267.org

Ph: (509) 339-3874

Board Liaison for LMS & PHS



DEENA BAYOUMI
Director District No. 4

Term Expires 2029

1950 NW Canyon View Drive

dbayoumi@psd267.org

Ph: (803) 609-5711

Board Liaison for Kamiak



LISA WAANANEN JONES, VICE PRESIDENT
Director District No. 2

Term Expires 2027

360 NW Irving Street

lwaanenenjones@psd267.org

Ph: (509) 499-9249

Board Liaison for Jefferson



STEPHANIE HORN
Director District No. 5

Term Expires 2029

1740 SW Casey Street

shorn@psd267.org

Ph: (509) 715-9708

Board Liaison for Sunnyside



CRAIG NELSON
Director District No. 3

Term Expires 2027

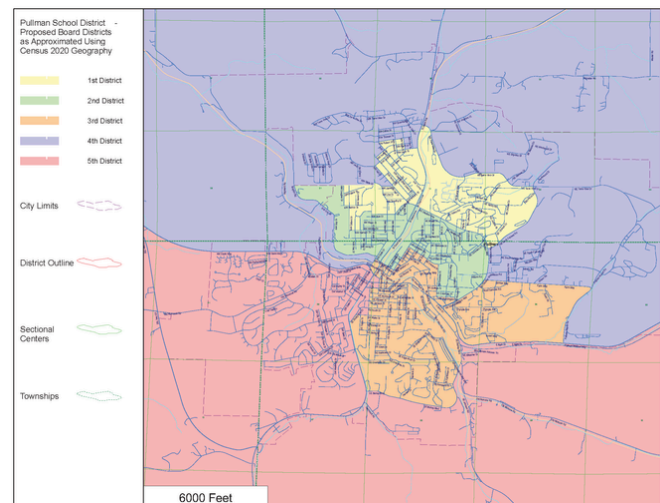
920 SE Kamiaken Street

cnelson@psd267.org

Ph: (208) 301-1908

Board Liaison for Franklin

Board Districts



“ OUR MISSION
“Ensuring learning while
challenging and supporting
each student to achieve
full potential” **”**



ADMINISTRATIVE POLICIES & PROCEDURES

*All Pullman School District Policies can be found on the
www.pullmanschools.org website*



ATTENDANCE POLICY

Regular and punctual attendance is a habit that is indicative of a student's attitude toward school and which will follow into the student's career and other responsibilities throughout life. The school and parents must work cooperatively by making regular and punctual attendance a top priority. The responsibility for school attendance belongs with parents and guardians. The following shall govern the development and administration of attendance procedures within the district. Students involved in extracurricular activities are responsible for picking up assignments from their instructors when leaving early for school-related activities. [Policy 3122: Excused and Unexcused Absences](#)

Excused Absences

Absences due to the following reasons shall be excused: 1) physical health or mental health symptoms, illness, health condition, and medical appointments; 2) family emergencies and death/illness or a family member; 3) religious or cultural purposes; 4) court-ordered activity or jury service; and 5) as required by law and outlined in policy 3122. All specific instances for excused absences are outlined in [policy](#) and [procedure 3122](#). An excused absence shall be verified by the parent or school authority responsible for the absence.

Unexcused Absences

Unexcused absences fall into two categories:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined previously; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, email or in writing, for an absence.

Unexcused absences are a violation of school rules; therefore, a student who has an unexcused absence is subject to discipline. [RCW 28A.225.020](#) defines the school's responsibility in filing truancy petitions (*a Becca Petition*) when a student has 7 unexcused absences in one month or 15 in one year and the school can document an effort to contact parents and remedy the situation without court intervention.

Truancy petitions are filed with the Superior Court of Washington for Whitman County Juvenile Department in compliance with [RCW 28A.225](#). Students arriving late to school without an excused note or phone call are considered truant.

Tardies

Students are tardy when they arrive to class after the bell signaling the start of class. Unexcused tardies are recorded. Any student receiving two unexcused tardies within a two-week period will receive a lunch detention. An accumulation of four tardy sanctions will result in the assignment of after school detention for each additional tardy. ***Minimum attendance thresholds are set by the Superintendent. For a student to be determined 'present', they must be present at least 50% of an attendance period.***

STUDENT ARRIVAL & DEPARTURE

For specific details about arrival and departure times or school schedules, please see the family handbook addendum for each school.

After school, students need to leave school grounds. Supervision ends at 3:10. In accordance with state law, students who wish to use a school playground after school for free play need to report home before returning to the school grounds, no sooner than 3:30 pm. ****Supervision times vary by school. Check your school's addendum in this handbook to see specific times.***

WALKING & BIKING

Pullman Public Schools, in collaboration with the City of Pullman, aims to support walking and biking to school by developing safe routes and path networks. Walking or biking to and from school are great strategies for kids and adults to incorporate physical activity into their lives. The benefits of walking or biking to and from school extend beyond health. Research shows that there is a connection between physical activity and academic achievement.

Walkers

Many of our students walk to and from school. All students must abide by general safety rules when walking to and from school. Crossing guards are provided on busy corners around all of our elementary schools (contact your main school office for specific corner information). We ask all students and parents to respect our safety patrol members and follow their directions when walking to and from school.



Bicycle Riders



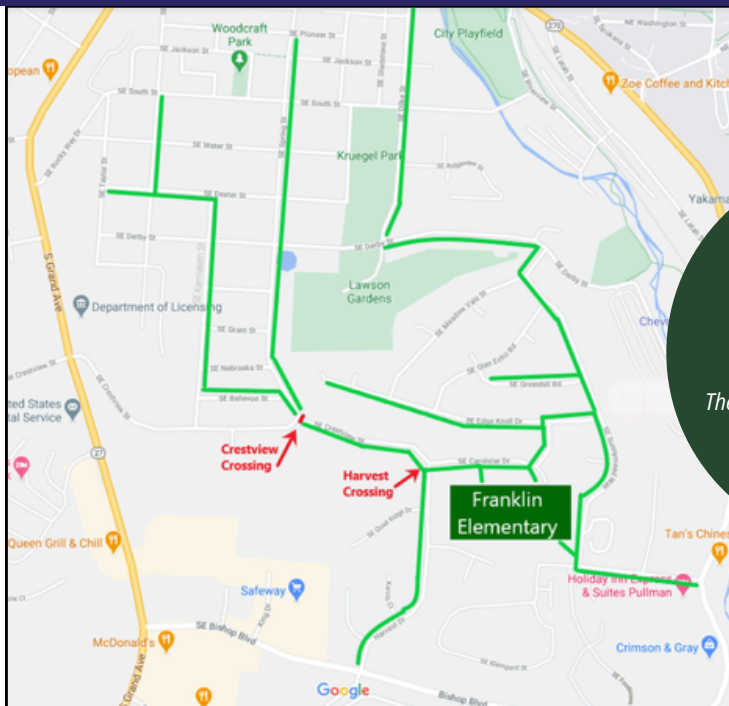
All of our elementary schools have bike racks. We recommend a bike lock for securing your bicycle. We have several safety policies for bike riders.

- Bike riders must always wear a helmet.
- Always obey general traffic and safety rules.
- Listen to staff and safety patrol members and follow their directions.
- Walk your bike on school grounds and sidewalks.

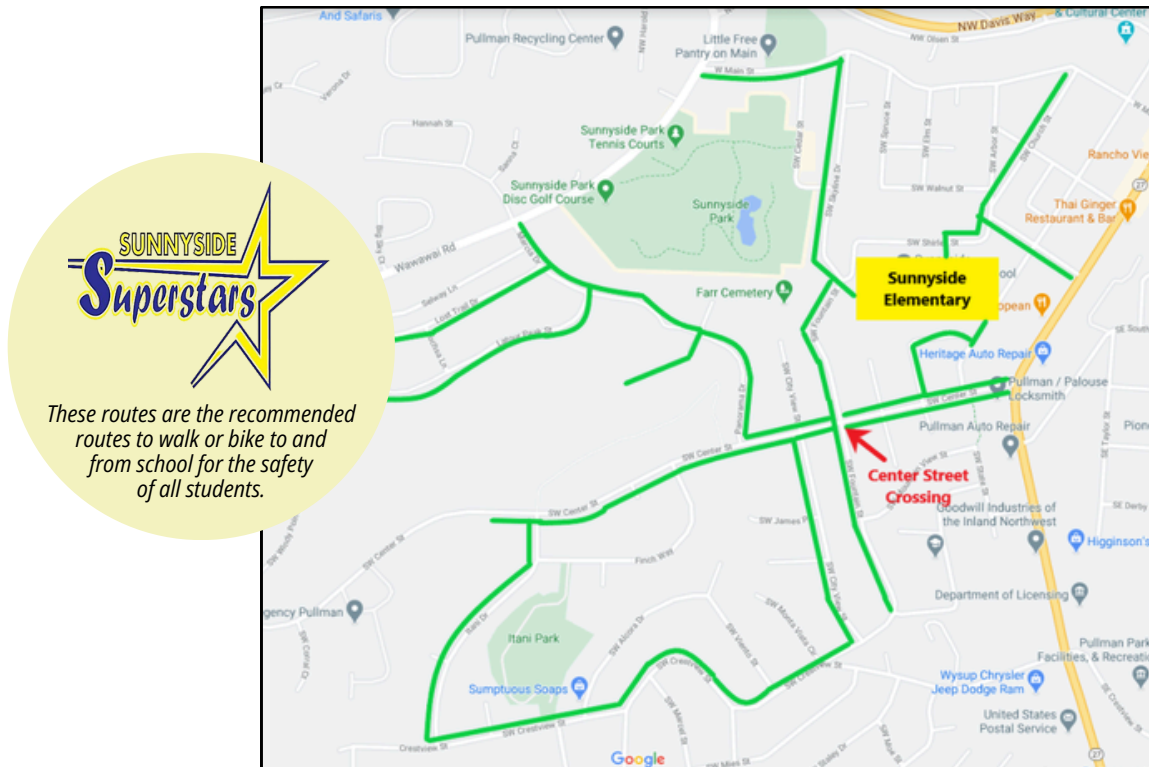


Below you will find the recommended routes to walk or bike to and from school for the safety of all students.

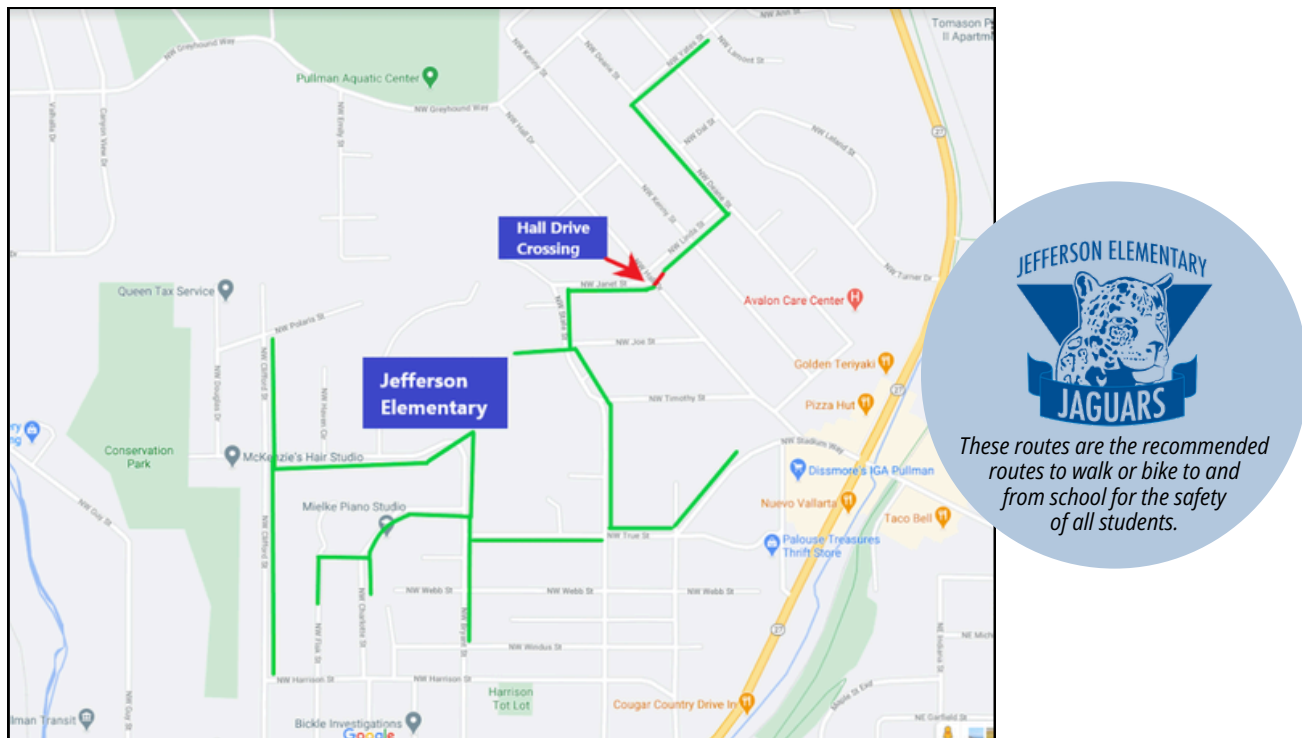
FRANKLIN ELEMENTARY SAFE ROUTES TO SCHOOL



SUNNYSIDE ELEMENTARY SAFE ROUTES TO SCHOOL



JEFFERSON ELEMENTARY SAFE ROUTES TO SCHOOL



KAMIAK ELEMENTARY SAFE ROUTES TO SCHOOL

These routes are the recommended routes to walk or bike to and from school for the safety of all students.



BUS TRANSPORTATION

District transportation is only available for eligible elementary and students and students living more than 1 mile from school. Some exceptions are made which are explained in our policy & procedure.

The rules of conduct, for students riding buses, were prepared by the State Superintendent of Public Instruction with the advice of the Chief of the Washington State Patrol and Director of Highways for the State of Washington. If you have any questions about school bus transportation, please contact the Pullman School District transportation department at 509-334-3911.

The vehicle driver has authority and responsibility for the behavior of students using school district transportation. The students must obey the driver promptly and willingly and shall conduct themselves in accordance with the rules and regulations outlined in [Procedure 6605P Student Safety: Walking, Biking, and Riding Buses to School.](#)

At the beginning of each school year, a copy of the rules of conduct for students riding buses will be provided to each student who is scheduled to ride a school bus. A copy of the rules of conduct are available upon request at the district office.

Enforcement of Rules & Regulations

Violation of bus-riding expectations may result in a written report when, in the opinion of the driver or bus supervisor, there has been an infraction of the rules applicable to student conduct. The written report is the primary means by which a driver or bus supervisor communicates a student's conduct to the school and transportation department. This report, in most cases, reflects an infraction of rules which is repeated by the student after his/her having received previous oral warnings from the driver or bus supervisor.

In order for drivers and bus supervisors to effectively maintain control on their buses, it is expected that action be exercised by principals when receiving such a report and that such action be taken within 48 hours.

First report/ticket: Written warning mailed to parents/guardians.

Second report/ticket: Three (3) day suspension from riding the bus.

Third report/ticket: Two (2) week suspension from riding the bus.

Fourth report/ticket: Permanent suspension for the remainder of the semester.

Flagrant violations (such as abuse of a driver or major violation) may result in a stronger penalty or could accelerate the suspension process.

FIELD TRIPS

Field trips are defined as travel away from school premises, under the supervision of a teacher, with an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom.

Any time students leave school grounds to attend a field trip, a signed permission slip is required in advance.

- This includes walking field trips to any location off site.
- This includes taking a bus to another school in our district for any event.

EMERGENCY OPERATING PROCEDURES & INCLEMENT WEATHER

During adverse weather conditions, it may become necessary to exercise one or a combination of the following emergency procedures:

All information regarding school delays or closures will be made available to guardians, news and radio stations by approximately 6:00 a.m.

Announcements about school delays or cancellations are shared in the following ways:

- Automated emails, phone calls and/or text messages will be made to all parents/guardians by approximately 6:00 a.m (automated phone broadcast notification preferences are set in your ParentSquare account. If you do not have access to ParentSquare, please request access by emailing info@psd267.org or notifying your school's front office)
- An announcement will be made on the District website via the ParentSquare feed widget, located on each school's homepage, as well as the district's (www.pullmanschools.org).
- Weather announcements will be posted on our social media pages:
 - Facebook: [@PullmanPublicSchools](https://www.facebook.com/PullmanPublicSchools)
 - Twitter: [@PullmanSD](https://twitter.com/PullmanSD)
 - Instagram: [@PullmanPublicSchools](https://www.instagram.com/PullmanPublicSchools)
- Local radio and television stations will be contacted

Late School Starting Time

It may be necessary to delay school starting times by one to two hours in order to take advantage of daylight hours and/or improving weather and/or road conditions. This will also allow in-town students more time to get to school and avoid heavy traffic periods. The delay will be announced using the same methods as above. Schools will be open and students may come earlier, if necessary. Schools will normally be dismissed at the regular time.

If a delayed start time occurs on a 'Late-Start Monday', the delay time will be based on your student's normal Tuesday-Friday start time.

Emergency Rural Bus Routes

These schedules will be distributed to all rural bus riders by their bus drivers. When emergency bus routes will be used, you will receive a notification from our rapid notification system (ParentSquare).

Rural students who cannot be transported to their home will be returned to their applicable school where arrangements will be made for staying at their emergency in-town address.

In-town elementary students without parents/guardians at home will not be released until arrangements have been made for a babysitter and/or alternate supervision.

School Delays

One-Hour Delay

AM preschool programs, zero period classes, and before-school activities, programs, and clubs canceled.

Rural bus route students will use emergency routes. Rural bus route students will be notified separately via our rapid notification system (ParentSquare).

- Franklin starts at 9:20 a.m.
- Sunnyside starts at 9:35 a.m.
- Jefferson starts at 9:20 a.m.
- Kamiak starts at 9:35 a.m.
- Lincoln starts at 9:30 a.m. - *check with LMS for delayed start schedule*
- Pullman High starts at 9:30 a.m. - *check with PHS for delayed start schedule*

Two-Hour Delay

AM preschool programs, zero period classes, and before-school activities, programs, and clubs canceled.

Rural bus route students will use emergency routes. Rural bus route students will be notified via our rapid notification system (ParentSquare).

- Franklin starts at 10:20 a.m.
- Sunnyside starts at 10:35 a.m.
- Jefferson starts at 10:20 a.m.
- Kamiak starts at 10:35 a.m.
- Lincoln starts at 10:30 a.m. - *check with LMS for delayed start schedule*
- Pullman High starts at 10:30 a.m. - *check with PHS for delayed start schedule*

City Transit System Operating on Snow Routes or Not Running

If Pullman Transit transitions to snow routes or stops running routes completely, Pullman Public Schools will provide alternative transportation options both before and after school. Families should go to their nearest school in the morning, with the exception of LMS students living near Franklin and PHS students living near Kamiak.

PSD families will be notified via ParentSquare in the event a Pullman Transit route, used by students in grades 6-12, is running a snow route and will include information about alternate pick-up and/or drop-off locations with pick-up times. [These times can also be found on our website.](#)

No School Buses

Under extreme or prolonged days of bad weather it may be necessary to operate without any school buses. Under these conditions it will be necessary for parents/guardians and students to provide their own transportation to school. Normally, we will operate both morning and afternoon kindergarten under these circumstances.

Early School Dismissal

On some occasions, weather conditions may deteriorate during the school day and necessitate early dismissal of schools. Rural students will be returned to their homes only if there is adult supervision and/or a vehicle to receive them at the point they leave the bus.

School Closure

Closure will be announced via the above mentioned radio and television stations, by phone/email/text using our rapid notification system (School Messenger), on social media channels, and on the district website as a popup window. When school is closed, all activities and athletic events will be cancelled at home or away. This decision will be made by district administrative personnel. At the discretion of the high school principal, high school varsity sports or other major activities may hold non-required practices.

BREAKFAST & LUNCH PROGRAMS

Breakfast and hot lunches are served each day. *Milk is available for students carrying cold lunches.*

Free and reduced price meals are provided for children whose family size and monthly gross income meet federal guidelines. Applications are available at any Pullman Public School or on [our website](#).

Parents may enroll their children at any time during the school year. If the student qualifies for free or reduced lunches, they automatically qualify for free or reduced breakfasts. The names of students participating in the free/reduced program are kept confidential. Applications should be returned directly to the school office.

The Food Service program is self-supporting through student participation and federal supporting terms of commodities and reimbursement. Program benefits and services are available to all students without regard to race, color, sex, disability, age, or national origin.

Meal prices and menus can be found on the Pullman Public Schools website under the [Nutrition Services](#) department.

FREE & REDUCED-PRICE MEALS

If your family qualifies for free or reduced-price meals, the district can facilitate fee waivers for school programs. Fee waivers can be applied to optional non-credit based activity fees, ASB card fees, sports/athletics fees, field trip fees, summer school fees, testing fees (ACT, SAT, etc.), course fees, and/or lab fees for students that are eligible for free or reduced-price meals. Schools may disclose children's free and reduced-price eligibility information to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA).

We encourage all families to complete the Consent to Share Child Nutrition Program Eligibility Form through Skyward Family Access for all students in each family as part of the annual registration for returning students or as part of the new student enrollment process, whichever is applicable. This is an optional form and submitting/not submitting this form will not affect your child's eligibility for free or reduced-price meals. After the completed Consent to Share Eligibility Form has been received, the fee waivers will be automatically applied, where applicable. ***You can get a Consent form from your school's front office or the district.***

IT'S MORE THAN A MEAL APPLICATION

We strongly encourage all parents/guardians to submit a Meal Application. Completing an application takes less than 10 minutes, and parents only need to complete one Meal Application.

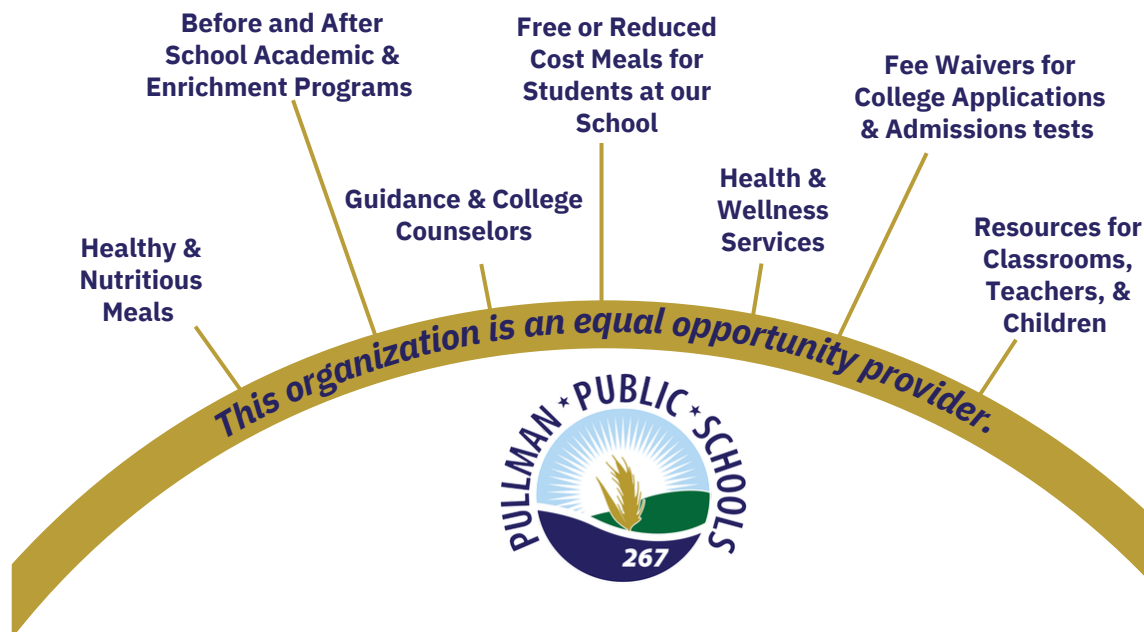
Meal Applications may be downloaded from our website at www.pullmanschools.org or a paper copy may be picked up from any school or the district office. Additionally, families may complete meal applications in their Skyward Family Access account. Once you submit an application, you will receive a notice in the mail as to whether your child/children can receive free or reduced- price meals.

EVERY ELIGIBLE FORM COUNTS!

Every eligible form that is not submitted means lost resources for our schools.

Foster children and students receiving benefits from state programs such as Basic Food or Medicaid automatically qualify for free/reduced priced meals!

Filling out the School Meal Application may help provide:



DISTRICT SNACK POLICY

In an effort to best meet the needs of all students, our district has implemented a policy related to food in classrooms. We have students in each of our schools with diagnosed life-threatening food allergies and others with food sensitivities. Our policy is intended to better care for our students and was adopted as the result of a recommendation from our district Wellness Committee. The Wellness Committee is comprised of school administrators, district employees, community members, and parents.

We do not serve food on individual student birthdays. We do allow for activities that involve food up to once a month in each classroom, at the discretion of the teacher. Individual teachers will create their own classroom birthday recognition practices, which often include learning components on the student's special day. These events may have different themes and purposes at each grade level, and may take the form of a combined monthly birthday celebration. In all cases, families will have prior notice of the events, including information about what types of food will be available, so that parents may plan alternative food options for their child if needed.

Food practices in individual classrooms will be mindful of life-threatening allergies, food sensitivities, health, and the potential for disruption, and will be communicated by individual classroom teachers. There are many occasions when we wish to recognize accomplishments of students and we will continue to explore and implement strategies unrelated to food. We hope to create a safer, healthier environment, and minimize loss of instructional time throughout the school year.

Click the link below to view the Approved Snack List. The list of approved snacks is also available in each school office and on our website. Please do not bring food to school unless pre-arranged with the school and/or classroom teacher. Instead of bringing food, please consider bringing stickers, pencils, erasers, etc. for birthday celebrations.

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including:

- **Foods brought for celebrations & parties** - The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- **Classroom snacks brought by parents** - The district will provide to parents a list of foods and beverages that meet Smart Snack nutrition standards. All food must be dropped off at the school office and will be distributed to the classroom at the appropriate time.
- **Rewards & Incentives** - The district will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

For further guidance see Pullman School District Administrative [Procedure 6700P](#).

[Pullman School District's Approved Snack List](#)

STUDENT DRESS POLICY

The student and parent/guardian(s) may determine the student's personal dress and grooming standards, provided that the student's dress and grooming does not:

- Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives;
- Create a health or other hazard to the student's safety or to the safety of others;

Examples of student dress that are prohibited include, but are not limited to clothing that:

- States or implies intimidation, discrimination, or ridicule based on a legally protected status such as race or gender;
- Displays words, pictures, or references to profanity, alcohol or marijuana, tobacco, illegal drugs, weapons, or sexual innuendo;
- Display words, pictures, or references that create an atmosphere in which a student, staff, or other person's well-being is affected by undue pressure, behavior, intimidation, overt gesture, threat of violence, gang membership or affiliation.
- Exposes torso, midriff, or backside, and clothing without sleeves or straps.

The principal, as well as the teacher, advisor, coach, or other person(s) in charge of a curricular, co-curricular, or extracurricular activity, may regulate the dress and grooming of students who participate in the curricular, co-curricular, or extracurricular activity if the principal, teacher, advisor, coach, or other person(s) reasonably believes that the student's dress or grooming:

- Creates a hazard to the student's safety or to the safety of others; or
- Will prevent, interfere with, disrupt, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

If the student's dress or grooming is objectionable under these provisions, the principal will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent, if reasonably possible, and request that the parent make the necessary correction. If both the student and parent refuse, the principal will take appropriate disciplinary action. Students may be suspended, if circumstances so warrant. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. All students will be accorded due process safeguards before any corrective action may be taken.

Students identified as being gang involved influenced or affiliated will be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Pullman School District is committed to continuing to find ways to be more sustainable. A way for the district to be more sustainable is for the temperature in school/district buildings to be set to 68 degrees for heating and 72 degrees for cooling. Please note while this is the set temperature, school and district buildings could range in temperature from 68-72 degrees. Please have your student dress accordingly.



Pullman School District is committed to continuing to find ways to be more sustainable. A way for the district to be more sustainable is for the temperature in school/district buildings to be set to 68 degrees for heating and 72 degrees for cooling.

Please note while this is the set temperature, school and district buildings could range in temperature from 68-72 degrees. Please have your student dress accordingly.

PARENT INVOLVEMENT

Parent Volunteers

We pride ourselves on building strong parent relationships and we encourage parent involvement. Each classroom has a parent communication plan and options for parent volunteers. Volunteers must complete and submit an application to volunteer via the district website at:

<https://www.pullmanschools.org/volunteer>

Please note that in order to volunteer, you must be able to clear a background check.

Lunchroom Visitation

Our lunchrooms are open for parents to visit and eat with their children. This can be a special treat for children and parents on occasion, but we do not encourage parents to regularly come to our lunch room to visit their child (more than once per week). Our goal for every child is to develop independence. Lunch is one of the only times during the day where students can informally visit with their friends and work on peer-to-peer social skills. This is a very important time for students to interact independently and learn daily lessons on how to interact and problem solve with their peers. If parents are visiting the lunchroom too often, children can miss out on an important learning opportunity. If parents intend to buy a hot lunch from the cafeteria, we do request a phone call in the morning before 8:45, so we can prepare enough food for the day.

Classroom Visitation

Along with classroom volunteering, we encourage parents to visit our schools for special events (assemblies, unique class activities, student presentations, etc.) and for special occasions (holiday parties, class parties, birthdays, etc.). We view our schools as community schools and are always looking to increase our parent partnerships. Our schools would not be the amazing places they are without our incredible PTA/PTO groups and supportive parents and community.

Outside of volunteering and special events, parents (visitors) that would like to meet with a teacher, visit their child, or observe a classroom during school hours need to be pre-approved by the school office or classroom teacher (per district [policy and procedures 4200P](#)). Instructional time is very important, so parent visits that are unplanned can take away from planned instructional activities and can cause distractions to the learning environment. The teacher may request to meet with the parent (visitor) before and/or following the visitation.

Teachers are available and willing to schedule parent meetings during non-student times (FES/JES: 7:50- 8:20 or 2:50-3:20; SES/KES: 8:00-8:35 or 3:30-4:00). You can schedule a teacher meeting by either calling the main school office or emailing your child's teacher directly.

Playground Visits

Recess is an extension of the classroom and school day. As such, all playground visits need to be pre-approved by the building principal. Students need informal social time with their peers to develop social skills and develop a sense of being independent. Safety is our top priority. We must ensure that all adults that are visiting our schools are safe to be around other children and we are unable to do that if visits are not pre-arranged.

WHEN TO STAY HOME FROM SCHOOL

Deciding when to keep a sick child home from school is not always easy. Below are some guidelines to help families decide when to keep students at home:

- **Diagnosed Strep Throat or Bacterial Conjunctivitis (Pink Eye):** Must stay home 24 hours after the first dose of antibiotics.
- **Diarrhea:** Three or more loose or watery stools in a 24-hour period, especially if the student feels ill. Students should stay home for 24 hours after the last watery stool.
- **Eyes:** Draining mucus or pus or that have unusual redness, itchiness or pain not due to injury or allergy.
- **Fatigue:** Students who are unusually tired, pale, lack appetite, or who are difficult to wake, confused, or unusually irritable.
- **Fever:** Temperature 100 degrees Fahrenheit or over. Students need to stay home for 24 hours after their temperature has returned to normal without the help of fever-reducing medications such as Ibuprofen or Acetaminophen.
- **Live Lice:** Students may return to school once treatment has begun.
- **Persistent Coughing:** Students who are unable to participate in classroom activities due to persistent coughing should stay home.
- **Rash:** Unknown origin or those known to be contagious such as ringworm, impetigo or scabies. Students may return to school as soon as treatment has begun.
- **Vomiting:** Two or more times during the last 24 hours, especially if the student feels ill. Students should stay home for 24 hours after the last time they vomited.

If your student shows any of the above symptoms at school you may be called to pick him/her up. We suggest that you also consult your health care provider. **Please consult your school nurse or health care provider if you are unsure whether or not your student should miss school due to health conditions.**

Check out our [Health & Wellness](#) page for more tips!

PULLMAN PUBLIC SCHOOLS

WHEN TO STAY HOME FROM SCHOOL

Persistent Coughing Students who are unable to participate in classroom activities due to persistent coughing should stay home.	Fever 100°F or Higher Students need to stay home for 24 hours after their temperature has returned to normal without the help of fever-reducing medications, such as Ibuprofen/Tylenol.	Extreme Fatigue Students who are unusually tired, pale, lack appetite, or who are difficult to wake, confused, or unusually irritable.	Vomiting If student vomits 2 or more times during the last 24 hours, they should stay home. Students should stay home for 24 hours after the last time they vomited.
Diarrhea Student should stay home if they have three or more loose or watery stools in a 24-hour period, especially if the student feels ill. They should stay home 24 hours after the last watery stool.	Rash Rash has an unknown origin or is known to be contagious such as ringworm, impetigo, or scabies. Students may return to school as soon as treatment has begun.	Eye Symptoms If student's eyes are draining mucus or pus or have an unusual redness, itchiness or pain not due to injury or allergy, they should stay home.	Live Lice Students may return to school once treatment has begun.

Diagnosed Strep Throat or Bacterial Conjunctivitis (Pink Eye): Student must stay home 24 hours after first dose of antibiotics

If your student shows any of the above symptoms at school, you may be called to pick them up. We suggest that you also consult your healthcare provider. Please consult your school nurse or health care provider if you are unsure whether or not your student should miss school due to health conditions.

FREQUENTLY ASKED QUESTIONS (FAQ)

Contacting the School



What do I do if I need to contact the school?

Please contact our schools by calling the main school office. If you call either before or after school hours, you may leave a message on the answering machine, or opt to email.

What do I do if I need to speak with my child's teacher?

The best way to communicate with your student's teacher is through e-mail. If you have an emergency, please call their school office and talk to the Office Manager.

Student Drop-Off & Pick-Up

May someone else pick up my child?

Students may be released to persons other than parents or legal guardians only if:

- The student's school has been notified in advance by the parents or guardian that the pupil is to be released to a specific person or persons (identity to be verified by the school).
- The student can correctly identify the designated guardian.

Students are not allowed to leave school for any reason without permission of the parent or guardian.



Missing School



What do I do if my child is going to miss school for the day?

- If you know of the absence in advance, please send a note to the student's school.
- If the absence is unexpected, please call the school's main office by 8:30 AM. Messages before or after school hours will be recorded on the answering machine.

What do I do if my child needs to miss just part of the day?

- If you know of the absence in advance, please send a note to the student's school.
- If the absence is unexpected, please call the schools' office to notify the Office Manager.

What do I do if our family is going to leave for a vacation?

Excused absences due to family trips/vacations need prior approval by the school principal.

How do I get classwork my child may have missed while absent?

Please email the student's teacher for guidance regarding missed work



Visitation

May my child bring a friend to school?

Visits are discouraged because the children tend to focus on the visitor and valuable instructional time is lost. Lunch time visits can be arranged through each school's main office. **Please call the school's office by 8:45 am if you would like to order a lunch.**

Medication

What do I do if my child needs to take medication during school hours?

Please fill out the "Authorization for Administration of Medication at School" form, as required by the state of Washington. Please note that by law the child's physician must sign this form. Turn in this form and the medication in its original container to your student's school office. The form is at:

www.pullmanschools.org in the [Forms](#) section.



Progress Reports

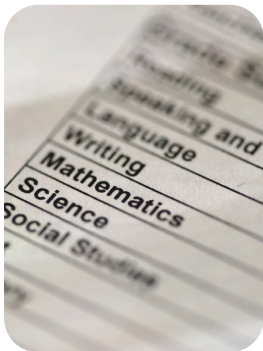
When will I receive a report on my child's progress?

The year is separated into three reporting periods:

- 1st trimester: Parent-teacher conferences for all students in October
- 2nd trimester: Parent-teacher conferences for all students and a report card in February/March.
- 3rd trimester: A final report card for all students in June.

Informal reports are part of checking your child's daily work or by placing a call or sending an email to your child's teacher if you have any questions.

Please avoid asking for a report on your child in a public setting.



STUDENT DISCIPLINE POLICY

"Discipline" means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to a behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

[Policy](#) and [Procedure 3241: Student Discipline](#)

HARASSMENT, INTIMIDATION, & BULLYING (HIB)

OUR SCHOOLS PROTECT STUDENTS FROM HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

We strive to make our school a safe and inclusive environment where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school.”

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How do I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer, Ryan Mulvey, rmulvey@psd267.org, (509) 332-3144, who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form [link].

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form, <https://www.pullmanschools.org/hib-incident-reporting-form>, and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?

For the student named as the “targeted student” in a complaint:

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

For the student named as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage: <https://www.pullmanschools.org/hib-discrimination> or the district's HIB Policy [3207] and Procedure [3207P]: <https://www.pullmanschools.org/policies-and-procedures>.

How do I make a complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.

HIB & DISCRIMINATION

OUR SCHOOLS STAND AGAINST DISCRIMINATION

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://www.pullmanschools.org/policies-and-procedures>.

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit <https://www.pullmanschools.org/policies-and-procedures>.

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:

Civil Rights Coordinator:

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: rmulvey@psd267.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: rmulvey@psd267.org

Concerns about disability discrimination:

Section 504 Coordinator:

Dom Ventresco, Assistant Director of Special Services

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: dventresco@psd267.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: rmulvey@psd267.org

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. Send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

What are the next steps if I disagree with the outcome?

If you disagree with the decision about your complaint, you may appeal the decision to the school board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

<https://www.pullmanschools.org/policies-and-procedures>.

I already submitted a HIB complaint - what will my school do?

Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207P](#)) to fully address your concerns.

<https://www.pullmanschools.org/policies-and-procedures>

GENDER INCLUSIVE SCHOOLS

OUR SCHOOLS ARE GENDER-INCLUSIVE

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit <https://www.pullmanschools.org/policies-and-procedures>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Ryan Mulvey, Assistant Superintendent
240 SE Dexter Street, Pullman, WA 99163
rmulvey@psd267.org
(509) 332-3144

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 25.

WILLFUL NONCOMPLIANCE

OUR SCHOOL IS COMMITTED TO STUDENTS AND STATE LAW

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at <https://ospi.k12.wa.us/about-ospi/contact-us/how-file-complaint>, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

OSPI School Safety Center *(For questions about harassment, intimidation, and bullying)*

Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center

Email: schoolsafety@k12.wa.us

Phone: 360-725-6068

OSPI Equity and Civil Rights Office *(For questions about discrimination and sexual harassment)*

Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights

Email: equity@k12.wa.us

Phone: 360-725-6162

OSPI Office of Legal Affairs *(For more details on the willful noncompliance complaint process)*

Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints

Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and community engagement and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: www.ed.gov
- Email: ocr@ed.gov
- Phone: 800-421-3481

SAFETY AT SCHOOL ACTIVITIES AND EVENTS

OUR SCHOOL IS COMMITTED TO SAFETY AT SCHOOL ACTIVITIES AND EVENTS.

Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

What does state law say?

Washington State law has long banned intimidation, force, and threats of violence at school events. [ESB 5272](#) (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under [RCW 28A.600.015](#).

How is this different from HIB?

This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

What should I do if I experience or witness this conduct?

- **Call 911** if there is an immediate safety concern
- **Report to a coach, event supervisor, school administrator, or other trusted adult** as soon as possible. They can connect you with the right support and make sure the right steps are taken
- **If a student was the target** of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

Who can I contact with questions?

For questions about safety at school events, contact your school principal or:

Juston Pollestad, Director of Operations
240 SE Dexter St, Pullman, WA 99163
P: (509) 332-3581
E: jpollestad@psd267.org

For questions about whether conduct student-to-student may also be HIB, contact the HIB Compliance Officer:

Ryan Mulvey, Assistant Superintendent
240 SE Dexter Street, Pullman, WA 99163
P: (509) 332-3144
E: rmulvey@psd267.org

ANONYMOUSLY REPORT SAFETY CONCERNS



Safety is one of our district's top priorities and to help safeguard our school community, we utilize a reporting service called Vector LiveSafe Alert (formerly known as SafeSchools).

Vector LiveSafe Alert is a tip reporting service that allows students, staff, and parents to submit safety concerns to our administrators in four different ways: phone, text, email, or an online form.

Anyone can easily report tips on bullying, harassment, drugs, vandalism, or any safety issue of concern, through Vector LiveSafe Alert.

Every tip Vector LiveSafe Alert receives is immediately logged and administrators are notified so that they can quickly investigate and take appropriate action. Tips may be anonymously submitted if preferred.

Together, using Vector LiveSafe Alert, we can make Pullman Public Schools a safer place to work and learn!

A link to Vector LiveSafe Alert can be found at the bottom of the District's home webpage as well as the bottom of each school's home webpage or by using this link: [SafeSchools Alert](#).

SEXUAL HARASSMENT POLICY

The district is committed to maintaining learning and working environments that are free from all forms of discrimination, including sexual harassment. The district prohibits sexual harassment in any form by employees, students, volunteers, and others involved in school district activities. Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

As a first step, any individual who believes they have been sexually harassed is encouraged to directly inform the harasser the behavior is offensive, unwelcome, and must stop.

Sexual harassment may include (but is not limited to):

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Pressure for dates or sexual activity;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive, or inappropriate
 - sexually suggestive remarks, comments, gestures, or jokes; or
 - remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Offensive sexual graffiti, pictures, or photographs;
- Hazing, pranks, or other intimidating behavior directed toward an individual in the educational environment.
- Sexual jokes or teasing.

Any student who believes that they have been subjected to sexual harassment in the educational environment is strongly encouraged to bring their complaint to the immediate attention of any adult staff member. Third party harassment will also be disciplined under this section.

Engaging in sexual harassment will result in appropriate disciplinary action up to and including suspension or other appropriate sanctions against offending staff and contractors.

No person shall be retaliated against for making a report of sexual harassment or for providing testimony or assisting in the investigation of such a report. Retaliation will lead to disciplinary action against the offender.

It is also a violation of this policy to knowingly report false allegations of sexual harassment. Persons found knowingly reporting false allegations will also be subject to disciplinary action.

It is the policy of the Pullman School District not to discriminate against any student on the basis of sex. In keeping with that policy, sexual harassment will not be tolerated by any of its students. It is the goal of the Pullman School District to maintain an educational environment free of sexual harassment. Student initiated sexual harassment toward another student or toward an adult within the school is considered to be a major offense that will result in disciplinary action against the offender.

The district will develop and teach appropriate curriculum to address issues of sexual harassment.

- 1st offense: Warning, conference with Principal/Counselor
- 2nd offense: In-School Suspension
- 3rd offense: 3-day out-of-school suspension
- 4th offense: 10-day out-of-school suspension

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that they must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

School Board Policies:

- [3205 Sexual Harassment](#)
- [5011 Sexual Harassment](#)

How do I report sexual harassment?

You can report sexual harassment to any school staff member or to the district's Title IX Officer:

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163-2331

P: (509) 332-3144 E: compliancecoord@psd267.org

NON-DISCRIMINATION POLICY 3210

What is discrimination?

Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

What is a protected class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

DISCRIMINATION COMPLAINT PROCEDURE

How do I file a complaint about discrimination?

If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district's nondiscrimination procedure, visit www.pullmanschools.org or contact the school district at 509-332-3581.

Before filing a complaint, you may wish to discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, and Civil Rights Compliance Coordinator, Ryan Mulvey, Assistant Superintendent at 509-332-3581. This is often the fastest way to resolve your concerns.

STEP 1: SUBMIT COMPLAINT TO THE SCHOOL DISTRICT

In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator.

When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district's discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

- A summary of the results of the investigation;
- Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
- Notice of your right to appeal, including where and to whom the appeal must be filed; and
- Any corrective measures determined necessary to correct any noncompliance.

STEP 2: APPEAL TO THE SCHOOL DISTRICT

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint.

The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal.

The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with OSPI.

STEP 3: COMPLAINT TO OSPI

If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI). A complaint must be filed with OSPI within 20 calendar days after you received the district's appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

- E-mail: Equity@k12.wa.us
- Fax: (360) 664-2967
- Mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

For more information, visit [How to File a Complaint](#) or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/TTY: (360) 664-3631 or by email at equity@k12.wa.us.

Pullman Public Schools Nondiscrimination Statement

The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, 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, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, compliancecoord@psd267.org, and Section 504/ADA Coordinator, Assistant Director of Special Services (509) 332-3144, compliancecoord@psd267.org. 240 SE Dexter Street, Pullman, WA 99163.

Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584. Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): [How to File a Discrimination Complaint with OCR](#). Information about the nondiscrimination and sex-based discrimination policies and grievance procedures, and how to report a concern or complaint can be found on our website: <https://www.pullmanschools.org/hib-discrimination>.

STUDENTS AND TELECOMMUNICATION DEVICES

Pullman School District will limit student mobile device usage in our district in accordance with updated Board Policy and Procedure 3245 Students and Telecommunication Devices. This policy covers cellphones, smartphones, smartwatches, non-medical listening devices, headsets, earbuds, and other wearable technology that may distract from learning. Students may still bring these devices to school; however, they must be kept away and unused during instructional time/school hours.

Elementary and Middle Schools

Elementary and middle schools will be mobile device-free during school hours, unless in an emergency or authorized by an administrator.

High School

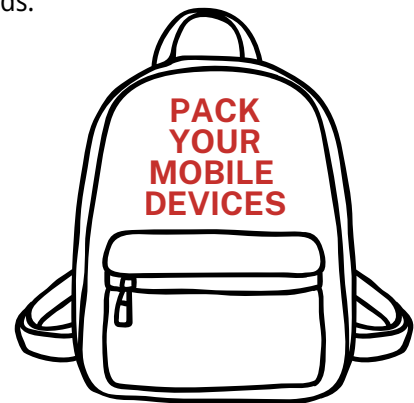
The high school will be mobile device-free during classroom time. Devices may be used before school, after school, at lunch, and during passing periods, but not during instructional time unless in an emergency or authorized by an administrator.

Students may access their mobile devices to manage their documented medical condition in accordance with the student's health care provider orders and/or other written IEP, 504, or Health Care Plans. Accommodations may be made for students with specific medical or other documented needs.

This policy and procedure aims to increase in-person social connection, minimize classroom distractions, enhance well-being, and improve your student's educational experience.

For more information about these policies in procedures:

- [Policy 3245 Students and Telecommunication Devices](#)
- [Procedure 3245P Students and Telecommunication Devices](#)



ARTIFICIAL INTELLIGENCE (AI) GUIDELINES

Artificial Intelligence (AI) offers powerful potential to improve productivity, enhance learning outcomes, personalize instruction, and foster creativity in Pullman Public Schools. Our commitment as a district is to thoughtfully integrate AI technologies, ensuring they align with educational goals and uphold ethical standards. We aim to collaborate with our Technology Advisory Committee and other key stakeholders to evaluate AI advancements and determine their suitability within our educational setting. The following guidelines reflect our current approach to AI use in Pullman Public Schools.

[Pullman Public Schools Artificial Intelligence \(AI\) Guidelines](#)

REFERENCES

[Board Policy 3122 Excused & Unexcused Absences](#)

[Board Procedure 3122P Excused & Unexcused Absences](#)

[Board Policy 3205 Sexual Harassment of Students Prohibited](#)

[Board Procedure 3205P Sexual Harassment of Students Prohibited](#)

[Board Policy 3207 Prohibition of Harassment, Intimidation, and Bullying of Students](#)

[Board Procedure 3207P Prohibition of Harassment, Intimidation, and Bullying of Students](#)

[Board Policy 3210 Non-Discrimination](#)

[Board Procedure 3210P Non-Discrimination](#)

[Board Policy 3211 Gender-Inclusive Schools](#)

[Board Procedure 3211P Gender-Inclusive Schools](#)

[Board Policy 3241 Student Discipline](#)

[Board Procedure 3241P Student Discipline](#)

[Board Policy 4200 Parent Access & Safe and Orderly Learning Environment](#)

[Board Procedure 4200P Parent Access & Safe and Orderly Learning Environment](#)

[Board Policy 5011 Sexual Harassment of District Staff Prohibited](#)

[Board Procedure 6605P Student Safety: Walking, Biking and Riding Buses to School](#)

[Board Procedure 6700P Nutrition](#)

[RCW 28A.225 Compulsory School Attendance & Admission](#)

[RCW 28A.225.020 School's Duties Upon Child's Failure to Attend School](#)

Policies & Procedures





REQUIRED NOTIFICATIONS

*All Pullman School District Policies can be found on the
www.pullmanschools.org website*



ANNUAL NOTIFICATIONS

Pullman Public Schools is required to provide the following notifications to parents each school year. They can be read in their entirety on the district webpage or you can call the school district office (509.332.3581) or email info@psd267.org to request that a packet of all notifications be mailed to you.

NOTIFICATIONS:

- [Academic Acceleration Policy \(Policy 2195\)](#)
- [Admission Requirements](#)
- [Annual Summary of Pesticide Use](#)
- [Artificial Intelligence \(AI\) Guidelines](#)
- [ASB Activities Reports](#)
- [ASB Opportunity Gap Reduction Plan](#)
- [ASB Financial Reports](#)
- [Asbestos Hazard Emergency Response Act \(AHERA\) Inspection Report](#)
- [Assessment Plan](#)
- [Child Find](#)
- [Community Resources for Families](#)
- [CTE Nondiscrimination Statement](#)
- [Diplomas/Transcripts Withheld on the Basis of Outstanding Fees/Fines](#)
- [District Policy for Waiving and Reducing ASB Fees \(Policy 3510\)](#)
- [Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 \(Policy 2162\)](#)
- [Excused and Unexcused Absences](#)
- [Explanation of Roles & Responsibilities of Safety and Security Staff \(Policy 4311\)](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Federal Program Notifications](#)
- [FERPA Directory Notification](#)
- [Food and Snack Policy & Approved Snacks List for Classroom Events](#)
- [Harassment, Intimidation and Bullying \(HIB\) and Discrimination Information](#)
- [Home Language Survey](#)
- [Immunizations Required for School Attendance \(Policy 3413\)](#)
- [Language Access Plan](#)
- [Learning by Choice – Student Enrollment Options in Washington State](#)
- [Maintenance of Grounds and Integrated Pest Management \(Pesticides applied on a regular basis\) \(Policy 6510\)](#)
- [McKinney-Vento Homeless Students- Annual Notifications](#)
- [Media Opt-Out Information](#)
- [Non-Discrimination Policy 3210](#)
- [Protection of Pupil Rights Amendment \(PPRA\)](#)
- [Public Records Act \(PRA\)](#)
- [Right to Request Teacher and Paraprofessional Qualifications](#)
- [Sexual Harassment Policy 3205](#)
- [Student Accident & Sickness Insurance](#)
- [Student Mobile Device Policy](#)
- [Student Rights and Responsibilities Policy 3241](#)
- [Title I – Parental Involvement Policy](#)
- [Tobacco Free Environment – Policy Related to Use of Tobacco and Nicotine Products and Delivery Devices \(Policy 4215\)](#)
- [Washington State Office of Education Ombuds](#)
- [Water Quality in Our Schools](#)
- [Pullman School District Wellness Committee](#)



If you have questions regarding any of these notifications, please contact your student's school office, or the district office at 509-332-3581 or info@psd267.org

MEDIA OPT-OUT NOTIFICATION

Pullman Public Schools enjoys celebrating the achievements and activities of our students. There are times when our schools, athletics, activities, or events may be featured in various media. District staff may highlight and recognize student achievements and activities with our community through school and district newsletters, the news media (may include interviews), and on the internet (may include our website or social media). News reporters, photographers and/or film crews from TV, radio stations, newspapers or magazines may wish to photograph and/or film your child in relation to a story about our schools or students. Your child's name and grade may be included in the report. Classrooms may also participate in video-conferencing on the internet.

Our schools are also visited by community organizations or partners who are providing services to students. These organizations or partners may wish to photograph your child and may want to use the photograph and/or your child's name and the name of the school in their publications and informational materials.

In addition, there may be instances when, under the guidance of instructors, student work is published online. Student achievements and activities may be published unless the parent/guardian directs otherwise. If you choose to opt your student out of media, we will make every effort to honor your request. Please be aware that there may be circumstances when your child may be photographed or filmed beyond our control. Please discuss your wishes with your child so that she/he knows if you do not want them to be photographed or filmed.

Parents have the right to exclude their student's name, photo, grade, school, and achievement/activities from publication. The [Media Opt Out Form](#) can be requested from any school office, by calling the district office at 509-332-3581, or is available on the district website (www.pullmanschools.org). **Please note that this form must be re-submitted at the beginning of each school year.**

NOTIFICATION OF RIGHTS UNDER FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask school to amend a record that they believe is inaccurate or misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception,

which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA:



FERPA
Family Educational
Rights & Privacy Act

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-4605

Directory Notification

[The Family Educational Rights and Privacy Act](#) (FERPA), a Federal law, requires that school districts, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, school districts may disclose appropriately designated "directory information" without written consent, unless the parent advised the school district to the contrary. The primary purpose of directory information is to allow the school district to include this type of information from your child's education records in certain school publications. Examples include a playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing the weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies receiving assistance under the [Elementary and Secondary Education Act of 1965](#) (ESEA) to provide military recruiters, upon request, with three directory information categories—names, address and telephone listings—unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

If you do not want the school district to disclose directory information from your child's education records without your prior written consent, please fill out the following form:

<https://form.jotform.com/pullmanschools/directory-information-optout-form>

OSPI Data Sharing - High School Students

School districts are required to submit directory information for high school students and their parents/guardians to OSPI. OSPI is required to share the information with institutions of higher education for the purpose of informing students/families of postsecondary educational opportunities available in the state. If you do not want this information released to OSPI, and you have not already filled out an opt-out form, please fill out the following form:

[Directory Information Opt-Out Form](#)

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

***Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—**

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

***Receive notice and an opportunity to opt a student out of—**

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use—
- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum. Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

SECTION 504 & THE REHABILITATION ACT OF 1973

[The Rehabilitation Act of 1973](#), commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students who are disabled have educational opportunities and benefits equal to those provided to students who are non-disabled.

It is the intent of the Pullman School District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Following assessment, an accommodation plan may be developed for a student who is eligible to receive services under Section 504.

The counselor at each school site is designated as the 504 contact.

The District Compliance Officer for Section 504 is the Assistant Director of Special Services, (509) 332-3581 or dventresco@psd267.org. If you would like further information or want to make a referral for possible services under Section 504, contact the designated counselor at your student's school.

RIGHT TO REQUEST TEACHER & PARAEDUCATOR QUALIFICATIONS

In compliance with the requirements of the Every Student Succeeds Act (ESSA) the Pullman School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) or instructional paraeducator(s).

The following information may be requested for teacher(s):

- Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
- The college major and any graduate certification or degree held by the teacher.
- Whether the student is provided services by paraeducators, and if so, their qualifications.

The following information may be requested for instructional paraeducator(s):

Paraeducators must work under the supervision of a certified teacher. In schools that operate a schoolwide program, all paraeducators must meet professional qualifications. In a Targeted Assistance program, any

paraeducator who is the direct supervision of a certificated teacher must meet the professional qualifications. Paraeducators can provide a copy of their high school diploma — transcripts are not necessary. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math;
4. Completed previously the apprenticeship requirements and must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

If you wish to request information concerning your child's teacher's and instructional paraeducator's qualification, please contact Dagny Myers, Human Resources Manager, at (509) 332-3584 or dmyers@psd267.org.

If you have any questions regarding any of these notifications, please contact your student's school office, or the district office at 509-332-3581.

COMMUNITY RESOURCES

Check out lots of great sources on our [community resource guide](#)!

Are you contemplating suicide or in a crisis and need help? Call or text 988 or chat at 988lifeline.org.

[Report a safety concern](#)

[Suicide Prevention](#)

[Eating Disorders Help](#)

[Substance Abuse Help](#)

[Substance Abuse Trends](#)

[Access to Naloxone](#)

[Overdose Prevention, Recognition, & Response](#)

[Secure Storage of Prescription Drugs and OTC Medications](#)

[Safe Drug Disposal Locations in Whitman County](#)

[Gun Safety](#)

HELPFUL RESOURCES

[Academic Calendar](#)

[School Supplies](#)

[Bell Schedules](#)

[Meal Menus](#)

[Meal Application](#)

[Bus Routes](#)

REFERENCES

[Elementary and Secondary Education Act of 1965 \(ESEA\)](#)

[Family Educational Rights and Privacy Act](#)

[Media Opt-Out Form](#)

[The Rehabilitation Act of 1973](#)

Policies & Procedures



APPENDIX A



LANGUAGE ACCESS



Pullman School District Board Policy & Procedure 4218

All Pullman School District Policies can be found on the

www.pullmanschools.org website

APPENDIX B



FAMILY & STUDENT HANDBOOK ADDENDUM





FRANKLIN ELEMENTARY SCHOOL FAMILY & STUDENT



2026-2027

HANDBOOK

HOME OF THE FOXES!



TABLE OF CONTENTS

Franklin Elementary Staff.....4

School Arrival & Departure.....5

 Arrival5

 Vehicle Pick-Up & Drop-Off Areas.....5

 Pedestrians5

 Bicycle Riders.....5

 Bus Riders.....5

 Departure6

Daily Schedule for 2026-276

Positive Behavior Intervention & Support.....7

Core+/Title I/LAP Reading & Math8

 Teacher/Student/Parent Learning Compact: 2025-2026 School Year.....8

Student Discipline8

 Implementing Student Discipline Policies and Procedures: Research-Based Principles for School Districts.....8

Food Celebrations at School.....10

Safe Walking Routes to School.....11

These pages are intended to complete and complement the information in the Pullman School District Family & Student Handbook, which can be found on the district and school websites:
www.pullmanschools.org/families/helpful_resources



FRANKLIN ELEMENTARY SCHOOL

850 SE KLEMGARD PULLMAN, WA 99163 (509) 334-5641

Welcome to the 2026–2027 School Year at Franklin Elementary!

Dear Franklin Families,

Welcome to another exciting year at Franklin Elementary School!

On behalf of our exceptional staff, I am thrilled to welcome both new and returning families to the 2026–2027 school year. Franklin is more than a school—it is a place where students are known, valued, challenged, and celebrated every day. We are proud to provide a safe, supportive, and engaging learning environment where every child has the opportunity to thrive academically, socially, and emotionally.

At Franklin, we believe that every student has unique strengths, talents, and perspectives that enrich our school community. Our dedicated educators work tirelessly to create meaningful learning experiences that inspire curiosity, build confidence, and encourage students to reach their full potential. We foster collaboration, creativity, problem-solving, and a growth mindset while honoring the individuality and cultural backgrounds of every child.

One of the things that makes Franklin special is the strong sense of community that exists within our school. Students have opportunities to connect, lead, and grow through a variety of extracurricular activities, including Fox Council (Community Service and Spirit), Chess Club, and Garden Club. Through partnerships with community organizations and our outstanding PTA, we are able to offer enriching experiences for students and families before, during, and after the school day. These partnerships help create the welcoming, family-centered culture that makes Franklin such a remarkable place to learn and grow.

Here at Franklin, we have developed core cultural beliefs as a commitment to you and our students. Our core belief is that “Every Fox is Our Fox.”

What does that mean? It means that every student belongs, every student matters, and every student is supported by every adult in our building. Whether a staff member is a classroom teacher, specialist, office professional, paraeducator, custodian, or bus driver, we share responsibility for the success and well-being of every Franklin Fox.

Stemming from this belief, we are committed as a staff to our core values:

- Each Franklin Fox can learn and grow with MY support.
- We believe all students can grow academically, 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 at the heart of everything we do. We want every child and every family to feel welcomed, connected, and proud to be part of our Franklin Fox Family.

We deeply value the partnership between home and school and recognize that student success is strongest when families and educators work together. We encourage parents and guardians to remain actively involved in school activities, provide input, volunteer when possible, and help us continue building a vibrant learning community. If you are interested in becoming involved, please contact Michelle Dunlap in the office or visit our website for more information.

As we begin this new school year, I am filled with excitement for the opportunities ahead. Together, we will continue to make Franklin Elementary a place where students feel inspired to learn, empowered to grow, and supported every step of the way.

Thank you for being part of the Franklin Fox Family. We look forward to an outstanding year with you!

Thank you,

Cameron Grow

Every Fox is Our Fox!

cgrow@psd267.org

(509) 334-5641

FRANKLIN ELEMENTARY STAFF

POSITION	STAFF		
Administration	Cameron Grow, Principal		
Office/Building Support	Michelle Dunlap, Secretary	Mia Seshiki, Office Para	
Kindergarten	Lonna Carrier	Madalynn Hall	TBD
First Grade	TBD	Marci Sontgerath	April Walter
Second Grade	Heather Strader	Scott Randall	Meg Connely TBD
Third Grade	Malia Held	Holly Steele	TBD
Fourth Grade	Chris Lippay	Brooke Payne	
Fifth Grade	Haley Gray	Julie Lippay	
Special Education	Jessica Anderson	Claudia Bishop- Haynes	Angela Gibson
Library	Kristen Coke-Sutton, Librarian	Alison Camacho	
Specialist	Desiree Greystone, Art/STEM	Ethan Johnson, Music	Haylee Fishback, P.E.
ELD	Kelli Dahmen	Rosana Magoia	
Core+	Sarah Davis	Anne Lee	Robin Hevly
Occupational Specialists	Katelyn Claassen, OT		
Mental Health	Tarrin Weber, Counselor	Linda Baldeck, Psychologist	
Nurse	Michelle Hyatt		
Nutrition Services	Head Cook-Christian Sanchez	Wendy Cashier	
Custodial	Cooper Jaquish, Lead	Jennifer Smith	Mikhail Pulinskii

SCHOOL ARRIVAL & DEPARTURE

ARRIVAL

Students should not arrive on the grounds before 8:05 am. Our school doors do not open to students until 8:05. Students will enter through the lunchroom doors or front doors.

VEHICLE PICK-UP & DROP-OFF AREAS

We have two student drop-off and pick-up areas. One is located in the front of the building off of Klemgard (following the loop around the flagpole). The second is in the back of the building off of Carolstar (another pick up loop).

When picking up or dropping off, please follow these safety guidelines...

- Do not double park or stop in the left lane of either pick up loop.
- Find a spot that is empty and fully park on the right side of the loop.
- Drive very slowly and cautiously. Our pick-up areas are very congested with students.
- If you need to enter the building, please move your car to a safe area and park. NEVER leave smaller children or students unoccupied in your vehicle. We will contact the Pullman police department if we see any unsupervised small children left in unoccupied vehicles.

PEDESTRIANS

Many of our students walk home within the immediate Pioneer Hill neighborhood. All students must abide by general safety rules when walking home. Crossing guards are provided on several busy corners around Franklin School (contact main school for specific corner information). We ask all Franklin students, parents, and Lincoln Middle School students to respect our safety patrol members and follow their directions when walking home.

BICYCLE RIDERS

Franklin has two bike racks for parking student bicycles. We recommend a bike lock for securing your bicycle (one that is easy for a child to operate).

We have several safety policies for bike riders.

- Bike riders must always wear a helmet.
- Always obey general traffic and safety rules.
- Listen to staff and safety patrol members and follow directions.
- Walk your bike on school grounds and sidewalks where pedestrians are present.

BUS RIDERS

These rules were prepared by the State Superintendent of Public Instruction with the advice of the Chief of the Washington State Patrol and Director of Highways for the State of Washington.

When on the bus, please follow these safety guidelines...

- Students need to follow instructions and directions of the driver. They are in charge of the bus and the student riders.
- General classroom conduct and behavior must be observed.
- Students need to assist the driver in keeping the bus clean by not littering.
- No student shall at any time throw anything out of the bus windows or extend their head, hands, or arms out of the windows (regardless if the bus is traveling or standing still).

- Students need to remain seated while the bus is in motion. They are not to get up for a stop before the bus has securely reached a full stop.
- Students need to exit the bus in an orderly manner.
- Students must ONLY cross the street/ highway in the front of the school bus.
- No horseplay at the stop or in the roadway while waiting for a bus.
- Students that walk an extended distance on a highway must walk on the left-hand side facing on-coming traffic.
- Students must see that they have nothing in their possession that may cause injury to another (such as sticks, any type of firearms, straps, pins extending from their clothes, etc.).
- Each student must see that their books and personal belongings are kept out of the aisles.

If you have any questions about school bus transportation, please contact the Pullman transportation department at (509) 334-3911.

Serious and/or repeated offenses may lead to a student plan being put into place to address the behavior and/or loss of bus riding privileges.

The staff and parents of Franklin want your child to feel safe and secure at our school. Please consult the Pullman School District Rights and Responsibility Policy #3200 for additional information. You will find a copy of the policy on the Pullman School District website, elementary handbook, or you may request a copy from the office. We sincerely appreciate your support and assistance as we work to build a community of responsible citizens who can learn, work, and play with others throughout their lives!

DEPARTURE

After school, students need to leave for home. Supervision ends at 3:00 pm.

In accordance with state law, students who wish to use the playground after school for free play need to report home before returning to the school grounds, no sooner than 3:20 pm

DAILY SCHEDULE FOR 2026-2027

Morning Arrival	
8:05 am	Enter for Breakfast
8:20 am	Classes Begin. Tardy if not present.

Morning Recess	
9:30 am-9:45 am	Grades K, 1,
9:45 am-10:00 am	Grades 2, 3, 4, 5* <i>*optional</i>

Lunch Schedule			
Grade	Lunch	Recess	End of Recess
Kindergarten	11:45 am	11:30 am	11:45 am
First Grade	11:45 am	11:30 am	11:45 am
Second Grade	11:45 am	11:30 am	11:45 am
Third Grade	11:25 am	11:45 am	12:05 pm
Fourth Grade	11:25 am	11:45 am	12:05 pm
Fifth Grade	11:25 am	11:45 am	12:05 pm

Afternoon Recess	
1:30 pm-1:45 pm	Grades K, 1, 2
1:45 pm-2:00 pm	Grades 3, 4, 5

Afternoon Departure	
2:50 pm	Closing Bell
3:00 pm	Supervision ends – students need to leave school grounds

POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Our school district mission is "Ensuring Learning While Supporting and Challenging each Student to Achieve Full Potential". Franklin mirrors that same mission. It is our opinion that an essential skill for persons who will live and work in the present and future world is the ability to communicate respectfully and problem-solve peacefully, even when disagreement is present.

Respectful behavior is expected of all children and adults at this school. To this end, we provide social/emotional and problem-solving learning opportunities using curricula and programs such as Second Step and DARE. We work diligently to teach expected behaviors continuously throughout the school year. Staff members engage in training opportunities and regular discussions related to this learning.

At Franklin, we stress the expectations of Respect, Responsibility and Safety through our Positive Behavioral Interventions and Supports program. We begin each year by teaching expected behaviors school-wide and we continuously reinforce and reteach those expectations. Our goal is to provide a safe environment for students to learn these very important skills. In the interest of safety and respect, we do not allow any students to engage in fighting, rough hands-on play (like shoving, hitting, kicking, or aggressive physical contact) or in any type of bullying or harassment. We work diligently to help students learn what it looks like and feels like to function in a safe, respectful and responsible society. This continuous and intentional work assists in creating a positive and safe place for all children at Franklin Elementary.

As students are progressing through their childhood years and related developmental stages, they sometimes make mistakes. While ensuring the safety of all students, it is critically important that we help students who make mistakes learn from them, and that any relationship affected by the mistake is restored. Any consequence that a student may experience is turned into a learning opportunity so that the behavior has a lower chance of being repeated. This philosophy and our related practices are designed to ensure the social and emotional safety and well-being of all students.

When consequences become necessary, they may include:

- Recess or other free time, used to process the situation that occurred
- Lunch and/or lunch recess in the office, particularly for incidents related to those activities
- A consequence that remedies damage that may have been caused

Serious and/or repeated offenses may lead to a student plan being put into place to address the behavior.

The staff and parents of Franklin want your child to feel safe and secure at our school. Please consult the Pullman School District Rights and Responsibility Policy #3200 for additional information. You will find a copy of the policy on the Pullman School District website or you may request a copy from the office. We sincerely appreciate your support and assistance as we work to build a community of

responsible citizens who can learn, work, and play with others throughout their lives.

CORE+/TITLE I/LAP READING & MATH

TEACHER/STUDENT/PARENT LEARNING COMPACT: 2026-2027 SCHOOL YEAR

Franklin Elementary has an academic support staff that is partially funded through Title I/LAP. One of the benefits is that we create an agreement to work as a team to maximize learning for our students. The commitments below represent our current agreement.

School Commitment

- Teach the necessary concepts to your child while striving to meet his/her individual needs.
- Provide a positive learning environment.
- Keep up communication between Title I and classroom teacher.
- Communicate your child's progress and program expectations.
- Monitor your child's progress and adjust teaching as necessary.

Student Commitment

- Attend school regularly.
- Come to class prepared and on time.
- Pay attention and ask for help when needed.
- Complete and submit assignments on time.
- Be responsible for your own behavior and be a cooperative learner with a positive attitude.
- Read for 20 minutes daily for at least twenty days of each month.

Parent Commitment

- See that my child attends school regularly and is on time.
- Encourage my child's efforts and be available for questions and support.
- Establish a place and time for homework when it is given.
- Support the school in its effort to maintain proper discipline.
- Review all school communications.
- Remind my child to read a minimum of 20 minutes daily for at least twenty days of each month

Title One annual parent notifications and Core+ (Title I & LAP) academic support services can be found on our website:

www.pullmanschools.org/departments/teaching-and-learning/core_academic_support_services.

STUDENT DISCIPLINE

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200
k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION

IMPLEMENTING STUDENT DISCIPLINE POLICIES AND PROCEDURES: RESEARCH-BASED PRINCIPLES FOR SCHOOL DISTRICTS

In response to significant changes to OSPI discipline rules under [Chapter 392-400 WAC](#), school districts are in the process of revising discipline policies and procedures at the local level. The following principles highlight the major policy areas educators need to be aware of to meet state

requirements, and the research supporting why implementation is critical for improving equity and fairness in the administration of school discipline.

Engage Families, Students, and Staff in Discipline Decisions

- Research highlights the benefits of inclusive decision-making processes and family engagement
- OSPI rules provide multiple opportunities for meaningful parent and family communication
- School districts must consult with staff, students, and families about discipline policies

Eliminate Zero-Tolerance Discipline Policies and Practices

- Research finds punitive practices can produce negative and racially disproportionate outcomes
- OSPI rules prohibit school districts from administering mandatory exclusionary discipline
- School districts may no longer immediately suspend a student for “exceptional misconduct”

Adopt Positive and Instructional Approaches to Behavior

- Research demonstrates restorative discipline approaches can mitigate disparities
- OSPI rules require district policies to identify best practices to support student behavior
- Educators must attempt or consider best practices before exclusionary discipline

Disrupt Inequitable Discipline Decision-Making Processes

- Research promotes strategies for neutralizing implicit bias in discipline decision-making
- OSPI rules establish procedures intended to slow down discipline decision-making processes
- Educators must consider individual circumstances, context of behavior, and school safety

Focus on the Classroom Context and Data-Informed Decision-Making

- Research shows disproportionality in discipline starts at the classroom level
- OSPI rules provide procedures for classroom exclusion and using disaggregated discipline data
- School administrators and teachers must collaboratively review building discipline standards

Resources and Contact Information

The following resources are available on OSPI's [Student Discipline](#) website:

- [Student Discipline Rules Q&A: A Technical Guide](#)
- [Behavior Menu of Best Practices and Strategies](#)
- Discipline training content on [Classroom Procedures](#) and [Administrative Procedures](#)

For technical assistance and training contact:

Joshua Lynch, Student Discipline and Behavior Program Supervisor
joshua.lynch@k12.wa.us | 360-725-4969

FOOD CELEBRATIONS AT SCHOOL

Dear Parents and Guardians:

In an effort to best meet the needs of all students, our district recently revised our policy related to food in classrooms. We have students in each of our schools diagnosed with life-threatening food allergies and others with food sensitivities. The changes made to our policy are intended to better care for our students and are the result of a recommendation from our district Wellness Committee. The Wellness Committee is comprised of school administrators, district employees, community members, and parents. Thank you in advance for your cooperation and understanding.

We will no longer serve food on individual student birthdays. We will allow for activities involving food up to once a month in each classroom, at the teacher's discretion. Individual teachers will create their own classroom birthday recognition practices, which often include learning components on the student's special day. These events may have different themes and purposes at each grade level and may take the form of a combined monthly birthday celebration. In all cases, families will have prior notice of the events, including information about what types of food will be available, so that parents may plan alternative food options for their child if needed.

Food practices in individual classrooms will be mindful of life-threatening allergies, food sensitivities, health, and the potential for disruption, and will be communicated by individual classroom teachers. There are many occasions when we wish to recognize accomplishments of students, and we will continue to explore and implement strategies unrelated to food. We hope to create a safer, healthier environment, and minimize loss of instructional time throughout the school year. In order to move forward, we appreciate your help.

A list of approved snacks will be available in the school office and on our website. Please do not bring food to school unless pre-arranged with the school and/or classroom teacher. Instead of bringing food, please consider bringing stickers, pencils, erasers, etc. for birthday celebrations.

For further guidance see Pullman School District Administrative Procedure 6700P.

Thank you for your help and consideration in this matter. Please don't hesitate to contact me if you have questions.

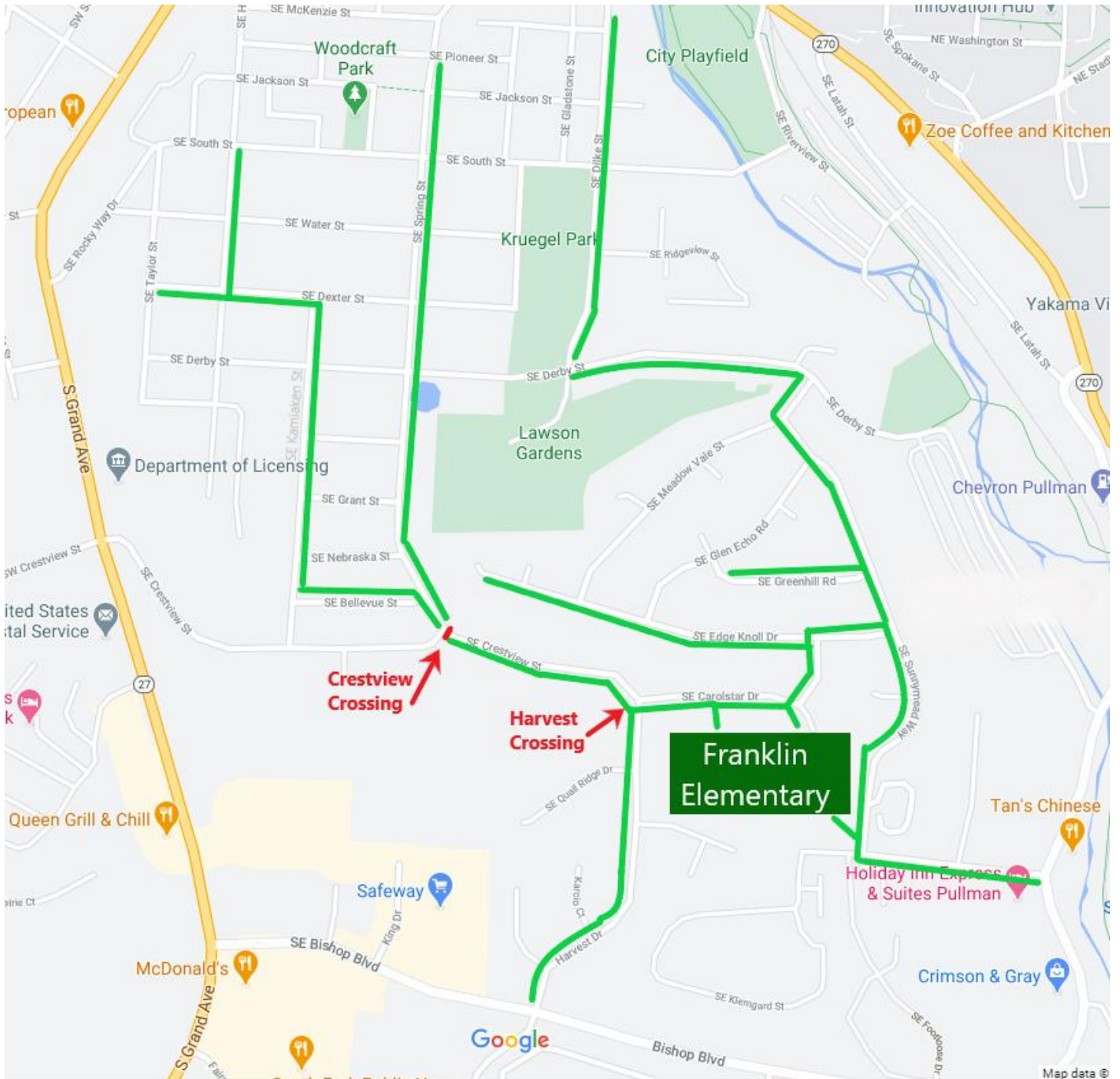
Sincerely,

Cameron Grow

Cameron Grow, Principal

cgrow@psd267.org

SAFE WALKING ROUTES TO SCHOOL





JEFFERSON ELEMENTARY SCHOOL FAMILY & STUDENT



2026-2027

HANDBOOK

HOME OF THE JAGUARS!



TABLE OF CONTENTS

Jefferson Elementary Staff.....3

School Arrival & Departure.....4

 Arrival at School4

 Departure from School5

 Walking Students5

 Bicycle, Scooter, and Skateboard Riders5

 School Bus and Daycare Drop-Off & Pick-Up Location6

 Family Drop-Off & Pick-Up Location.....6

 Parking Locations.....6

 Bus Riders.....7

Jefferson Positive Behavior Intervention & Support.....7

Daily Schedule for 2026-20278

Positive Behavior Intervention & Support..... **Error! Bookmark not defined.**

Parent Involvement.....9

 Teacher/Student/Parent Learning Compact: 2026-2027 School Year.....9

Student Discipline10

 Implementing Student Discipline Policies and Procedures: Research-Based Principles for School Districts.....10

Communication11

Food/Celebrations at School.....12

Personal Items12

Safe Walking Routes to School.....13



JEFFERSON ELEMENTARY SCHOOL
1150 NW BRYANT STREET PULLMAN, WA 99163 (509) 334-5641

and complement the information in the Pullman School District Family & Student Handbook, which can be found on the district and school websites: www.pullmanschools.org/families/helpful_resources

Welcome to the 2026-2027 school year at Jefferson Elementary!

Welcome to Jefferson Elementary School. Our highly dedicated and professional staff is looking forward to partnering with you and your child during the 2026-2027 school year.

Jefferson Elementary School is proud to be a “Kids at Hope” school. As a “Kids at Hope” school...

- **WE BELIEVE:** Children succeed when they are surrounded by adults who believe they can succeed. We believe that ALL children are capable of success, NO EXCEPTIONS!
- **WE CONNECT:** Children succeed when they have meaningful, sustainable relationships with caring adults. We connect with ALL children in a meaningful, sustainable way.
- **WE TIME TRAVEL:** Children succeed when they can articulate their future. We teach children to mentally time travel to their future in four destinations (Home & Family; Hobbies & Recreation; Community & Service; and Education & Career).

Jefferson Elementary School Vision Statement

- To achieve our mission, Jefferson Elementary School staff 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!

The Jefferson Elementary School Family Handbook is an addendum to the Pullman School District Elementary Family Handbook (Pullman School District Elementary Family Handbook). If the answer to your question cannot be answered in the Jefferson addendum please visit the above link. Thank you for allowing AND trusting us to be a part of your child’s life and education.

Sincerely,

Kelsey Winningham

kwinningham@psd267.org

1150 NW Bryant Street

Pullman, WA 99163

(509) 332-2617

JEFFERSON ELEMENTARY STAFF

POSITION	STAFF			
Administration	Kelsey Winningham, Principal	Nathan Weber, Assistant Principal		
Office/Building Support	Nikoe Valentine	Lindsey Rivera		
Counseling/Social Emotional Support	Nikki Dehle, Counselor	Stephanie Rudd, SEL Support		

Kindergarten	Penny Zimmerman	Tania Henriques	Rebecca Funkhouser	
First Grade	Brooklyn Keller	Sandra Casanova	Diane Hathaway	
Second Grade	Veronica Elseroad	Jill Patera	Whitney Lux	
Third Grade	Sara King	Erika Larsen	Mary Tumbleson	
Fourth Grade	Trisha Doumit	Colby West	Tatym Kozlowski	
Fifth Grade	Crystal Adams	Emily VanNess	Erika Muir	Kelsi Benton
Special Education	Erin Rodriguez	Robin Olson	Bailey Read	Theo Jones
Special Education Support	Martha Aguila Santana	Katie Dailey	Nathan Hascall	Lacey Robbins
Library	Kristen Coke-Sutton	Jodi Winchell		
Specialist	Heather Lohrmeyer, Art/STEM	Destiny Barker, Music	Thad Wheatley, P.E.	
ELD	Jessica Glover	Rosana Magoia	Chisato Taylor	
Core+	Marie Wallace	Niki Wolf		
Core+ Support	Kathryn Williams	Brooke Thomas	Ethan Goss	
OT/Speech/School Psychologist	Katelyn Claassen, OT	Amy Allen, Speech	Linda Baldeck, School Psych.	
Nurse	Janel Wright	Sheri Wadsworth		
Nutrition Services	Esther Hart	Trina Warner		
Custodial	Adam McPherson	Daniel Barbosa	Stephanie Kemp	

SCHOOL ARRIVAL & DEPARTURE

School begins at 8:20 AM and student dismissal is 2:50 PM.

ARRIVAL AT SCHOOL

Monday (Late Start 8:50 am)	Tuesday-Friday (Start 8:20 am)
Students that eat school served breakfast may arrive at 8:30 AM	Students that eat school served breakfast may arrive at 8:00 AM.

If your child arrives before 8:45 AM, please have them go to the school café for supervision. Students will be dismissed from the café at 8:45 AM to go to their classrooms.	If your child arrives before 8:15 AM, please have them go to the school café for supervision. Students will be dismissed from the café at 8:15 AM to go to their classrooms.
Second bell rings at 8:50. Students arriving after this time are considered tardy.	Second bell rings at 8:20. Students arriving after this time are considered tardy.

DEPARTURE FROM SCHOOL

School dismissal is at 2:50 PM.

- All students and siblings are expected to leave the school grounds immediately after being dismissed from school.
- The school grounds are unavailable for public use between the hours of 7:45 AM-3:20 PM.
- Students are to meet their parents, siblings or friends after school at a designated area on the play-ground. Please develop a plan where to meet your child after school.
- Please escort your child to your car. For safety reasons please do not allow your child to walk through the parking lot unescorted by an adult.

Supervision of students ends at 3:05 PM.

WALKING STUDENTS

Many of our students walk to and from school each day. All students must abide by general safety rules when walking to and from school. We ask all Jefferson students and families to respect our adult or student safety patrol members and follow their directions when walking home.

BICYCLE, SCOOTER, AND SKATEBOARD RIDERS

For the safety of all, bikes, scooters, or skateboards must always be walked when on school grounds. The school assumes no responsibility for stolen or damaged bikes, scooters or skateboards. However, provisions have been made to safeguard bikes and scooters by requiring them to be properly parked and locked in the school bike/scooter rack located at the front of the school. We ask that kindergarten students not ride a bicycle, scooter or skateboard to school. Rollerblades and/or roller skates are not to be worn on school grounds.

SCHOOL BUS AND DAYCARE DROP-OFF & PICK-UP LOCATION

The school bus and daycare van drop-off and pick-up location is at the front of the school.

This area will be closed to drive-thru traffic and parking between 7:45 AM-8:30 AM and 2:30 PM-3:10 PM.

This area will be open for visitor parking from 8:30 AM-2:30 PM.

Any **red curbing** means “No Stopping or Parking.”

Individuals with a disabled parking permit will be permitted to enter and park in this area during the above times.



FAMILY DROP-OFF & PICK-UP LOCATION



When dropping off or picking-up your child at this location please follow these guidelines:

- Do not double park or stop in the left (red curb) OR middle lane.
- Stop at the curb to the right-side of the loop.
- To keep cars moving pull ahead as the car(s) in front of you exit. Please use the “Stop, Drop-off/Pick-up and Go” method to keep cars moving.
- Have your child enter and exit the car on the right side against the yellow curb.
- Drive slowly and cautiously.
- If you need to enter the building or meet your child, please park in the upper parking lot.

PARKING LOCATIONS

Upper Parking Lot

- Feel free to park in the upper parking lot anytime as there are available parking spaces.
- Parking or entrance in the service lane leading to the back of the school is not permitted.
- State Street & Plum Path
- Please consider parking on State Street and either have your child walk on Plum Path to State Street to meet you OR you can walk on Plum Path to the school, meet your child and walk back to your car. Plum Path is a paved and designated path that leads from the back of the school and comes out on State Street (see right). Plum Path is approximately 200 yards in length. We have an adult crossing guard where Plum Path comes out onto State Street. There is a tremendous amount of curbed parking, with sidewalks, on both sides of State Street. Several of our student walk on Plum Path on a daily basis.

BUS RIDERS

These rules were prepared by the State Superintendent of Public Instruction with the advice of the Chief of the Washington State Patrol and Director of Highways for the State of Washington.

When on the bus, students must follow these safety guidelines...

- Students need to follow instructions and directions of the driver. They are in charge of the bus and the student riders.
- General classroom conduct and behavior must be observed.
- Students need to assist the driver in keeping the bus clean by not littering.
- No student shall at any time throw anything out of the bus windows or extend their head, hands, or arms out of the windows (regardless if the bus is traveling or standing still).
- Students need to remain seated while the bus is in motion. They are not to get up for a stop before the bus has securely reached a full stop.
- Students need to exit the bus in an orderly manner.
- Students must ONLY cross the street/ highway in the front of the school bus.
- No horseplay at the stop or in the roadway while waiting for a bus.
- Students who walk an extended distance on a highway must walk on the left-hand side facing on-coming traffic.
- Students must see that they have nothing in their possession that may cause injury to another (such as sticks, any type of firearms, straps, pins extending from their clothes, etc.).
- Each student must see that their books and personal belongings are kept out of the aisles.
- If you have any questions about school bus transportation, please contact the Pullman transportation department at (509) 334-3911

JEFFERSON POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Jefferson Elementary School encourages and teaches appropriate behavior through a proactive approach called “Positive Behavioral Interventions and Supports” (PBIS). PBIS is a school-wide approach to make our school safe and to promote positive student behavior. It’s also a way for us to decide how to respond to a child who misbehaves.

Following are a few important PBIS principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child’s behavioral progress is important.
- Schools must gather and use data to make decisions about behavior problems.

Keep in mind that PBIS is not a treatment or therapy. It is more like a framework for teachers, administrators and parents. It’s used with all students in our school, whether or not they receive special education services. According to several studies, PBIS leads to better student behavior. In schools with PBIS, students receive fewer detentions and suspension. There is less bullying. Students also have better grades.

The Focus of PBIS: Prevention, Not Punishment

In a school with a traditional approach to discipline, teachers/staff may try to correct behavior through punishment.

By contrast, in a school using PBIS, the focus is on preventing problems. From the start, students learn about what behavior is appropriate, just like they learn math or science. Students are taught social skills, including how to act in different settings, such as the classroom, on the bus or with friends. This is done through instruction in or in our “common” areas on what appropriate behaviors should look like throughout our school community.

Your child’s teacher will be teaching their classroom behavior expectations during the first week of school and re-teaching/reviewing them during the year. Please contact your child’s teacher to find out the expected classroom behaviors.

In addition, your child’s classroom teacher will be teaching the “common area” behavior expectations during the first few weeks of school and re-teaching/reviewing them during the year.

PBIS has an emphasis on interaction and modeling by all staff members and focuses on both a child’s behavior and the child as a human being. PBIS is a pro-active approach rather than a re-active approach to discipline.

Our staff wants your child to feel safe and secure at our school. Please consult the Pullman School District School Board Policy 3241 and 3241 (F1, F2, & P) for additional information. You will find a copy of the policy on the Pullman School District website or you may request a copy from the office. We sincerely appreciate your support and assistance as we work to build a community of responsible citizens who can learn, work, and play with others throughout their lives.

For more information regarding the Washington state student discipline laws please visit the following link: [Washington State Student Discipline](#)

DAILY SCHEDULE FOR 2026-2027

Breakfast/Morning Schedule			
8:00 am		Breakfast service begins	
8:15 am		First bell rings, students head to class	
8:20 am		Second bell rings, students arriving after this time are considered tardy	
Morning Recess			
10:05 am-10:10 am		Grades K, 1, 2	
10:20 am-10:35 am		Grades 3, 4, 5	
Lunch Schedule			
Grade	Recess	Lunch	End of Lunch
Kindergarten	11:10 am	11:30 am	11:50 pm
First Grade	11:10 am	11:30 am	11:50 pm
Second Grade	11:30 am	11:50 am	12:10 pm
Third Grade	11:30 am	11:50 pm	12:10 pm
Fourth Grade	11:50 am	12:10 pm	12:30 pm
Fifth Grade	11:50 am	12:10 pm	12:30 pm
Afternoon Recess			
1:40 pm- 1:55 pm		Grades 3, 4, 5	
1:55 pm – 2:10 pm		Grades K, 1, 2	
Afternoon Departure			
2:50 pm		Closing Bell	
3:05 pm		Supervision ends – students need to leave school grounds	

PARENT INVOLVEMENT

TEACHER/STUDENT/PARENT LEARNING COMPACT: 2026-2027 SCHOOL YEAR

JEFFERSON ELEMENTARY TITLE I PARENT INVOLVEMENT POLICY

Jefferson Elementary School is committed to ensuring each child makes academic progress. For those students who are having difficulties learning in reading and math we have additional interventions and support through the Title I Program. Their progress is monitored frequently and instruction is based on scientifically validated strategies, with a goal of getting the students to their grade level performance levels as quickly as possible.

HIGHLY QUALIFIED TEACHERS & PARAEDUCATORS

As a Title I school, we must meet federal rules related to teacher qualifications as defined in Every Student Succeeds Act (ESSA). These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.
- You may also ask whether your child receives assistance from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

You may also ask whether your child receives assistance from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school office by calling (509) 332-2617.

INFORMATION REVIEW

Title I, Part A Parent Involvement Policy requirements and the School/Student/Parent Compact are explained to parents and reviewed during our Title I Parent Meeting and Grade Level Curriculum Night. Feedback from our Title I Parent Meeting will be considered for incorporation into the Jefferson Elementary School Title I Compact.

The commitments below represent our 2024-2025 School/Student/Parent Compact:

Title One Annual Parent Notifications and Core + (Title I & LAP) Academic Support Services can be found on our website: www.pullmanschools.org/departments/teaching-and-learning/core_academic_support_services

Teacher Commitment

I will...

- Build positive relationships with students so they know I am there to support them through their academic and personal pursuits.
- Communicate with parents and guardians in regard to child's academic and/or social-emotional growth in multiple ways (ParentSquare, Phone, Paper).
- Give precise directions to students that focus on their movement, voice level, and participation.
- Positively narrate students to help them know exactly what learning activity it is that we expect them to accomplish.
- Use the accountability hierarchy to support student success in behavior and academics.
- Commit to ensuring your child meets grade-level essential standards.
- Encourage your child to read daily (*20 minutes is the recommended amount of time for daily reading)

Student Commitment

I believe I'm a successful student when:

- I believe my brain gets stronger as I learn new things.
- I believe mistakes help me learn and grow.
- I believe I can try again when something feels hard.
- I can use respectful words when talking with others.
- I can have a safe body around others.
- I read every day to improve my skills.

Parent Commitment

I will...

- See that my child is on-time and attends school regularly.
- Check my child's backpack and review their schoolwork with them at least once a week to stay informed and support their learning.
- Check ParentSquare regularly for important communications from school.
- Celebrate my child's academic and behavioral successes to encourage and support their growth.
- Support my child's teacher in their use of the accountability hierarchy.
- Inform my child's teacher of any major family changes that may affect my child.
- Read to and with my child regularly.

STUDENT DISCIPLINE

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200
k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION

IMPLEMENTING STUDENT DISCIPLINE POLICIES AND PROCEDURES: RESEARCH-BASED PRINCIPLES FOR SCHOOL DISTRICTS

In response to significant changes to OSPI discipline rules under [Chapter 392-400 WAC](#), school districts are in the process of revising discipline policies and procedures at the local level. The

following principles highlight the major policy areas educators need to be aware of to meet state requirements, and the research supporting why implementation is critical for improving equity and fairness in the administration of school discipline.

Engage Families, Students, and Staff in Discipline Decisions

- Research highlights the benefits of inclusive decision-making processes and family engagement
- OSPI rules provide multiple opportunities for meaningful parent and family communication
- School districts must consult with staff, students, and families about discipline policies

Eliminate Zero-Tolerance Discipline Policies and Practices

- Research finds punitive practices produce negative and racially disproportionate outcomes
- OSPI rules prohibit school districts from administering mandatory exclusionary discipline
- School districts may no longer immediately suspend a student for “exceptional misconduct”

Adopt Positive and Instructional Approaches to Behavior

- Research demonstrates restorative discipline approaches can mitigate disparities
- OSPI rules require district policies to identify best practices to support student behavior
- Educators must attempt or consider best practices before exclusionary discipline

Disrupt Inequitable Discipline Decision-Making Processes

- Research promotes strategies for neutralizing implicit bias in discipline decision-making
- OSPI rules establish procedures intended to slow down discipline decision-making processes
- Educators must consider individual circumstances, context of behavior, and school safety

Focus on the Classroom Context and Data-Informed Decision-Making

- Research shows disproportionality in discipline starts at the classroom level
- OSPI rules provide procedures for classroom exclusion and using disaggregated discipline data
- School administrators and teachers must collaboratively review building discipline standards

Resources and Contact Information

The following resources are available on OSPI's [Student Discipline](#) website:

- [Student Discipline Rules Q&A: A Technical Guide](#)
- [Behavior Menu of Best Practices and Strategies](#)
- Discipline training content on [Classroom Procedures](#) and [Administrative Procedures](#)

For technical assistance and training contact:

Joshua Lynch, Student Discipline and Behavior Program Supervisor
joshua.lynch@k12.wa.us | 360-725-4969

COMMUNICATION

Parents are encouraged to contact their child's teacher with any issues needing attention. Parents may also contact the school CORE+ teachers, Niki Wolf or Robin Hendrickson by calling (509) 332-2617.

Parents also have the option of requesting a meeting with the teacher, principal, or counselor. Jefferson has a Student Intervention Team (SIT) that meets regularly to discuss students of concern. Any staff or parent may request a SIT team meeting and the team will address those concerns.

FOOD/CELEBRATIONS AT SCHOOL

Dear Jefferson families,

In an effort to best meet the needs of all students, our district has a policy related to food in classrooms. We have students in each of our schools with diagnosed life-threatening food allergies and others with food sensitivities. The changes made to our policy are intended to better care for our students and are the result of a recommendation from our district Wellness Committee. The Wellness Committee is comprised of school administrators, district employees, community members, and parents. Thank you in advance for your cooperation and understanding.

We no longer serve food on individual student birthdays. We will allow for activities that involve food up to once a month in each classroom, at the discretion of the teacher. Individual teachers will create their own classroom birthday recognition practices, which often include learning components on the student's special day. These events may have different themes and purposes at each grade level, and may take the form of a combined monthly birthday celebration. In all cases, families will have prior notice of the events, including information about what types of food will be available, so that parents may plan alternative food options for their child if needed.

Food practices in individual classrooms will be mindful of life-threatening allergies, food sensitivities, health, and the potential for disruption, and will be communicated by individual classroom teachers. There are many occasions when we wish to recognize accomplishments of students and we will continue to explore and implement strategies unrelated to food. We hope to create a safer, healthier environment, and minimize loss of instructional time throughout the school year. In order to move forward, we need your help.

A list of approved snacks will be available in the school office and on our school district website (**Food and Snack Policy 6700P**). Please do not bring food to school unless pre-arranged with the school and/or classroom teacher. Instead of bringing food, please consider bringing stickers, pencils, erasers, etc. for birthday celebrations.

For further guidance see Pullman School District Administrative Procedure 6700P.

Thank you for your help and consideration in this matter. Please don't hesitate to contact me if you have questions.

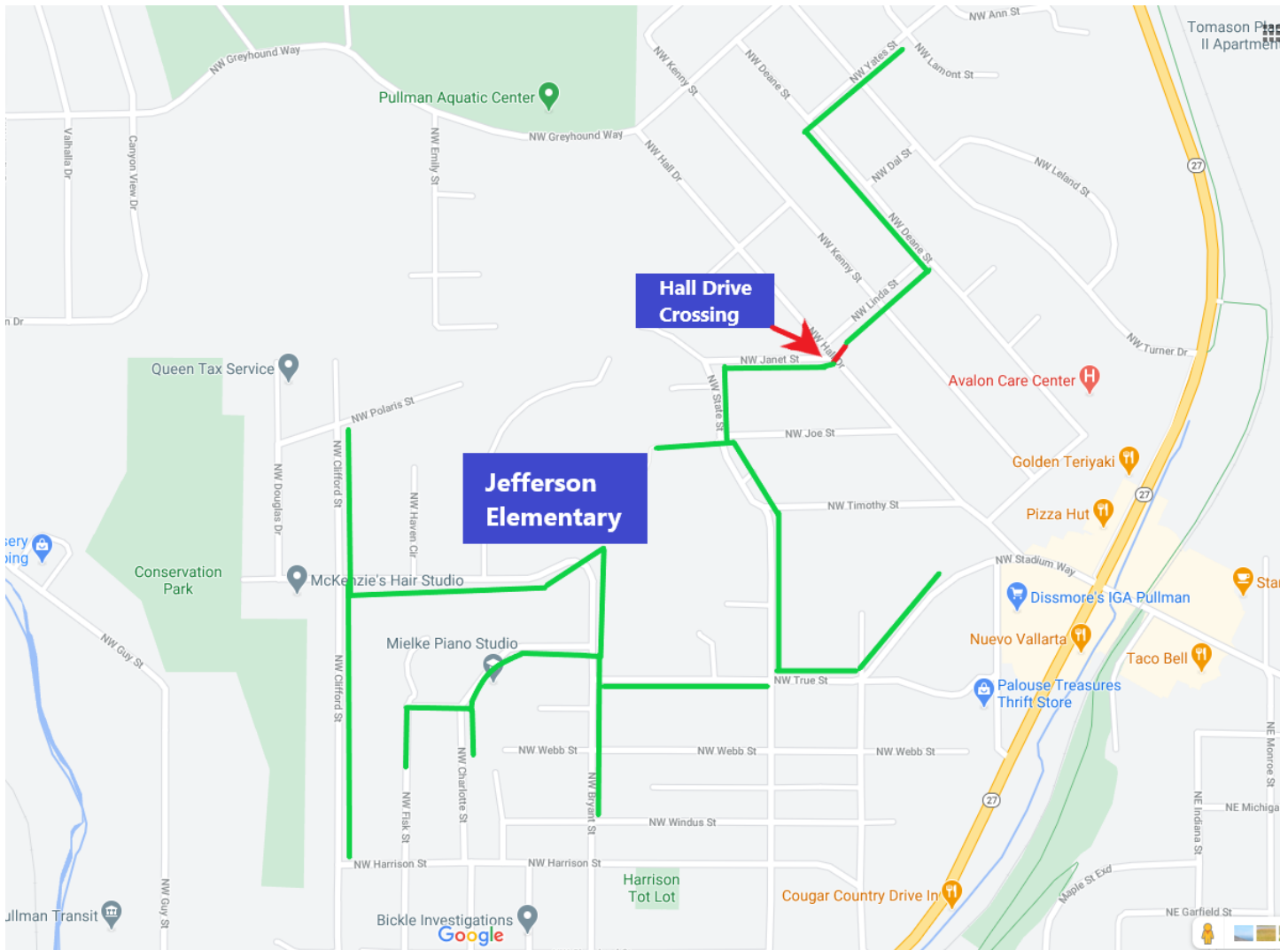
Sincerely,

Kelsey Winningham
Principal

PERSONAL ITEMS

Common sense and consideration is the best guide in determining whether or not to bring personal possessions to school. We expect students not to bring extra money or other valuables to school. Personal toys or any other items that may be disruptive to the students, teachers, and/or the educational process at Jefferson Elementary School are not allowed. Neither the school nor any of its staff will be held responsible for damage to or loss of personal items brought to school.

SAFE WALKING ROUTES TO SCHOOL





KAMIAK ELEMENTARY SCHOOL FAMILY & STUDENT



2026-2027

HANDBOOK

SOAR LIKE A KESTREL TODAY!

TABLE OF CONTENTS

Kamiak Elementary Staff.....	4
School Arrival & Departure.....	5
Arrival at School	5
Departure from School	5
Pick-Up & Drop-Off Areas	5
School Bus Safety Guidelines	6
Kamiak Positive Behavior Intervention & Support.....	6
Kamiak Elementary School-Wide Expectations	8
Daily Schedule for 2026-2027	10
TITLE I FAMILY COMPACT	10
Title I Parent Involvement Policy.....	11
Teacher/Student/Parent Learning Compact: 2026-2027 School Year.....	11
Food Celebrations at School.....	12
Safe Walking Routes to School.....	13

These pages are intended to complete and complement the information in the Pullman School District Family & Student Handbook, which can be found on the district and school websites:

www.pullmanschools.org/families/helpful_resources



KAMIAK ELEMENTARY SCHOOL
1400 NW TERRE VIEW DRIVE PULLMAN, WA 99163 (509) 336-7205

Welcome to the 2026-2027 school year at Kamiak Elementary!

We are so excited to welcome your child to Kamiak Elementary School! We have an incredible staff who are eager to begin the school year and support every student. 😊

This will be my second year serving as the proud principal of Kamiak. I look forward to continuing to support our teachers so that, together, we can help every student grow and achieve their very best. Building strong partnerships with families remains one of my highest priorities.

This year, we will focus on what it truly means to be a Kestrel. While we will continue to practice SOAR, we are placing additional emphasis on the systems that help students succeed as learners. Throughout the year, we will intentionally teach and reinforce clear expectations—helping students understand what it means to be an engaged learner, why walking quietly in the hallways supports a positive learning environment, what steps to take when expectations are not met, etc. By making these expectations clear and consistent, we can better support every student in growing both academically and socially.

In addition, we will continue strengthening our instructional practices. Our staff will collaborate closely to ensure that each student receives the specific support and challenges they need to succeed.

As principal, I am committed to building strong relationships with our families, staff, and community. Through these partnerships, we will continue to grow Kamiak as a safe, inclusive, academically rigorous, and joyful place to learn.

Please don't hesitate to reach out if you or your child needs anything. We are here to help and look forward to a wonderful year together!

Sincerely,
Cheyenne Webber

Principal
cwebber@psd267.org
**Kamiak Elementary is a school-wide Title I School*

KAMIAK ELEMENTARY STAFF

We have an incredible staff at Kamiak and they are very excited to begin this school year! I am thankful and appreciative for this wonderful group of educators! We will strive to deliver a high-quality education in a safe and secure environment where instructional services and programs meet the needs of ALL students. We will reinforce expectations that help students become responsible citizens.

Each child brings special attributes that are appreciated and encouraged. We will create opportunities for students to work together, to develop collaborative skills, and to take positive risks, all while respecting uniqueness and cultural differences. Additionally, Kamiak will offer opportunities for students to participate in a variety of extracurricular group activities such as Kestrel Council, Chess Club, Soar Squad, Kestrel Strong Club, etc. We will partner with community organizations to bring students and families several enrichment opportunities to participate before, during, and after school.

We value the support and input of parents. Kamiak Elementary will have an active and involved parent organization that provides support for school activities, input to school decision making, and fundraising for school projects. If you are interested in becoming involved, please contact Alexa Beckett in our office or consult our website for more information. It is a goal at Kamiak to provide a safe, positive learning environment where parents, students and staff partner together.

POSITION	STAFF					
Administration	Cheyenne Webber, Principal			Nathan Weber, Asst Principal		
Office/Building Support	Alexa Beckett, School Secretary			Office Paraeducator (TBD)		
Kindergarten	Sarah Corbin		Amy Hood		Samantha Child	
First Grade	Sadie Boone		Madison Perkins		Kelci Gordon	
Second Grade	Denae Himes		Kassidy Oloff		Kelly Pollestad	
Third Grade	Trish Blehm		Shelley Opgenorth		KC Cerritos	
Fourth Grade	Isayah Quitugua		Andrea Rangel		Jenifer Gallardo	
Fifth Grade	Meghan McKeirnan		Emily Poston		Kiki Renner	
Special Education	Taylor Roberts		Lexi Brantner		Marlee Kellar	Grace Eller
Sped. Ed Support	Daisy Bencomo	Katelyn Cornish	Laura Carman	Raia Hotchkiss	Ujwala Ganjyal	Katie Kendrick
Library	Kristen Coke-Sutton			Megan Brannan		
Specialist	Heather Lohrmeyer, Art/STEM		Destiny Barker, Music		Kim Mowbray, P.E.	Elem. Specialist (TBD)

ELD	Kelli Dahmen		
Core+	Pat Doumit		Madison Hotchkiss
Core+ Support	Barb Travis		Kathryn Dodson
OT/PT/Speech	Katelynn Claassen, OT		Julie Brown, Speech
School Counselor	Andrea Clein, Counselor		
Nurse	Anna Burt		Michelle Hyatt
Nutrition Services	Brandy Montgomery		Xin Wang
Custodial	Jim Dobson	Steven Loret	Terry Turner

SCHOOL ARRIVAL & DEPARTURE

School begins at 8:35 AM and student dismissal is 3:05 PM.

ARRIVAL AT SCHOOL

All students may arrive to school at 8:20 am when student supervision begins. Students who eat breakfast at school may arrive at 8:20 am as well.

DEPARTURE FROM SCHOOL

After school, students need to leave for home. School ends at 3:05 pm. Supervision ends at 3:15 pm.

PICK-UP & DROP-OFF AREAS

- **Walkers** – Many of our students walk home within the immediate Military Hill neighborhood. All students must abide by general safety rules when walking home. We ask all Kamiak students and families to respect our safety patrol members and follow their directions when walking home.
- **Bicycle and Scooter Riders** – Kamiak has two racks for parking student bicycles and scooters at the main entrance. We recommend a lock for securing your bicycle or scooter (one that is easy for a child to operate).
- **We have several safety policies for bike riders.**
 - Bike riders must always wear a helmet.
 - Always obey general traffic and safety rules.
 - Listen to staff and safety patrol members and follow their directions.
 - Walk your bike on school grounds and sidewalks where pedestrians are present.

- **Cars** – We have one student drop-off and pick-up area. It is located in the front of the building off of NW Terre View Dr. When driving south on NW Terre View Dr., take the first driveway to the school on the right and remain to the right of the yellow stripe and follow in a single file line to the flagpole.
 - **When picking up or dropping off, you must follow these safety guidelines...**
 - Do not double park or stop in the left lane.
 - Fully park at the curb to the right-side of the yellow stripe
 - Have students exit the car on the right side against the **curb only**
 - Drive slowly and cautiously. Our pick-up areas are very congested with students.
 - If you need to enter the building or get out of the vehicle to help your child exit the vehicle, please move your car to a safe area and park.
- **Bus Lanes** – The bus lanes are also located in the front of the building off of NW Terre View Dr. The third and fourth driveways are for buses only. Please do not use the third and fourth driveways for student drop-off and pick-up, or for parking
- **Bus Riders** – These rules were prepared by the State Superintendent of Public Instruction with the advice of the Chief of the Washington State Patrol and Director of Highways for the State of Washington.

SCHOOL BUS SAFETY GUIDELINES

- Students need to follow instructions and directions of the driver. They are in charge of the bus and the student riders.
- General classroom conduct and behavior must be observed.
- Students need to assist the driver in keeping the bus clean by not littering.
- No student shall at any time throw anything out of the bus windows or extend their head, hands, or arms out of the windows (regardless if the bus is traveling or standing still).
- Students need to remain seated while the bus is in motion. They are not to get up for a stop before the bus has securely reached a full stop.
- Students need to exit the bus in an orderly manner.
- Students must **ONLY** cross the street/ highway in the front of the school bus.
- No horseplay at the stop or in the roadway while waiting for a bus.
- Students who walk an extended distance on a highway must walk on the left-hand side facing on-coming traffic.
- Students must see that they have nothing in their possession that may cause injury to another (such as sticks, any type of firearms, straps, pins extending from their clothes, etc...).
- Each student must see that their books and personal belongings are kept out of the aisles.

If you have any questions about school bus transportation, please contact the Pullman transportation department at (509) 334-3911.

KAMIAK POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Our school district's mission is "Ensuring Learning While Supporting and Challenging Each Student to Achieve Full Potential". Kamiak will mirror this same mission. We will provide social/emotional support and problem-solving learning opportunities using curricula and programs like Second Step and

D.A.R.E. Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior. With PBIS, we teach kids about behavior, just as we would teach about other subjects like reading or math. The focus of PBIS is prevention, not punishment. We will work diligently to teach expected behaviors continuously throughout the school year. Staff members will engage in training opportunities and regular discussions related to this learning.

At Kamiak, we will teach the expectations of Self-Control, On Task, Achieve, and Respect through our PBIS program. We will begin the year teaching school-wide expected behaviors and will continuously reinforce and reteach these expectations. Our goal is to provide a safe environment for all students to learn. In the interests of self-control and respect, we will not allow any students to engage in fighting, rough hands-on play (like shoving, hitting, kicking, or aggressive physical contact) or any type of bullying or harassment. We will work to help students learn what it looks like and feels like to function in a community that promotes self-control, being on task, achieving, and being respectful.

As students' progress through their childhood years and related developmental stages, they will sometimes make mistakes. While ensuring the safety of all students, it is critically important that we help students who make mistakes learn from them and that any relationships affected by the mistake is restored. We will tie any consequences that a student may experience to learning, so that the behavior has a lower chance of being repeated. This philosophy and our related practices are designed to ensure the social and emotional safety and well-being of all students.

When consequences become necessary, they may include:

- Recess or other free time, used to process the situation that occurred
- Lunch and/or lunch recess in the office

Our staff wants your child to feel safe and secure at our school. Please consult the Pullman School District Rights and Responsibility Policy #3200 for additional information. You will find a copy of the policy on the Pullman School District website or you may request a copy from the office. We sincerely appreciate your support and assistance as we work to build a community of responsible citizens who can learn, work, and play with others throughout their lives!

KAMIAK ELEMENTARY SCHOOL-WIDE EXPECTATIONS

	Self-Control	On Task	Achieve	Respect
Arrival/Dismissal	Hands off school. Walking feet.	- Gather your belongings. - Be on time. - Walking with purpose. - Go to your expected space.	Follow classroom arrival and dismissal procedures.	Respect adult instructions in all spaces.
Hallway	- Hands off school. - Be aware of others. - Face forward in line. - Walk at all times.	- Listen to teachers' directions. - Be in your expected space.	- Go directly to your destination. - Walk with purpose.	- Use a quiet voice. - Keep your hands off the walls. - Respect all other students and staff.
Restroom	- Hands off school. - Walk at all times. - Use a quiet voice.	- Go, flush, wash, leave. - Quickly return to your expected location.	Quickly use the facilities to be able to return to class.	- Keep the facilities clean and throw away your trash. - Wait your turn. - Wash your hands.
Cafeteria	- Hands off school. - Walk at all times. - Stay seated at your table with your feet on the floor. - Stand in line. - Wait patiently.	- Eat food carefully. - Throw away all trash and return trays. - Clean up your eating area. Put unopened food in the share bin.	- Raise your hand for help. - Leave your area cleaner than before.	- Use an inside voice. - Use kind words. - Eat the food you take.
Playground	- Hands off school. - Be aware of activities around you. - Listen for the bell and whistle to stop. - Use school appropriate language.	- Follow established rules. - Line up quickly. - Face forward in line. - Stay in line when walking in and out of the building.	- Be alert. - Strive to make friends with others. - Put away equipment when done.	- Put litter in the garbage can. - Use all equipment properly. - Invite others to join. - Take turns. - Report problems to an adult.
Office	- Walk quietly. - Sit silently and appropriately on office furniture. - Be polite to office staff. - Only enter with a pass.	- Listen to office staff. - Complete tasks or errands quickly.	Work quietly on all assignments or tasks.	- Wait patiently for an adult. - Enter quietly. - Use positive greetings and say "Thank you," after being helped.

Kamiak Elementary School

SOAR

- **SELF CONTROL**
- **ON TASK**
- **ACHIEVE**
- **RESPECT**

 High-Five Card 

Given to: _____

For SOAR'n like a Kestrel by showing:

- ◇ **S**elf-Control
- ◇ **O**n Task
- ◇ **A**chieve
- ◇ **R**espect



Given by: _____

DAILY SCHEDULE FOR 2026-2027

Breakfast & School Start	
8:20 am	Students may enter school to eat breakfast
8:35 am	First bell – school begins. <i>Tardy if not present.</i>

Morning Recess	
9:55 am-10:10 am	Grades K, 1, 2
10:10 am-10:25 am	Grades 3, 4, 5

Lunch Schedule			
Grade	Lunch	Recess	End of Recess
Kindergarten	11:00 am	11:20 am	11:40 am
First Grade	11:00 am	11:20 am	11:40 am
Second Grade	11:20 am	11:40 am	12:00 pm
Third Grade	11:20 am	11:40 am	12:00 pm
Fourth Grade	11:40 am	12:00 pm	12:20 pm
Fifth Grade	11:40 am	12:00 pm	12:20 pm

Kestrel Time	
1:50 pm-2:05 pm	Grades K, 1, 2 <i>Optional</i>
2:05 pm-2:20 pm	Grades 3, 4, 5 <i>Optional</i>

Afternoon Departure	
3:05 pm	Closing Bell
3:15 pm	Supervision ends – students need to leave school grounds

TITLE I FAMILY COMPACT

Kamiak Elementary has an academic support staff that is partially funded through Title I. One of the benefits is that we create an agreement to work as a team to maximize learning for our students. The commitments below represent our current agreement.

School Commitment

- Teach the necessary concepts to your child while striving to meet his/her individual needs.
- Provide a positive learning environment.
- Keep active communication between Title I and classroom teacher.
- Communicate your child's progress and program expectations.
- Monitor your child's progress and adjust teaching as necessary.

Student Commitment

- Attend school regularly.
- Come to class prepared and on time.
- Pay attention and ask for help when needed.
- Complete and submit assignments on time.
- Be responsible for your own behavior and be a cooperative learner with a positive attitude.
- Read for 20 minutes daily for at least twenty days of each month.

Parent Commitment

- See that my child attends school regularly and is on time.
- Encourage my child's efforts and be available for questions and support.
- Establish a place and time for homework when it is given.
- Support the school in its effort to maintain proper discipline.
- Review all school communications.
- Remind my child to read a minimum of 20 minutes daily for at least twenty days of each month.

Title One Annual Parent Notifications and Core + (Title I & LAP) Academic Support Services can be found on our website: <https://www.pullmanschools.org/core-plus-academic-support-services>

TITLE I PARENT INVOLVEMENT POLICY

TEACHER/STUDENT/PARENT LEARNING COMPACT: 2026-2027 SCHOOL YEAR

Kamiak Elementary School is committed to the goal of providing quality education for every child. To this end, we want to establish partnerships with parents and with the community. Everyone benefits if Kamiak Elementary School and our families work together to promote high achievement by our children. Neither home nor Kamiak Elementary School can do this job alone. Parents play an extremely important role as their child's first teachers. Support for their child and of the school is critical to each child's success.

Kamiak Elementary School recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Kamiak Elementary School intends to include parents in all aspects of the Title I program. The goal is a school-home partnership that will help all students to succeed. The

Kamiak Elementary School Title I program will:

- Annually develop/revise jointly with parents the Title I parent involvement/procedures and distribute it to parents of participating children. Annually develop/revise with parents the Kamiak Elementary School Teacher – Student – Home Agreement/Compact and distribute it to parents of all Kamiak children.
- Hold a program Open House during conference weeks in October and February to which all parents of participating children in the Title I program shall be invited and encouraged to attend. Parents will be given an opportunity to learn about the program and ask questions about their child's experience.
- Provide information about curriculum and forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.
- Provide reports to parents on their child's progress at each district reporting period.
- Involve parents in an annual evaluation of the program.
- Use findings of the annual evaluation to design strategies for more effective parent involvement.
- Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
- Provide parents with reasonable access to staff. Encourage parents to participate in school activities to improve student academic achievement.

The Title I Teacher shall ensure that the Kamiak Elementary School Title I Parent Involvement Policy, plan and programs comply with the requirements of federal law.

The Title I Teacher will:

- See that a parent survey asking for review and input of the Title I and LAP programs is distributed.
- Meet annually with a committee of parents, teachers, the principal, and paraprofessionals to review policies, procedures, and survey results.
- Provide parents with information in a variety of ways; including:
 - Informing parents of their child's placement
 - Inviting parents to sign a student/family/teacher compact
 - Inviting parents to conference with Title I / LAP staff before or after their children's parent teacher conference
 - Sending a weekly packet home with work completed in grades K-3
 - Communicating electronically to inform parents of specific issues regarding their children
 - Collaborating with the district in offering a yearly Title I meeting for families

FOOD CELEBRATIONS AT SCHOOL

Dear Parents and Guardians:

In an effort to best meet the needs of all students, our district recently revised our policy related to food in classrooms. We have students in each of our schools with diagnosed life-threatening food allergies and others with food sensitivities. The changes made to our policy are intended to better care for our students and are the result of a recommendation from our district Wellness Committee. The Wellness Committee is comprised of school administrators, district employees, community members, and parents. Thank you in advance for your cooperation and understanding.

We will no longer serve food on individual student birthdays. We will allow for activities that involve food up to once a month in each classroom, at the discretion of the teacher. Individual teachers will create their own classroom birthday recognition practices, which often include learning components on the student's special day. These events may have different themes and purposes at each grade level, and may take the form of a combined monthly birthday celebration. In all cases, families will have prior notice of the events, including information about what types of food will be available, so that parents may plan alternative food options for their child if needed.

Food practices in individual classrooms will be mindful of life-threatening allergies, food sensitivities, health, and the potential for disruption, and will be communicated by individual classroom teachers. There are many occasions when we wish to recognize accomplishments of students and we will continue to explore and implement strategies unrelated to food. We hope to create a safer, healthier environment, and minimize loss of instructional time throughout the school year. In order to move forward, we need your help.

A list of approved snacks will be available in the school office and on [our website](#). Please do not bring food to school unless pre-arranged with the school and/or classroom teacher. Instead of bringing food, please consider bringing stickers, pencils, erasers, etc. for birthday celebrations.

For further guidance see Pullman School District Administrative Procedure 6700P.



SUNNYSIDE ELEMENTARY SCHOOL FAMILY & STUDENT



2026-2027

HANDBOOK

HOME OF THE SUPERSTARS!



TABLE OF CONTENTS

Sunnyside Elementary Staff.....	4
School Arrival & Departure.....	5
Arrival	5
Vehicle Pick-Up & Drop-Off Areas.....	5
Parking	5
Safety	5
Departure	5
Daily Schedule for 2026-2027	6
Positive Behavior Intervention & Support.....	6
Core+/Title I/LAP Reading & Math	7
Teacher/Student/Parent Learning Compact: 2026-2027 School Year.....	7
Student Discipline	8
Implementing Student Discipline Policies and Procedures: Research-Based Principles for School Districts.....	8
Food Celebrations at School.....	9
Safe Walking Routes to School.....	10

These pages are intended to complete and complement the information in the Pullman School District Family & Student Handbook, which can be found on the district and school websites:
www.pullmanschools.org/families/helpful_resources



SUNNYSIDE ELEMENTARY SCHOOL

425 SW SHIRLEY PULLMAN, WA 99163 (509) 334-1800

Dear Sunnyside Elementary Families,

On behalf of the entire staff at Sunnyside Elementary, I want to extend a warm welcome to all of our students and their families as we start this exciting new year. Whether you are joining us for the first time or returning for another year of learning and growth, we are thrilled to have you as part of our community.

At Sunnyside, we believe that every child is capable of achieving great things, and we are committed to providing a nurturing and enriching environment where students can explore, grow, and develop their fullest potential. Our dedicated teachers, staff, and administration are here to support each student in their journey, offering individualized care and a rigorous curriculum that prepares them for future success.

As we embark on this year, we encourage open communication and collaboration between home and school. We value the partnership with our families, and we are excited to work together to create positive, memorable experiences for our students. Whether through classroom activities, school events, or volunteer opportunities, your involvement plays a vital role in helping our students thrive.

We look forward to the many exciting opportunities ahead, including field trips, extracurricular activities, and the development of lifelong friendships. Our goal is to make sure each student feels safe, supported, and inspired to learn.

If you have any questions or concerns, please do not hesitate to reach out to our school office or your child's teacher. We are here to help and ensure a smooth, successful year for everyone.

Also, please make sure to check the District website, ParentSquare or Instagram they will help keep you up-to-date about activities at Sunnyside and the district. If you have questions, never hesitate to phone or e-mail the school.

Thank you for choosing Sunnyside Elementary. We are excited to share this journey with you and your child, and we look forward to a wonderful year of learning, growing, and achieving together!

Sincerely,

Pam Brantner

Pam Brantner, Principal
pbrantner@psd267.org

SUNNYSIDE ELEMENTARY STAFF

POSITION	STAFF		
Administration	Pam Brantner, Principal		
Office/Building Support	Christa Sanford, Secretary	Susan Hilliard, Building Para	Lacey Casqueiro, Building Para
Kindergarten	Willma Fields		Annalisa Kiblen
First Grade	Kimi Emerson		Sarah Zylstra
Second Grade	Sandy Coulter		Kelly Laird
Third Grade	Elizabeth McIntosh		Erin Thompson
Fourth Grade	Debbie Crabtree	Cari DenHerder	Natalie Walker
Fifth Grade	Stephanie Bray		Riley Huddleston
Special Education	Corina Andersen		
Library	Kristen Coke-Sutton		Tammy Storey
Specialist	Desiree Greystone, Art/STEM	Ethan Johnson, Music	Stephanie Newman, P.E.
ELD	TBD		
Core+	Amanda Ingram		TyAnne Roberts
Paraeducators	Reem Nasralla		Emi Karino-Evans
Occupational Specialists	Katelyn Claassen, OT		Jessica Haugen, Speech
Mental Health	Katie Vandemark, Psychologist		Kelli Cox, Student Support
Nurse	Sheri Wadsworth	Anna Burt	Michelle Hyatt
Nutrition Services	Carrie SaintPierre		
Custodial	Keith Russell, Lead		Tatiana Aleksandrova

SCHOOL ARRIVAL & DEPARTURE

ARRIVAL

Students should not arrive at school before 8:20 am. The school does not open to students until this time.

VEHICLE PICK-UP & DROP-OFF AREAS

Sunnyside has one student drop-off and pick-up area. The pick-up area is located in the front of the building off of Shirley Street. We ask that when you enter the car zone to please pull all the way to the front of the green curbed area, or to the vehicle in front of you. Students may then only unload and load in the designated green painted curbed area from the passenger side of the vehicle.

For the safety of our students we are asking that you NOT load or unload any place other than the parking lot or drive-thru drop off zone. Instead use the designated green curbed unload/loading zone. The reason for this is that there is constant movement around the unloading/loading zone area and there is not a designated safe path. It is all of our jobs to keep students safe, so please follow these procedures.

PARKING

If you need to speak to any Sunnyside staff we ask that you park in the lot next to the school not in the green curbed area. The parking lot next to the school will be designated for parking NOT student pick up, please use the green curbed area for this.

SAFETY

When picking up or dropping off, please follow these simple safety guidelines...

- Do not park in the car zone
- Drive very slowly and cautiously. Our pick-up areas are very congested with students.
- If you need to enter the building, please move your car to a safe area and park, NEVER leave smaller children or students unoccupied in your vehicle. We will contact the Pullman Police Department if we see any unsupervised small children left in unoccupied vehicles.

DEPARTURE

Students are released from school at 3:05 pm.

DAILY SCHEDULE FOR 2026-2027

Morning/Breakfast Schedule

8:20 am	Students may enter to eat breakfast. Supervision begins – <i>students go directly to classroom</i>
8:35 am	First Bell – School Begins. Tardy if not present.

Morning Recess

9:55am-10:10am	Grades K, 1, 2, 3
----------------	-------------------

Mid-day Recess

Grade	Lunch	Recess	End of Recess
Kindergarten	11:40 am	12:00 pm	12:20 pm
First Grade	11:40 am	12:00 pm	12:20 pm
Second Grade	11:40 am	12:00 pm	12:20 pm
Third Grade	12:00 pm	11:40 am	12:00 pm
Fourth Grade	12:00 pm	11:40 am	12:00 pm
Fifth Grade	12:00 pm	11:40 am	12:00 pm

Superstar Time

2:00 pm-2:15 pm	Grades K, 1, 2
2:15 pm-2:30 pm	Grades 3, 4, 5

Afternoon Departure

3:05 pm	Closing Bell
3:10 pm	Supervision ends – students need to leave school grounds

POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Our school district mission is "Ensuring Learning While Supporting and Challenging each Student to Achieve Full Potential". Franklin's mirrors that same mission. It is our opinion that an essential skill for persons who will live and work in the present and future world is the ability to communicate respectfully and problem-solve peacefully, even when disagreement is present.

Respectful behavior is expected of all children and adults at this school. Toward this end, we provide social/emotional and problem-solving learning opportunities using curricula and programs such as Second Step and DARE. We work diligently to teach expected behaviors continuously throughout the school year. Staff members engage in training opportunities and regular discussions related to this learning.

At Sunnyside, we stress the expectations of Respect, Responsibility and Safety through our Positive Behavioral Interventions and Supports program. We begin each year by teaching expected behaviors school-wide and we continuously reinforce and reteach those expectations. Our goal is to provide a safe environment for students to learn these very important skills. In the interests of safety and respect, we do not allow any students to engage in fighting, rough hands-on play (like shoving, hitting, kicking, or aggressive physical contact) or in any type of bullying or harassment. We work very hard to help students learn what it looks like and feels like to function in a safe, respectful and responsible

society. This continuous and intentional work assists in creating a very positive and safe place for all children at Sunnyside Elementary.

As students are progressing through their childhood years and related developmental stages, they sometimes make mistakes. While ensuring- the safety of all students, it is critically important that we help students who make mistakes learn from them and that any relationships affected by the mistake is restored. Any consequences that a student may experience is tied into learning so that the behavior has a lower chance of being repeated. This philosophy and our related practices are designed to ensure the social and emotional safety and well-being of all students.

When consequences become necessary, they may include:

- Free time, used to process the situation that occurred
- Lunch and/or lunch recess in the office, particularly for incidents related to those activities
- A consequence that remedies damage that may have been caused

Serious and/or repeated offenses may lead to a student plan put into place to address the behavior.

The staff and parents of Sunnyside want your child to feel safe and secure at our school. Please consult the Pullman School District Rights and Responsibility Policy #3200 for additional information. You will find a copy of the policy on the Pullman School District website or you may request a copy from the office. We sincerely appreciate your support and assistance as we work to build a community of responsible citizens who can learn, work, and play with others throughout their lives.

CORE+/TITLE I/LAP READING & MATH

TEACHER/STUDENT/PARENT LEARNING COMPACT: 2026-2027 SCHOOL YEAR

Sunnyside Elementary has an academic support staff that is partially funded through LAP. One of the benefits is that we create agreement to work as a team to maximize learning for our students. The commitments below represent our current agreement.

School Commitment

- Teach the necessary concepts to your child while striving to meet his/her individual needs.
- Provide a positive learning environment.
- Keep up communication between Title I and classroom teacher.
- Communicate your child's progress and program expectations.
- Monitor your child's progress and adjust teaching as necessary.

Student Commitment

- Attend school regularly.
- Come to class prepared and on time.
- Pay attention and ask for help when needed.
- Complete and submit assignments on time.
- Be responsible for your own behavior and be a cooperative learner with a positive attitude.
- Read for 20 minutes daily for at least twenty days of each month.

Parent Commitment

- See that my child attends school regularly and is on time.
- Encourage my child's efforts and be available for questions and support.
- Establish a place and time for homework when it is given.
- Support the school in its effort to maintain proper discipline.

- Review all school communications.
- Remind my child to read a minimum of 20 minutes daily for at least twenty days of each month

Title One annual parent notifications and Core+ (Title I & LAP) academic support services can be found on our website:

www.pullmanschools.org/departments/teaching-and-learning/core_academic_support_services.

STUDENT DISCIPLINE

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200
k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION

IMPLEMENTING STUDENT DISCIPLINE POLICIES AND PROCEDURES: RESEARCH-BASED PRINCIPLES FOR SCHOOL DISTRICTS

In response to significant changes to OSPI discipline rules under [Chapter 392-400 WAC](#), school districts are in the process of revising discipline policies and procedures at the local level. The following principles highlight the major policy areas educators need to be aware of to meet state requirements, and the research supporting why implementation is critical for improving equity and fairness in the administration of school discipline.

Engage Families, Students, and Staff in Discipline Decisions

- Research highlights the benefits of inclusive decision-making processes and family engagement
- OSPI rules provide multiple opportunities for meaningful parent and family communication
- School districts must consult with staff, students, and families about discipline policies

Eliminate Zero-Tolerance Discipline Policies and Practices

- Research finds punitive practices produce negative and racially disproportionate outcomes
- OSPI rules prohibit school districts from administering mandatory exclusionary discipline
- School districts may no longer immediately suspend a student for “exceptional misconduct”

Adopt Positive and Instructional Approaches to Behavior

- Research demonstrates restorative discipline approaches can mitigate disparities
- OSPI rules require district policies to identify best practices to support student behavior
- Educators must attempt or consider best practices before exclusionary discipline

Disrupt Inequitable Discipline Decision-Making Processes

- Research promotes strategies for neutralizing implicit bias in discipline decision-making
- OSPI rules establish procedures intended to slow down discipline decision-making processes
- Educators must consider individual circumstances, context of behavior, and school safety

Focus on the Classroom Context and Data-Informed Decision-Making

- Research shows disproportionality in discipline starts at the classroom level
- OSPI rules provide procedures for classroom exclusion and using disaggregated discipline data
- School administrators and teachers must collaboratively review building discipline standards

Resources and Contact Information

The following resources are available on OSPI's [Student Discipline](#) website:

- [Student Discipline Rules Q&A: A Technical Guide](#)
- [Behavior Menu of Best Practices and Strategies](#)
- Discipline training content on [Classroom Procedures](#) and [Administrative Procedures](#)

For technical assistance and training contact:

Joshua Lynch, Student Discipline and Behavior Program Supervisor
joshua.lynch@k12.wa.us | 360-725-4969

FOOD CELEBRATIONS AT SCHOOL

Dear Parents and Guardians:

In an effort to best meet the needs of all students, our district recently revised our policy related to food in classrooms. We have students in each of our schools with diagnosed life-threatening food allergies and others with food sensitivities. The changes made to our policy are intended to better care for our students and are the result of a recommendation from our district Wellness Committee. The Wellness Committee is comprised of school administrators, district employees, community members, and parents. Thank you in advance for your cooperation and understanding.

We will no longer serve food on individual student birthdays. Individual teachers will create their own classroom birthday recognition practices, which often include learning components on the student's special day. These events may have different themes and purposes at each grade level, and may take the form of a combined monthly birthday celebration. In all cases, families will have prior notice of the events, including information about what types of food will be available, so that parents may plan alternative food options for their child if needed.

Food practices in individual classrooms will be mindful of life-threatening allergies, food sensitivities, health, and the potential for disruption, and will be communicated by individual classroom teachers. There are many occasions when we wish to recognize accomplishments of students and we will continue to explore and implement strategies unrelated to food. We hope to create a safer, healthier environment, and minimize loss of instructional time throughout the school year. In order to move forward, we need your help.

A list of approved snacks will be available in the school office and on our website. If you are providing food for an event, we ask that the food items are taken directly to the main office at least one week prior to the event and then will be checked for proper adherence to the food policy. Any food item that does not adhere to the policy cannot be served and will be sent home with the students or parent. Please do not bring food to school unless pre-arranged with the school and/or classroom teacher. Instead of bringing food, please consider bringing stickers, pencils, erasers, etc. for birthday celebrations.

For further guidance see Pullman School District Administrative Procedure 6700P.

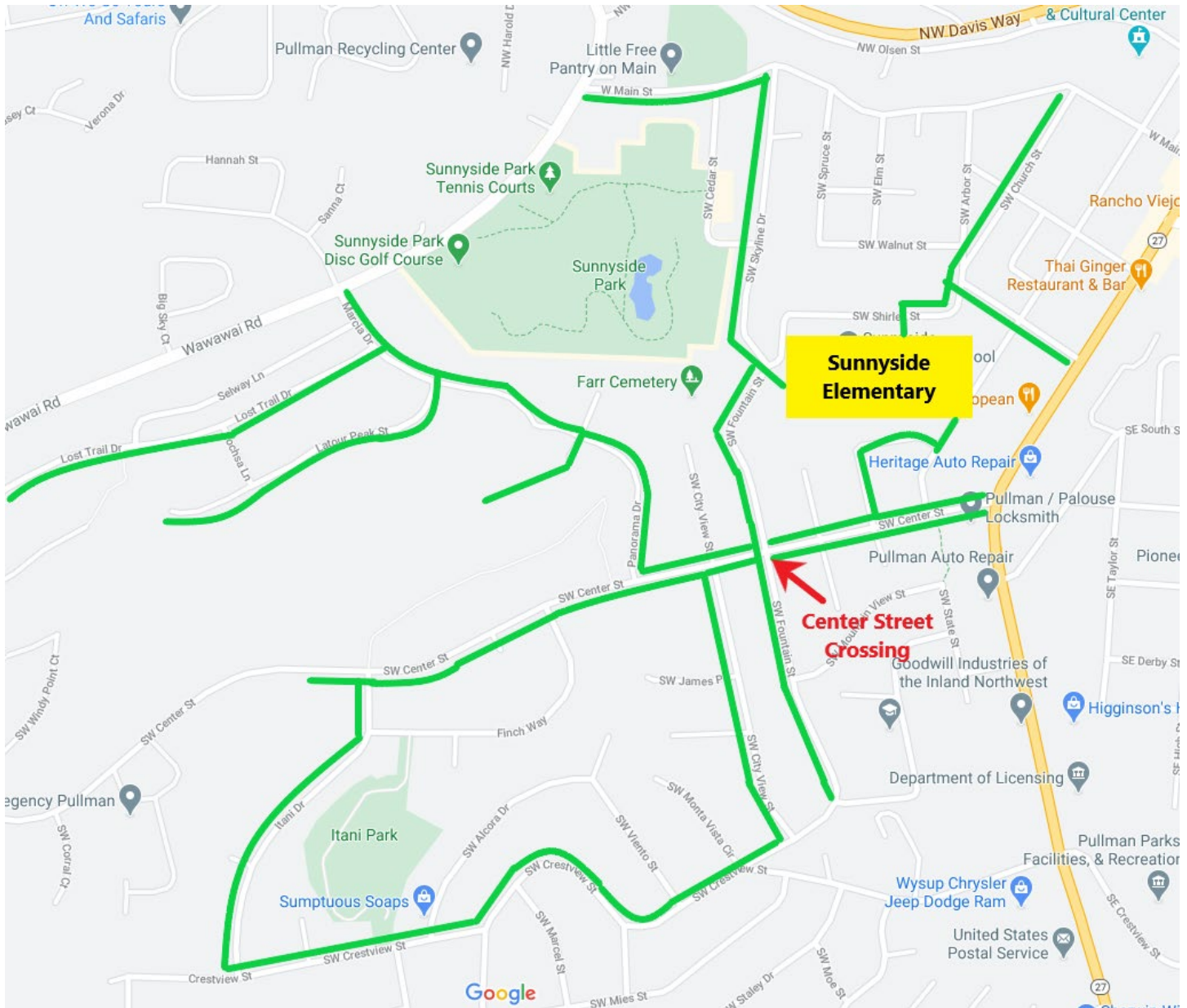
Thank you for your help and consideration in this matter. Please don't hesitate to contact me if you have questions.

Sincerely,

Pam Brantner

Pam Brantner, Principal
pbrantner@psd267.org

SAFE WALKING ROUTES TO SCHOOL



Lincoln Middle School Family Handbook

***Addendum to Pullman Public
Schools Family & Student Handbook

2026 - 2027



Lincoln Middle School
315 SE Crestview St.
Pullman, WA 99163
(509)334-3411



Pullman School District
240 SE Dexter St.
Pullman, WA 99163
(509)332-3581



Greetings LMS Spartans and Spartan Families!

WELCOME to the new school year! You are a significant member of the Spartan family – some of the best middle school people in the state of Washington.

As a student at Lincoln Middle School, this should be a year of exploration, learning and growth. It will hopefully be exciting, challenging, fun, and packed full of opportunity and positive experiences.

Our goal is to make your school experiences memorable and enjoyable. We care about each of you! We will do our best and ask you to do the best you can for yourself, for others, and for your school. This means you can and should feel proud of everything you do.

To help you become informed of policies and expectations, this Spartan Family Handbook is provided for you. In order to help you become organized and improve your study skills, this handbook includes a Middle School Agenda with space for daily assignments and communication between home and school. You are expected to keep this handbook in your three-ring binder and to use it throughout the school year. Information is provided here for nearly every situation. Following rules and procedures is required; appropriate behavior and respect for others is expected at all times.

YOU ARE AN LMS SPARTAN!
Best wishes to you for a great school year!

Sincerely,
Lincoln Middle School Faculty and Staff

Tammy Sewell, Principal
Dakota Wickard, Assistant Principal
Jason Nollmeyer, Dean of Students

TABLE OF CONTENTS

Students’ Rights and Responsibilities.....

Attendance Policy and Procedures.....

Transportation to and from Lincoln Middle School.....

General Student Information.....

Student Activities.....

Disciplinary Policy and Procedures

LMS Academic Program.....

Grade 6.....

Grade 7.....

Grade 8.....

School Building Map and Evacuation Plan.....

The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, 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, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, and Section 504 Coordinator, Director of Special Services, (509) 332-3144. 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.

Lincoln Middle School

#LMSProud

“Our **MISSION** is to embrace exciting learning opportunities through meaningful exposure to knowledge and safe exploration of the unknown.”

“Our **VISION** is to apply these experiences to develop identity within ourselves, school, families, community, and world.”

At LMS, we show we are
P.R.O.U.D.
to be a Spartan in all that we do!!

It is expected that all students will follow directions of all staff, at all times, in all areas.

Positive:

Interact positively with everyone.

Respectful:

Respect the property of others and the rights other students have to learn and to be safe.
Respect the rights of adults to do their jobs.
Take full responsibility for your own actions.
Leave no trace –pick up after yourself.

On Time:

Be where you are supposed to be, on time and ready to learn.

Unified:

Support all LMS students and staff in being the best they can be.
Be considerate of everyone.

Daring:

Take positive risks. For example:
Answer a question, even if you are unsure your answer is correct.
Say hello to someone you do not know.
Help those in need.
Stand up for what is right.

LINCOLN MIDDLE SCHOOL STUDENTS' RIGHTS AND RESPONSIBILITIES

STUDENT GUIDELINES FOR BEING AT SCHOOL

1. Arrive on time! Students are allowed in the halls at 8:10 a.m. Tuesday through Friday, and at 8:40 a.m. on late start Mondays. Students may enter the commons at 7:45 a.m. Tuesday through Friday, and at 8:20 a.m. on late start Mondays. School begins at 8:30 a.m. on Tuesday through Friday, and at 9:00 a.m. on late start Mondays. Students attending before-school activities may enter through the front or library entrances.
2. Leave on time! Students should be clear of the halls by 3:15 p.m. unless they are participating in a supervised activity. The building will be locked at 4:00 p.m. unless there are scheduled activities.
3. After school activities require adult supervision at school and are scheduled in specific locations. Students are expected to remain in the assigned locations.

BEHAVIOR EXPECTATIONS

Lincoln Middle School students are expected to act in such a manner as to enable themselves to acquire the best education possible while attending Lincoln Middle School. Lincoln Middle School students should avoid any behavior that is disruptive to the educational process and harmful to themselves, fellow students, or the order of the school. All students have a right to learn at Lincoln Middle School, and all teachers have the right to teach. Violent threats or such behavior will result in emergency expulsion from Lincoln Middle School.

RIGHTS, AUTHORITY, AND RESPONSIBILITIES OF TEACHERS AND STAFF

All school district staff shall have the right to expect students to comply with school rules and maintain good order in the classroom, in the school, on the playgrounds or other common areas of the school while riding on the school buses, on field trips, and at all school-sponsored activities. All school employees of the school district shall possess the authority to impose discipline upon a student for misconduct which is within the established building procedures.

STUDENTS' RIGHTS AND RESPONSIBILITIES

A summary of Pullman School District board [Policy 3241](#):

The Pullman School District provides students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. As citizens of the school community, students are expected to comply with the rules and regulations of the school. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy [3112– Social Emotional Climate](#).

STUDENTS' RIGHTS

No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, pregnancy, marital status, sexual orientation, previous arrest, previous incarceration or physical, mental or sensory handicap. Subject to reasonable limitations upon the time, place and manner of exercising such rights, and the recognized needs of the educational process, students shall have the right to:

- Expect the maintenance of high educational standards in the district.
- Have physical and emotional safety while at school.
- Have safe buildings and sanitary facilities.
- Consult with teachers, counselors, and administrators.
- Be informed of rules and regulations as related to the rights and corresponding responsibilities.
- Be involved in school activities provided that all qualifications are met.
- Have the right of expression and assembly consistent with the maintenance of an orderly and efficient educational process and the limitations imposed by law.
- Have the freedom of speech and press, peaceably assemble, petition the government, free exercise of religion, and have their schools free from sectarian influence.
- Expect fair and just treatment from school employees.
- Be secure in their persons, papers, and effects against unreasonable searches and seizures.
- Gain an education consistent with stated district goals.
- Know the requirements of the course of study and know on what basis grades will be determined.
- Obtain citizenship as delineated in the United States Constitution and its amendments.

The enumeration of these rights shall not be construed to deny other rights set forth in the Constitution and the laws of the State of Washington or the rights retained by the people.

STUDENTS' RESPONSIBILITIES

All rules apply to all active students at all times when on school grounds. All rules apply to all students when within reasonable proximity to school grounds before regular school hours, during regular school hours and following regular school hours. The rules apply to all students on school grounds at any time when the school is being used by a school group as well as off school grounds on school buses, at a school activity, function, or event. The school rules also apply to all students off school grounds when the prohibited behavior is a consequence or is directly related to causes or events that originated on school grounds. Whenever student behavior has a real and substantial effect on the lawful maintenance and operation of the school district, including the health and safety of the students, employees and/or the process of learning, discipline may be assigned.

Students have the responsibility to:

- Pursue their required course of studies.
- Attend school daily and be on time for class.
- Be aware of and comply with all rules governing student behavior.
- Comply with the authority of school district personnel.
- Express their ideas in a respectful manner.
- Dress in a manner which is not disruptive to the educational process.
- Behave in a manner that will not disrupt a student's education nor deprive others of an education.
- Respect the rights of others.
- Exercise self-discipline.
- Follow established procedures in seeking to change policies, rules or regulations.
- Identify themselves, upon request, to any school district personnel or authorities on school property or a school sponsored event.
- Abstain from the use/possession of tobacco products.
- Abstain from the use, possession, sale, distribution, trade, and/or transfer of alcohol, illegal and/or other mind altering drugs or substances (or that which purports to be) or paraphernalia. Medicine properly prescribed and used in accordance with the provisions of the Pullman School District Medications Policy/Procedure #3416 is exempt from this provision.

- Avoid possessing, handling or transmitting weapons.
- Have a hall pass at all times when walking the halls during class time, before hallways are open in the morning, or during lunch periods.
- Keep cell phones turned off and stored in lockers during the school day.
- Exhibit good digital citizenship and use technologies in a responsible and ethical manner. Refrain from cyberbullying, inappropriate use, and other misuses of the Internet. Students must assume that none of the data is private or confidential when using the district's network or district owned equipment.

BASIC BUILDING RULES

1. Respect Persons and Property. Regard for others' rights, feelings, safety, and property is expected. Disregard of persons or property will be cause for disciplinary action. Students and their parents are expected to repay and/or replace lost or damaged property.
2. Follow All Lawful Directions and Requests of the staff. The staff includes teachers, paraprofessionals, administrators, secretaries, custodians, cooks, bus drivers, and any adult supervisors.
3. All students are to be on time to class. Promptness to every class is expected. Students who are late upon arriving at school must have a note from parents. Teachers detaining any student after class should supply the student with an admit slip to his/her next class. Students' tardies are noted.
4. No hoods shall be worn in the building.
5. Music players, cell phones, smart watches, and video games may only be used before or after school.
6. Cell phones, headphones, smart watches and other communication devices must be turned off and stored in lockers during the school day. No student should use a cell phone or other technology to harass or to access inappropriate material. This includes the filming of other students with phones without their permission.
7. All backpacks and book bags are to be kept in lockers during school hours. If a locker is not available a space will be assigned to accommodate the student's belongings.
8. Profanity is neither acceptable nor permitted at LMS. unacceptable language will result in school discipline.
9. All students must have a hall pass when in the hallways during class and during lunch times.
10. Students are to avoid public displays of affection, including handholding, kissing, and repetitive hugging.
11. Line cutting is not allowed (lunchroom, bus loop, etc.)
12. Students are to obey all local, state and federal laws. Failure to do so will result in a police report in addition to the listed school consequences.
13. Aerosol containers (Axe, cologne, spray paint, etc.) and glass drink bottles are not permitted on school property
14. Food and Drink allowed in the commons only. Water bottles are allowed in halls and classes.
15. No energy drinks allowed on school campus, such as; Monster, RockStar, Redbull, etc.
16. Students should not bring toys to school.

BASIC CLASSROOM RULES

1. Students will bring all necessary materials to class, including a pencil.
2. Students will enter the classroom in a quiet manner. Students are to be in their assigned location and ready to learn before the tardy bell rings.
3. Students are to follow directions from teachers or other staff members.
4. Students are expected to display respectful behavior at all times.
5. Students are not allowed to eat or drink in the classroom
6. Students will treat substitute teachers with the utmost respect. School discipline may be given to students who do not adhere to this standard.

LINCOLN MIDDLE SCHOOL ATTENDANCE POLICY

FROM PULLMAN SCHOOL DISTRICT BOARD [POLICY 3122](#) and [Procedure3122P](#)

EXCUSED AND UNEXCUSED ABSENCES FROM SCHOOL

Regular and punctual attendance is a habit that is indicative of a student's attitude toward school and which will follow into the student's career and other responsibilities throughout life. The school and parents must work cooperatively by making regular and punctual attendance a top priority. The responsibility for school attendance belongs with parents and guardians. The following shall govern the development and administration of attendance procedures within the district. Students involved in extracurricular activities are responsible for picking up assignments from their instructors when leaving early for school-related activities.

EXCUSED ABSENCE:

Absences due to illness, health condition, medical appointment, family emergency, religious observance, family emergencies, as required by law, and as outlined in policy 3122, shall be excused. An excused absence shall be verified by the parent or school authority responsible for the absence.

UNEXCUSED ABSENCE:

Unexcused absences fall into two categories: 1) The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined previously; or 2) The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, email, or in writing, for an absence. Unexcused absences are a violation of school rules; therefore, a student who has an unexcused absence is subject to discipline. RCW 28A.225.020 defines the school's responsibility in filing truancy petitions (a Becca Petition) when a student has 7 unexcused absences in one month or 15 in the current school year and the school can document an effort to contact parents and remedy the situation without court intervention. Truancy petitions are filed with the Superior Court of Washington for Whitman County Juvenile Department in compliance with RCW 28A.225. Students arriving late to school without an excused note or phone call are considered truant.

TARDIES:

Students are tardy when they arrive to class after the bell signaling the start of class. Unexcused tardies are recorded.

MISSED ASSIGNMENTS:

If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under established conditions and time limits as determined by the appropriate teacher. A student's regular attendance and/or participation is required to fulfill the instructional objectives and requirements of all courses.

- Excused absences up to 10 days per quarter allow the student one calendar day per absence time to make up missed assignments without reduction in grade or score.

ABSENCES AND TARDINESS

Students are expected to attend all assigned classes each day. Teachers shall report absences and tardiness to the office where records are maintained. Chronic excused absences are a concern, especially when the student's grades are affected. The concern will be addressed, and appropriate action will be taken.

EXCUSED ABSENCES: The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

1. Physical health or mental health symptoms, illness, health conditions, or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in patient or out patient treatment for chemical dependency or mental health.
2. Family emergency, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or serving on a jury;
5. Post-secondary, technical school, or apprenticeship program visitation, or scholarship interview; 6. State-recognized search and rescue activities consistent with [RCW28A.225.055](#);
7. Absence directly related to the student's homeless, or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RC 28A.705.010;
9. Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to chapter [392-400 WAC](#) if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#);
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status, and
12. An approved activity that is consistent with district policy and mutually agreed upon by the principal or designee and a parent or guardian. or emancipated youth. The procedure for requesting an excused absence for mutually agreed upon activity can be found in excused absence for a mutually agreed upon activity can be found in procedure 3122PExcused and Unexcused Absences.
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

Notifying LMS about Absences: A Parent/Guardian is expected to notify the school office at the earliest convenience by calling the LMS office, (509)334-3411 before 8:30 a.m. Unless prior arrangements have been made, student homework will not be collected until the third consecutive day of an extended absence.

Appointments during the school day require that the student obtain a pass to leave the classroom and school building from the office prior to the beginning of first period. The student should have a note from parents (or a phone call to the office) indicating the time when the student is to be dismissed from class. Please make every attempt to schedule appointments outside of school hours.

Participation in school-approved activities (academic competition, artistic performance, etc.) must be authorized by a school or staff member.

Pre-Approved Absences: When a student plans to be out of school for one or more days, he/she is to obtain an **ADVANCED NOTICE OF ABSENCE FORM** from the attendance office at least two days prior to the absence. Signatures of teachers, parents, and the principal are also requested. The absence shall be counted as excused for the purposes noted on the form if approved by the principal. An absence may not be approved if it causes a serious adverse effect on the student's educational progress.

Absence resulting from disciplinary actions or Short-Term Suspension: As required by law, students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom

Extended illness or health condition: If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical. If

the student is unable to do their schoolwork, or if there are major requirements of a particular course that cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

Excused absence for chronic health condition: Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent shall apply to the principal or counselor, and a limited program shall be written following the advice and recommendations of the student's medical advisor. The principal shall approve the recommended limited program. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request.

TRANSPORTATION

IN CITY LIMITS ROUTES

Students who live in Pullman city limits may sign up for a free city bus pass. A student bus pass allows students under the age of 18 to use Pullman Transit public bus services for free at any time during the year. Bus routes can be found printed in hard copy at LMS, or on the Pullman Transit [website www.pullman-wa.gov/services/transit/index.php](http://www.pullman-wa.gov/services/transit/index.php)

RURAL BUS ROUTES

Students who live outside of the Pullman city limits are assigned to a rural school bus. Bus routes are available on the district website at www.PullmanSchools.org/departments/bus or you may call the school district transportation office at (509)334-3911.

PEDESTRIANS AND BIKE RIDERS

Students who walk to and from school should follow pedestrian walkways, sidewalks, and crosswalks. Bike riders should know and obey all traffic rules related to riding a bicycle in traffic. Bikes are to be locked to the bike racks located on the west and east sides of the building. They are not allowed in the building, nor stored next to the building for any reason. Bikes may not be ridden in the LMS parking lots or sidewalks, and must be walked to the property edge.

SKATEBOARDS/SCOOTERS

Due to safety concerns at Lincoln Middle School, students will not be permitted to ride skateboards or scooters on school grounds. If a student chooses to ride to school by way of these devices they will need to walk with them, in hand, once on school grounds. School will determine a designated storage area for skateboards and scooters while at school.

MOTORIZED SCOOTERS/BICYCLES

Due to safety concerns at Lincoln Middle School, students will not be permitted to ride any motorized or electronic personal use transportation, such as scooters or bicycles, on school grounds. If a student chooses to ride to school by way of these devices, they will need to walk with them in hand once on school grounds. The school will determine a designated storage area for these devices while at school. Students should know and obey all traffic rules related to riding motorized devices in traffic, including the use of an appropriate helmet and safety equipment.

GENERAL STUDENT INFORMATION

BREAKFAST AND LUNCH AT LMS

Breakfast is served at Lincoln starting at 8:00 a.m. Tuesday through Friday, and at 8:30 a.m. on late start Mondays. There are two lunch periods at Lincoln Middle School. See the Daily Schedule for lunch times. Together, the students can create an enjoyable experience during breakfast and lunch time with the opportunity to socialize and become involved in recreational activities.

Students may bring sack lunches from home or purchase meals from the school. Specific lunch prices for the 2025-2026 school year were: \$3.55 for a complete student lunch, \$5.20 for a complete adult lunch, and \$.50 for milk. Breakfast is \$2.25 for students and \$3.30 for adults. Specific lunch prices for the 2026-2027 school year are to be determined. Students are allowed to bring carbonated soft drinks, excluding energy drinks, and only single-serving-sized containers, please, for lunch in non-breakable containers. Glass containers are not allowed in the lunchroom or anywhere else in the school at any time.

LMS uses an automated system for cashiering the meals program. Account numbers are assigned to students. Any amount of money parents choose to send for their children's accounts is processed. As each student eats, the cost of that lunch or breakfast is deducted from their balance. Parents may still send cash with their child each day, but are encouraged to use their student's account to provide flexibility of eating breakfast or lunch, depending on the menu and the student's needs. Checks should be made out to Lincoln Middle School and include the name of the student to whom the credit should be given. Students should take all lunch money to the cooks in the kitchen. A verbal reminder will be given to students as they reach a zero balance. Parents can view their child's lunch account through the Skyward Family Access System at <http://family.pullman.wa-k12.net>. Lunch account negative balance notifications will be sent to families via email and ParentSquare. For families who don't already have their login information, it can be looked up by the front office. We can now process lunch payments online through [InTouch Online payment systems](#). For more information, please see our website or call our main office.

A reduced price and free meal program is available for qualifying families.

Please ask at the LMS office for the proper forms. Any child qualifying for free lunch also qualifies for free breakfast.

Students eat in the LMS commons. They are expected to help keep the cafeteria clean by being responsible for putting away their own trays and picking up their litter around their lunch tables or upon being asked by a supervisor. Students throwing food, littering or not putting trays away will be assigned a lunch detention.

LMS Composting program. Here at LMS we are very proud of our composting program! The Composting Program at Lincoln Middle School collects the food waste generated from our cafeteria breakfast and lunch meals. Composting is done to reduce the school's trash sent to the landfill; recycle natural resources, which helps reduce greenhouse gas emissions; educate the students and staff about food waste and the benefits of composting; and create a useful product for soil enhancement. The removal of food wastes plus recycling of aluminum, plastic, and paper products round out the daily environmental efforts of Lincoln Middle School students and staff, qualifying us as a Level 1 Washington Green School.

RULES DURING BREAKFAST AND LUNCH

1. Students are not to consume beverages or food in the hallways or LMS grounds between classes and before or after school. Offenders who carry food or drinks into the hallways or classrooms may receive lunch detention.
2. No running in the commons during breakfast and lunch.
3. Students will only be allowed on the west side of the school during lunch.

4. Students are required to remain within the area of supervision on the school grounds during lunch period. This includes the commons, library, office lobby, basketball courts, and west soccer field (excluding the tree line and nature paths). All other areas are off limits during the lunch break. Detention will be given to students who are in off-limits areas and/or who do not have a hall pass when walking the halls. For students' safety, we must know where they are at all times.

5. When students finish eating, they may go to the library, to the basketball courts or west field; or they may remain in the commons. Students are not allowed to return to their hall lockers without specific permission. Students working in classrooms during lunch must be accompanied by a teacher or staff person. When a teacher requests a student to come to their classroom, the teacher must write hall passes for the students.

6. Basketballs, footballs, frisbees, soccer balls, and other games and equipment are available for check-out by staff monitoring the outside grounds during lunchtimes. Some limitations are placed on the number of specific items to help maintain a safe area for student play. Students are expected to return all items checked out before returning to class.

7. When the bell rings, all play must stop. Balls are not to be thrown or kicked after the bell, and should be returned to the checkout bin.

BOOKBAGS AND BACKPACKS

All students' book bags and backpacks are stored in their lockers during the instructional day. Please do not purchase large and/or wheeled backpacks because they will not fit in the lockers.

DRESS CODE

Board [Policy 3224 Student Dress](#) and its accompanying procedure [3224PStudent Dress](#) can be found on page 18 of the Pullman School District Family handbook and on our website under Policies and Procedures.

EMERGENCY NUMBERS

National Helpline for Mental Health, Drug, Alcohol Issues –1-800-562-1240
 Child Abuse Hotline –1-800-422-4453
 Child Protective Services –1-866-363-4276 or 1-800-557-9671
 Crisis Line –509-332-1505
 Family Help Line –1-800-932-4673
 Palouse River Counseling Services –509-334-1133
 Suicide and Crisis Lifeline – 988

FIELD TRIPS AND ACTIVITY GROUP TRIPS

Students will have the opportunity to travel with school groups to see performances, go on field trips, and represent LMS at regional and state competitions. While traveling on school district vehicles, students are reminded to be responsible for their litter, their behavior, and noise, as well as their safety. Groups who are responsible can look forward to other trips. Some longer field trips will be made on privately owned common carrier vehicles. Respectful and responsible conduct is expected from each Lincoln student. Written Parent Permission forms are required for participation in all off-campus field trips.

OVERDUE & LOST LIBRARY BOOKS

Students receive a reminder note and automatic email from our library system when library book(s) are overdue.

Once books are over one month late, they will be considered lost, and fines will be added to online accounts in the amount of the cost of the books. All books that remain out at the end of the school year will also be considered lost, and fines will be assessed at that time. Accounts may be cleared by returning the book, replacing the book with a copy that you buy (this is the preferred method), or making payments online through [TouchBase](#). TouchBase may be accessed by going to the LMS website, Quick Links, and then Online payments.

GRADE NOTIFICATION AND PARENT CONTACT

- **FAMILY ACCESS/STUDENT ACCESS:** Pullman School District utilizes an online resource called “ [Family Access/Student Access](#)” which allows parents to check their child’s grades, missing assignments, and attendance from their computer or phone at home. Parents may also email teachers directly through Family Access/Student Access. Contact the office for the website address as well and to receive your username and password. Pullman schools also uses ParentSquare for family communications. Grades, classes, and attendance may be viewed in the ParentSquare app or online.
- **REPORT CARDS:** Grade reports will be sent home electronically for the First and Third quarters. Electronic report cards may be viewed in Skyward (‘Portfolio’ tab) or in ParentSquare (‘Alerts and Notices Tab’, under ‘Documents’. Second and Fourth quarter reports, which conclude a semester, will be mailed home one to two weeks after the close of grades.

2026 - 2027 Quarters

1st quarter ends.....October 23rd

2nd quarter ends..... January 22nd

3rd quarter ends.....March 26th

4th quarter ends.....June 11th

- **PARENT-TEACHER CONFERENCES:** Parent conferences will be held on October 28 - 30. Parents/guardians may attend the arena conference or request a student-specific conference. Parents or teachers may request a conference at this time or at any time.

ILLNESS AT SCHOOL

When a student becomes ill at school, they should first notify the teacher in charge and then report to the LMS office. Students will be asked to call a parent to report the illness and ask to go home. A health room is available for emergencies or for short-term use until a parent or emergency designee can be reached. Students are not allowed to leave school unless parents or guardians have been contacted and have communicated with school staff members.

IMMUNIZATION

- Immunizing on time gives children the best protection.
- Communicable diseases still exist, and international travel can bring diseases common in other parts of the world to our communities.
- Keeping up-to-date records at home and at school is important.
- All children under the age of 19 can get immunizations at no cost in our state from clinics participating in the Childhood Vaccine Program (CVP). Providers may charge an administration fee, but they must waive the fee if asked by the parent. Find CVP clinics by using this vaccine map at <https://fortress.wa.gov/doh/vaccinemap>.

Students attending middle school must meet the following minimum immunization standards to attend school:

- **Hepatitis B** – 3 doses, 3rd dose must be on or after 6 months of age.
- **Diphtheria/tetanus/pertussis** – 3 doses with the last dose on or after the fourth birthday.
- **Polio** – 4 doses with the last dose on or after the fourth birthday or 4 doses anytime.
- **Measles/mumps/rubella** – 2 doses with the first given on or after the first birthday and at least 28 days apart.
- **Varicella** – 2 doses on or after 1st birthday.
- **Tdap** – 1 dose at age 10 or older.

All Washington State Public Schools are required to meet the student immunization guidelines from the Washington State Department of Health. Parents are required a medically verified immunization record for their student.

Medically verified is defined as:

- A Certificate of Immunization Status (CIS) printed from the Immunization Information System (IIS) or from "MyIR" - databases that medical providers often use, OR;
- A physical copy of the CIS form with a healthcare provider's signature, OR;
- A physical copy of the CIS with accompanying medical immunization records from a healthcare provider verified and signed by a Pullman Public Schools nurse.
- Lifetime immunization records may be attached to a hardcopy CIS for medical verification. To be acceptable, the record must come from a medical source or include the signature of a health provider or a unique healthcare provider stamp.
- If you cannot find a record of immunizations, please check with our district nurse, Michelle Hyatt, who can search the WA Immunization Information System (IIS).

Reach out to your student's medical provider to request a copy of their immunization records. Immunization records are required, and students will be ineligible to attend school if appropriate records are not provided.

MEDICATION AT SCHOOL

When it is necessary for a student to take any medication at school, the parents are required to contact the LMS office. Written authorization is required by law. A form regarding instructions and parent permission is available at school and at most area doctors' offices and pharmacies. This form must be signed by both the parent and physician. All medicine must be kept in the office in original containers. School personnel are not responsible for administering dosages without prior instruction and compliance with district health procedures.

INJURY/ILLNESS AND FITNESS/MOVEMENT/SPORTS CLASSES

In order to be excused from a fitness/movement/sports class on days they are in attendance, students must bring a note from a qualified physician. Please see the LMS website and go to Documents & Forms, where under forms, you will find the "Participation Limitations for PE/FMS" form that you can have your doctor fill out. They must also bring a release authorizing them to re-enter the class when they are well enough to do so. Students who do not have physician's notes are expected to participate to the extent they are able. The instructors will modify and/or create activities that will help facilitate this participation.

LOCKERS

Each student will be assigned a hall locker during homeroom. Student athletes may be assigned an athletic locker to use during their sports season. In both cases, students will have a combination lock to protect personal belongings. It is the student's responsibility to guard

the combinations and keep possessions safe. Students should not give their locker combination to anyone. If the student's locker opens without working the combination lock or if any other disrepair develops, the problem should be reported to the office as soon as possible. School personnel may check the contents in a student's locker upon reasonable cause at any time. Students are encouraged to leave at home all valuable items not needed in school. Students are to report any missing items as soon as it is noted as missing. Students found kicking or abusing their lockers will be subject to discipline for destruction of school property. Locker clean-outs are scheduled during the school year. Students are expected to keep their lockers clean. **The school cannot assume any responsibility for items left in lockers. Lost or stolen items should be reported to the main office.**

LOST AND FOUND

Students should turn in all found items. Valuable items should be turned in directly to a staff member or the office. Students who have lost an item should check with the teacher in whose room the item was first lost, and check in the school lost and found. Students are asked to have all personal property and clothing marked permanently with their names. Unclaimed lost and found items will be displayed in the commons on a monthly basis, with the remainder being donated to charity over school holidays and breaks.

VIDEO GAMES, TABLETS, EAR PODS, SMARTWATCHES, CELL PHONES

Students and parents must be aware that these items represent an easy target for theft. Responsibility for the security of these devices rests with the student owner. LMS supervisory personnel will only allow these items to be used before school and after school. The school will not be responsible for any thefts, regardless of circumstances. Students are encouraged to leave valuables at home.

FEES

Any fees paid or purchases must be for the exact amount. Checks may be made payable to Lincoln Middle School. Please do not send checks or money for amounts over the fees owed. All fines and fees must be paid before student records can be issued. Payment for each fee must be made separately, and checks must be written for the exact amount. Checks written for the incorrect amount will be returned.

PHYSICAL EXAMS

All students participating in athletics are required to have a current physical exam from a practicing physician. Physicals are good for two years. This includes students who are new to the district and also students who are entering sixth grade. The exam form needs to be on file at the school before the student actively participates in any athletic program. Forms are available in the main office and some physicians' offices. Exams used for summer camp will satisfy this request.

STUDENT TELEPHONE

A phone for student use is located in the lobby outside the office. All calls made by students should occur at a time other than class time. The telephones are to be used for local calls only. **Students who are caught making prank phone calls will receive an in-school suspension and may be subject to prosecution according to local or state law and /or federal communications law.**

STUDENT RECOGNITION

STUDENT OF THE MONTH:

The LMS Student of the Month program is sponsored by the Pullman Kiwanis Club. Each month, a student in each grade is selected by their teachers. The grade-level Student of the Month is honored by the Pullman Kiwanis at a luncheon with their parents. At the luncheon, they will receive a \$50 check, half of which must be given to a charity or benefit of their choice. Criteria for the nominations and selection include good citizenship at school and in the community, regular school attendance, steady academic progress, cheerful attitude, and a person who represents Lincoln Middle School well in the community.

WINTER RECOGNITION NIGHT:

Each semester, teachers select students in their classes who exhibit the following attributes: altruism, creativity, determination and commitment, leadership, and sportsmanship. Students nominate their peers for a pair of grade level students who are exceptionally amiable. Students are recognized by grade level at evening ceremonies to receive a certificate and be celebrated by their families. These nights typically happen in early March.

8th GRADE PROMOTION:

The 8th-grade class each year will be celebrated during the last weeks of school. The exact date will be announced ahead of time, via email, newsletter, and daily announcements. All 8th-grade students will receive a certificate of promotion and have the opportunity to attend a procession at which friends and family are welcome to attend.

TEXTBOOKS

Students will be loaned the textbooks needed for each class. The condition and number of each book will be noted when it is issued. Some classes use Chromebooks in addition to or instead of textbooks. Chromebook protection plans are available to students as devices are frequently used in school.

VALUABLES

Students should bring to school only those items needed for their classes and activities. Students are discouraged from bringing large amounts of money or valuables because the school cannot be responsible for lost or stolen items.

VISITORS

Parent/Guardian visitors are welcome at Lincoln Middle School. All visitors are required to report to the office upon arrival. Visitors are to sign in on the Visitor's computer kiosk and obtain a Visitor's badge. Photo identification may be requested of visitors. Students from other schools, however, are not permitted to visit unless they have permission from the principal.

Students who are hosting guests must:

1. Obtain a visitor's form
2. Seek permission from a parent
3. Acquire the signatures of all teachers

4. The hosting student must go over all rules and regulations of the school. If a guest should violate any policy, the guest will be removed from the grounds and will not be granted permission to return to LMS for the rest of the year. If a hosting student violates the LMS visitation policy, he or she will be denied visitation privileges.

5. Submit the form to an administrator. **THIS FORM MUST BE OBTAINED AT LEAST ONE DAY IN ADVANCE. NO VISITORS WILL BE ALLOWED DURING THE LAST WEEK OF SCHOOL.** Visiting students must be middle school age and must be in the same grade as the hosting student. A visiting student must attend classes scheduled for the student with whom they are visiting. Visiting students will be given a visitor's permit at the office. The permit must be shown to each teacher whose class is visited. Teachers or administrators have the right to revoke the permit at their discretion. Visitation of other students is restricted to one day. **Guests are not included in LMS dances and after-school activities that are planned and funded exclusively for LMS students.**

STUDENT ACTIVITIES

All LMS students have the opportunity to participate in a variety of co-curricular activities. The activities include athletics, academic competition, interest groups, student government, social events, and fundraisers. The philosophy behind the LMS activity program is to encourage participation of all interested students. **LMS students must purchase a photo-identification Associated Student Body (ASB) card that will ensure the opportunity to participate in events planned for LMS students. ASB cards are \$30 for all students.**

TEAMS AND CLUBS AT LINCOLN MIDDLE SCHOOL

ATHLETICS (6th)

Girls' Volleyball, Intramural	1st quarter
Boys' & Girls' Cross Country	1st quarter
Girls Bowling, Intramural	2nd quarter
Boys' Basketball, Intramural	2nd quarter
Girls' Basketball, Intramural	3rd quarter
Wrestling	3rd quarter
Track & Field	4th quarter

INTERSCHOLASTIC ATHLETICS (7th & 8th)

Football	1st quarter
Cross Country	1st quarter
Girls' Volleyball	1st quarter
Girls' Bowling	2nd quarter
Boys' Basketball	2nd quarter
Girls' Basketball	3rd quarter
Wrestling	3rd quarter
Boys' & Girls' Track	4th quarter

ARTISTIC AND PERFORMANCE GROUPS

Art Club
Drama Club
Jazz Band (6th)
Jazz Band (7th & 8th)
Jazz Choir

ACADEMIC COMPETITION

Math Team
Science Bowl
Science Olympiad

ALTRUISTIC AND SPECIAL INTEREST CLUBS

Art Club
Chess Club
Cubing Club
E-Sports Club
GSA Club
Magic: The Gathering Club
Pokemon Club
Spartan Minds Matter Club
Spartan Sprouts Club
Students of Color Alliance (SOCA) Club Student Council
Washington Tech Student Association
Yearbook Club

New clubs can be added throughout the school year depending on interest.

EXTRACURRICULAR ACTIVITIES

The extracurricular activity program at Lincoln Middle School is completely voluntary. Involvement in the activities program requires extra effort and time on a voluntary basis beyond the regular school day. Those who choose to participate represent their student body and community in local, regional, and national competitions and events. The highest standards of citizenship, sportsmanship, personal conduct, and loyalty must be maintained. The total school program is reflected in the extracurricular activities program. Those students who earn disciplinary sanctions will follow the process listed below:

1st detention: Head coach's decision on participation in the next scheduled event.

2nd detention/1st suspension: Automatic removal from the next scheduled event. A student may be removed from the activity for the season if the infraction is severe.

3rd detention/2nd suspension: Student may be removed from the activity for the season.

In all activities, all who choose to participate will have a place on a team. Whatever a student's interest level or abilities may be for a particular type of activity, there is a club, team, or group to match. We believe there is a positive correlation between a student's performance and the student's adherence to practice and training schedules. The goal statement for Lincoln Middle School's activity program is: "It shall be the goal for Lincoln Middle School activity programs to provide sportsmanship, cooperation, leadership, recognition, and affiliation in all activities offered for each LMS student."

GUIDELINES FOR STUDENT ACTIVITIES

Section I: Rules and Regulations: The following rules and regulations apply to all students participating in Lincoln Middle School extracurricular activities, and conform to the rules for each activity as defined by the Washington Interscholastic Activities Association.

1. Each student participant is expected to adhere to the Pullman School District Students' Rights and Responsibilities Policy #3200, in all matters of individual conduct while representing Lincoln Middle School.
2. Each student participant is expected to follow the advice and directions of the activity coach, director, or sponsor in matters of performance while representing Lincoln Middle School.
3. Each student participant is expected to be a good citizen in school, in the community, and in all contests and activities. Specific activity-related consequences occur when detention and in-school suspensions are assigned. **Students may not continue to participate in ANY extracurricular activity while a sanction is being served or pending.**
4. Each student participant shall be in attendance at school for the entire school day on the day of an after-school activity. Each student shall also be in attendance at school on the entire day to be eligible to participate in after-school practice or rehearsal on the given day. The only exception is a signed excuse from the principal, vice principal, or dean of students, which is presented to the coach, director, advisor, or sponsor.
5. Each student participant representing Lincoln Middle School is expected to exemplify the highest standards of good sportsmanship. Sportsmanship consists of these qualities: courteousness, fairness, and respectfulness to officials, teammates, opponents, coaches, and all others associated with the activity.

Section II: Procedures for Violation: A student participant who does not abide by the above rules and regulations shall be placed on probation, suspended, or dismissed from a team, club, or group. Any disciplinary decisions resulting from any violation shall be subject to the hearing and appeal procedure outlined in the Pullman School District Board of Directors' Policy #3200.

Section III: Student Activity Eligibility:

1. LMS Athletes are only allowed 1 F reported for each grading period to remain eligible for athletics and activities. If an LMS student has more than 1 F, they are ineligible for competitions until their grades improve to having 1 or fewer F's. Ineligible students are expected to practice, BUT CANNOT travel, play, compete, or perform with the team/activity. All students are expected to participate in practice during the period between grade checks if they wish to resume as a full member of the squad when they become grade-eligible.
2. Incomplete grades may be made up for credit during the first five weeks of the subsequent semester. The student shall be ineligible for school activity groups until the incomplete grades are cleared.

3. In the event a student was not absent from school, yet missed practice or an event, a written excuse signed by the parent or guardian must be given to the coach, director, advisor, or sponsor. Alternately, a parent may contact the same via ParentSquare. If a student participant has several excused absences, they will be provided with limited performance time compared to students who have regular attendance. If a note is not given to the coach, director, advisor, or sponsor, the absence will be considered unexcused. **A student who has two unexcused absences during an activity season may be dismissed from the team, club, or group.**
4. Each student who participates in athletics must have on file a current physical examination. The statement from the examining physician certifies the student's physical condition for the activity in which he/she is participating. Each student must also have a WIAA Insurance Waiver Form and PSD Emergency Contact Form on file prior to participation.

Section IV: Equipment and Facilities: School equipment checked out by the student becomes the responsibility of the student during the time of the loan. Students are expected to keep and return all equipment clean and in good condition. Lost or damaged equipment or uniforms will be the student's financial obligation. Fines will be assessed in our InTouch program for unreturned or damaged items.

1. Students are prohibited from using school-issued equipment while participating in any event outside the school activity program.
2. Misuse or abuse of dressing room facilities, lockers, benches, gym, classroom, or field facilities will not be permitted. Violations of the trust put in students using the school facilities and equipment during the course of their activities may result in the student's dismissal from the team, club, or group.

Section V: Travel for Lincoln:

1. Many student groups from LMS travel to and from contests with their teams, clubs, and groups. School district vehicles are provided for this purpose. Student participants are expected to ride with their team, club, or group while traveling for LMS. Only in the case of personal contact between the coach, director, advisor, or sponsor and the student's parent can exceptions be made. If possible, permission for a student to ride with their parent should be obtained one day in advance. **Students are not allowed to ride with anyone other than a parent or guardian without the express written consent of a school administrator.**
2. Each student participant is expected to obey all school bus regulations.
3. Each student participant will be conscious of what constitutes appropriate dress for home and away contests and events.

Section VI: Amateur Standing: An amateur student athlete is one who engages in athletics for the physical, mental, social, and educational benefits and for whom athletics is an avocation, not a source of financial reward. In order to maintain his/her amateur standing, they may not:

1. Accept merchandise of more than \$100 in value.
2. Accept cash awards.
3. Enter competition under a false name.
4. Accept payment of excessive expense allowances.

WASHINGTON INTERSCHOLASTIC ASSOCIATION (WIAA) CODE OF ETHICS

It is the duty of all concerned with school athletics:

1. To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
2. To eliminate all possibilities that tend to destroy the best values of the game.
3. To stress the values derived from playing the game fairly.
4. To show cordial courtesy to visiting teams and officials.
5. To establish a happy relationship between visitors and hosts.
6. To respect the integrity and judgment of sports officials.
7. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
8. To encourage leadership, use of initiative, and good judgment by the players on the team.
9. To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
10. To remember that an athletic contest is only a game, not a matter of life or death for players, coaches, schools, officials, fans, community, state, or nation.

ACTIVITY CARDS:

Students may receive a unique hole punch in their photo ID for the fee of \$30 for sixth, seventh, and eighth graders to indicate ASB membership. Financial waivers are available for families who qualify for Free or Reduced meal assistance. This one-time fee will provide students admittance to all home LMS athletic events, LMS dances (discounted admittance), and other school activities, as well as membership on LMS teams and clubs. **When students attend any LMS function, they must show their ASB cards.** Activity cards will be on sale at any time during the school year. Replacement of lost cards will be \$5

FUNDRAISER

In order to carry on a full extracurricular activity program, it is necessary for the students to help with expenses for these activities. Lincoln Middle School will host an annual fundraiser to raise funds for our student activities. This plan has been efficient and profitable. Information regarding the fundraiser will be sent to students and families prior to the start of the fundraiser.

DISCIPLINARY PROCEDURES

SANCTIONS DEFINED

Discipline is earned by making an inappropriate choice. All forms of corrective action will be administered to each student individually to best provide for the student's effective learning opportunities. Please refer to Board Policy 3241 Student Discipline and accompanying procedures and forms outlining disciplinary procedures for Pullman School District.

[3241 Student Discipline](#)

[3241P Student Discipline](#)

[3241F1 District Discipline Matrix 3](#)

[241F2 District Continuum of Discipline Responses](#)

Board Policy 3241 Student Discipline can also be found in [Appendix B](#) of the Pullman School District Family handbook.

LINCOLN MIDDLE SCHOOL ACADEMIC PROGRAM

Middle school is a transitional program leading from the self-contained elementary classroom setting to the more departmentalized high school model. The table below identifies the classes most students might expect depending upon their grade level.

	6th Grade	7th Grade	8th Grade
1	English/Literature	English/Literature	English/Literature
2	Mathematics	Mathematics	Mathematics
3	Science	Life Science	Earth Science
4	Social Studies	World History/ Washington State History	US History (1 term) Computer Applications (1 term)
5	Music Elective	Elective Choice (term or yearlong)	Elective Choice (term or yearlong)
6	Fitness, Movement, Sport & Health (3 terms) Art Fundamentals (1 term)	Fitness, Movement, Sport & Health	Fitness, Movement, Sport & Health

GRADE 6 REQUIRED COURSE DESCRIPTIONS**School Year: 2026-2027**

ENGLISH/LITERATURE: The English Language Arts course teaches reading and writing standards through the lens of literature and informational structures. Throughout the course of the year, students will focus on comprehension and critical thinking in relation to a variety of different text structures. Students will also develop and establish writing skills while creating argumentative, expository, and narrative projects.

MATHEMATICS OPTIONS:

MATH 6 This course teaches in-depth the 6th-grade mathematical standards that are aligned with the Common Core Standards. Instructional time will be focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking.

MATH 6/7: This class is offered to qualifying 6th grade students using assessment data collected in 5th grade along with teacher input. This course teaches all 6th-grade and some 7th-grade math standards that are aligned with the Common Core Standards. The instructional time for this class will focus on the four critical areas described for Math 6 (above) and the following from Math 7: (1) analyzing and representing proportional relationships and (2) performing rational number arithmetic. Solving multi-step equations and working with probability will also be introduced in this class.

SOCIAL STUDIES: This course is designed to lay the foundations for understanding the development of societies and civilizations from early human social groupings to more advanced societies and the rise of first empires. As such, students will be exposed to, and become familiar with, different people, places, and cultures from around the world. Early civilizations, cultures and geography are studied from Meso-America to pre-Mesopotamia, ancient Egypt, Greece, and Rome.

SCIENCE: Sixth Grade Science covers physical science topics, including light & matter and thermal energy. Earth science topics include weather systems, plate tectonics & rock cycling, and natural hazards. Life science topics include cells & cell systems. We take a phenomenon-based approach to discovering more about each topic and practice “being a scientist” by utilizing scientific practices throughout the year. These are all aligned with Next Generation Science Standards as adopted by Washington State.

GRADE 6 CHOIR: Choir is open to all students regardless of experience or ability. Time in class is primarily spent exploring vocal technique through song while practicing beginning part-singing and advancing in rhythm, and not reading. Students sing music of varying styles from a variety of cultures. Goal setting and home practice are required as students prepare for performances, including a choral festival. Students are expected to participate in evening performances periodically throughout the year, which are counted as a percentage of their grades. ****STUDENTS WHO OPT TO JOIN THE JAZZ CHOIR, WHICH MEETS BEFORE SCHOOL, ARE REQUIRED TO ENROLL IN THIS CLASS.**

GRADE 6 BEGINNING BAND: Beginning band is open to all sixth-grade students and is designed for students who want to learn how to play an instrument that is a part of the modern wind band ensemble (see list below). The majority of the time spent in the sixth-grade band is dedicated to learning how to play a musical instrument with an emphasis on technique, music theory, and music history. This ensemble will perform at least two concerts throughout the school year. Previous knowledge of music is not required. Band instruments from which to choose: Flute, Oboe, Bassoon, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet (or Cornet), French Horn, Trombone, Baritone (or Euphonium), Tuba, Bells (bell kit required) (Limit 8). Priority for school instruments will be given to those who otherwise could not afford to rent an instrument through music stores. School rentals are offered on a first-come, first-served basis for \$75 per semester.

ORCHESTRA: Sixth-grade orchestra welcomes anyone who would like to play a stringed instrument (violin, viola, cello, or bass). This is a beginning-level class. Home practice will be required as a portion of their grade. The majority of the time spent in the sixth-grade orchestra is dedicated to learning how to play a musical instrument with an emphasis on technique, music theory, and music history. This ensemble will perform at least two concerts throughout the school year. Previous knowledge of music is not required. A limited number of instruments are available through the school. School rental fees per semester are \$25.

FITNESS, MOVEMENT, SPORT & HEALTH (FMSH): *Three quarters taught in conjunction with Art:* FMSH is taught in conjunction with Art. Three quarters of the year will be spent in FMSH and a single quarter in Art. The purpose of the Fitness, Movement, Sport and Health at Lincoln Middle School is to create a safe environment for students to take positive risks, experience a variety of activities that promote healthy and fit lifestyles, and understand the benefit of purposeful movement. Students will also learn accurate health information that encourages positive life choices and influences, and demonstrate growth in their knowledge, understanding, and application of the Washington State Physical Education and Health Education and Health Education Standards and important concepts.

ART FUNDAMENTALS - *One quarter taught in conjunction with Fitness, Movement, Sport & Health:* Art is taught in conjunction with FMSH. One quarter of the year will be spent on Art. In this course, students will be introduced to a variety of mediums and techniques to learn about the elements and principles of art. Students will also be exposed to art development across cultures and history, and explore how these contexts relate to their own work. Students will work in both 2D and 3D media, with an emphasis on exploration, creativity, and understanding of basic concepts. Drawing, painting, ceramics, and papier-mache will be among the media explored throughout the quarter.

GRADE 7 REQUIRED COURSE DESCRIPTIONS

School Year: 2026-2027

MATH OPTIONS:

MATH 7: This course teaches in-depth the 7th grade mathematical standards that are aligned with the Common Core Standards. Instructional time will be focused on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawing and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving areas, surface area, and volume; and (4) drawing inferences about populations based on samples.

MATH 7/8 : This class is offered to qualifying 7th grade students who have successfully completed Math 6/7. This course will cover the 7th grade standards that were not completed in Math 6/7 and all 8th grade math standards. Specifically, this course will address: (1) formulating and reasoning about expressions, equations, and inequalities, and solving systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angles, scale factor, similarity, and congruence, and the Pythagorean Theorem, and (4) working with rational and irrational numbers related to fractions, decimals, integers, exponents, and scientific notation. At the end of this course, students will have completed middle school math, making them eligible for Algebra 1 (a high school level course).

ENGLISH / LITERATURE CLASS: This class is designed to provide students with an integrated approach to learning language arts and literature. This program will emphasize effective communication through reading, writing, speaking, and listening as the students better understand themselves and others. Organization, study, and keyboarding skills will be reinforced throughout the year. The students will read *The Outsiders* and the graphic novel *March* as special literary units in addition to standards aligned with the Common Core State Standards for English Language Arts.

SOCIAL STUDIES: This course will cover world societies from 476 CE to 1450 CE. Societies covered will include European, Middle Eastern, and African kingdoms. Additionally, this course includes exposure to Washington State History (WSH). Successful completion of WSH will comply with the Washington State High School Graduation Milestone requirement.

SCIENCE: Seventh-grade science is a year-long, lab-based course covering the three branches of science: Physical, Life, and Earth & Space. Physical Science involves chemistry and how atoms are the building blocks of everything on Earth. Life Science explores microscopic cells and macroscopic ecosystems. Earth Science investigates how humans affect those ecosystems. While learning the science behind those topics, we strengthen our Science and Engineering Practices (SEPs), including making observations, interpreting data, and asking questions. These are aligned with Next Generation Science Standards as adopted by Washington State.

FITNESS, MOVEMENT, SPORT & HEALTH (FMSH): The purpose of Fitness, Movement, Sport and Health at Lincoln Middle School is to create a safe environment for students to take positive risks, demonstrate their knowledge in a variety of activities that promote healthy and fit lifestyles, and to understand the benefit of purposeful movement. Students will also learn accurate health information that encourages positive life choices and influences, and demonstrate growth in their knowledge, understanding, and application of the Washington State Physical Education and Health Standards and important concepts.

GRADE 7 ELECTIVE COURSE DESCRIPTIONS

School Year: 2026-2027

SEMESTER-LONG COURSES

LEADERSHIP: This class focuses on leadership attributes that can be identified, modeled, and taught. The class is primarily experiential-learning-based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Students will plan assemblies, fundraisers, and other school activities based on their interests. Class participants must be able to work independently in a manner that appropriately represents Spartan student leaders.

MIXED MEDIA ART: (1st semester only) This course is designed for hands-on learners who like to explore and create. This semester, we will continue to learn about the Art Elements and build our knowledge of the Principles of Design and Composition. Students will work with a variety of materials such as wood, fabric, recycled materials, collage, and more. Topics may include public art, music and visual art, environmental issues, social issues, and more. Students will develop works that help them explore their world and their creative expression.

DRAWING & PAINTING: (2nd semester only) This course is designed for students who like to explore and create while learning drawing and painting techniques. Students will continue to learn about the Art Elements and build knowledge of the Principles of Design and Composition. Students will work with a variety of drawing, watercolor, and acrylic paint mediums. Topics will include basic color theory, color mixing, composition, and visual communication.

DIGITAL DESIGN AND MODELING: This course integrates Art, Computer Science, Technology, and Engineering to develop students' creative and technical skills. Students will learn the elements and principles of design while exploring industry-relevant software programs such as Canva, Blender, and TinkerCAD. Using Canva, students will navigate a variety of design tools to create visually appealing projects for print, including posters, stickers, t-shirts, and more. Students will also work with 3D design programs such as TinkerCAD and Blender to design original objects that will be produced using our fleet of BambuLab 3D printers.

ROBOTICS: Students will develop skills in automation and robotics to design solutions that improve daily life. Through hands-on investigations, students will explore mechanical systems, motion and power transfer, machine automation, and computer control systems. Students will learn about gear ratios and block-based coding to create and control robotic machines. Using the VEX Robotics platform, students will design, build, and program real-world devices. They will be challenged to creatively use sensors and actuators to develop systems that interact with their environment. By designing algorithms and applying computational thinking practices, students will code and upload programs to microcontrollers that perform a variety of authentic tasks. This course broadens students' understanding of computer science concepts through meaningful, real-world applications.

MEDICAL DETECTIVES: Students will play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect sheep brains, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. Students will also explore a unit on forensic science performing hands-on analysis, utilizing field-based tools to solve a simulated mystery case.

YEAR-LONG COURSES

YEARBOOK: In this yearlong course, students will work together to design and produce the school yearbook. Students will learn the basics of photography, graphic design, writing, and page layout while using digital design tools to create a finished publication. They will practice teamwork, organization, and responsibility as they collect photos, write captions, conduct interviews, and design pages that tell the story of the school year. Students will also learn about deadlines, attention to detail, and ethical use of images and content. By the end of the course, students will have contributed to a professional-quality yearbook that captures memories and celebrates the school community. ***This course is tentatively on offer for the 2026-2027 school year*

CONCERT CHOIR 7/8: Concert choir offers students choral advancement in vocal production, rhythmic style, and ensemble performance skills. For skill advancement, first year Concert Choir students are assessed on concepts that extend from 6th grade choir; second year Concert Choir students are assessed on concepts that extend from their first year. Second year students leave well-prepared to move on to the high school level. A wide selection of choral music is used throughout the year, some of which involves student input. Performances include evening concerts, festivals, and school assemblies. ****STUDENTS WHO OPT TO JOIN JAZZ CHOIR, WHICH MEETS BEFORE SCHOOL, ARE REQUIRED TO ENROLL IN THIS CLASS.**

ORCHESTRA 7: This class is for continuing string players, and performance is the primary emphasis of the course. Rhythm, music reading and coordination, ensemble, a range of new keys, and responsible group membership are emphasized. Performances include fall, winter, and spring concerts as well as in-school assemblies and music festivals/trips. Participation in the “Disney & Desserts” fundraiser in the fall is also encouraged.

BAND 7: This class continues the goals and objectives of the sixth-grade band. Students will learn advanced concepts regarding tone production, rhythm, intonation, musical styles, and technical aspects of the instruments. This class is for continuing band students (no beginners), and performance is the primary emphasis of the course. Performances include fall, winter, and spring concerts as well as in-school assemblies and music festivals/trips/parades.

GRADE 8 COURSE DESCRIPTIONS

School Year: 2026-2027

MATH OPTIONS:

MATH 8: This course teaches in-depth the 8th-grade mathematical standards that are aligned with the Common Core Standards. Instructional time will be focused on three critical areas: (1) formulating and reasoning about expressions and equations, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

ALGEBRA I: This is a class for high school credit. It is offered to qualifying 8th graders who have successfully completed Math 7/8 or Grade 8 Math. The course will address: (1) formulating, reasoning, and solving linear, exponential, and quadratic expressions and equations; (2) deriving and modeling with linear, exponential, and quadratic functions; (3) formulating and analyzing statistical questions, including questions resulting in one and two-variable data. *The grade in this class will automatically be included on the high school transcript.*

ENGLISH / LITERATURE CLASS: This class focuses on a variety of reading, writing, language, and speaking and listening skills. Students will be building reading and writing stamina. In reading, students will be reading to identify narrative/elaboration/rhetorical strategies in writing and other passages (fiction and non-fiction). Reading comprehension includes inferring and analyzing text in short responses, including creating a claim, citing evidence, explaining evidence, and using transitions. Novel reading includes discussions in the form of Socratic Seminars and extended activities, which aid in reviewing and mastering reading skills. Students will be learning the writing process (brainstorming, narrowing a topic, organizing an essay, writing with elaboration/rhetorical strategies, writing effective introductions and conclusions).

SOCIAL STUDIES: In this semester-long course, students will explore American history, civics and government from the early colonial period through the Civil War and Reconstruction, examining key events, figures, and movements that shaped the nation.

SCIENCE: Eighth-grade science is a year-long, lab-based course, where students will explore three science topics: Physical Science, Life Science, and Space Science. In Physical Science, we will explore forces such as Contact Forces, Sound Waves, and Forces at a Distance. In Life Science, we will explore Genetics, Natural Selection, and Adaptations. In Space Science, we will explore how Earth fits in the Solar System, Seasons, and Moon Phases. These are all aligned with Next Generation Science Standards as adopted by Washington State.

FITNESS, MOVEMENT, SPORT & HEALTH (FMSH): The purpose of Fitness, Movement, Sport and Health at Lincoln Middle School is to create a safe environment for students to take positive risks, demonstrate their knowledge in a variety of activities that promote healthy and fit lifestyles, understand the benefit of purposeful movement, learn accurate health information that encourages positive life choices and influences, and demonstrate growth in their knowledge, understanding, and application of the Washington State Physical Education and Health Education Standards and important concepts.

COMPUTER APPLICATIONS: This class is designed to introduce students to workplace technology. This course explores educational plan development, career exploration, and communication skills by using technology in a business setting. Using Microsoft Office 365, students will learn introductory word processing, spreadsheets, presentations, and graphic applications. Students are also expected to master basic keyboarding skills. The class will also give students the opportunity to explore post-high school education and employment options by completing the Washington State required High School & Beyond Plan.

GRADE 8 ELECTIVE COURSE DESCRIPTIONS School Year: 2026-2027

SEMESTER-LONG COURSES

LEADERSHIP: This class focuses on leadership attributes that can be identified, modeled, and taught. The class is primarily experiential-learning-based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Students will plan assemblies, fundraisers, and other school activities based on their interests. *Class participants must be able to work independently in a manner that appropriately represents Spartan student leaders.*

COMMUNICATIONS/MEDIA: This class produces the Channel 3 News Program. Learned skills will include video editing, scriptwriting, anchoring, technical work, graphics, and videography. Students will gain valuable technical and leadership experience in broadcast journalism.

MIXED MEDIA ART: (1st semester only) This course is designed for hands-on learners who like to explore and create. This semester, we will continue to learn about the Art Elements and build our knowledge of the Principles of Design and Composition. Students will work with a variety of materials such as wood, fabric, recycled materials, collage, and more. Topics may include public art, music and visual art, environmental issues, social issues, and more. Students will develop works that help them explore their world and their creative expression.

DRAWING & PAINTING: (2nd semester only) This course is designed for learners who like to explore and create while learning drawing and painting techniques. Students will continue to learn about the Art Elements and build their knowledge of the Principles of Design and Composition. Students will work with a variety of drawings, watercolors, and acrylic paints. Topics will include basic color theory, color mixing composition, and visual communication.

DIGITAL DESIGN AND MODELING: This course integrates Art, Computer Science, Technology, and Engineering to develop students' creative and technical skills. Students will learn the elements and principles of design while exploring industry-relevant software programs such as Canva, Blender, and TinkerCAD. Using Canva, students will navigate a variety of design tools to create visually appealing projects for print, including posters, stickers, t-shirts, and more. Students will also work with 3D design programs such as TinkerCAD and Blender to design original objects that will be produced using our fleet of BambuLab 3D printers.

ROBOTICS: Students will develop skills in automation and robotics to design solutions that improve daily life. Through hands-on investigations, students will explore mechanical systems, motion and power transfer, machine automation, and computer control systems. Students will learn about gear ratios and block-based coding to create and control robotic machines. Using the VEX Robotics platform, students will design, build, and program real-world devices. They will be challenged to creatively use sensors and actuators to develop systems that interact with their environment. By designing algorithms and applying computational thinking practices, students will code and upload programs to microcontrollers that perform a variety of authentic tasks. This course broadens students' understanding of computer science concepts through meaningful, real-world applications.

MEDICAL DETECTIVES: Students will play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect sheep brains, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. Students will also explore a unit on forensic science performing hands-on analysis, utilizing field-based tools to solve a simulated mystery case.

TEACHER’S AIDE, OFFICE AIDE, or LIBRARY AIDE: A limited number of aide positions are available with classroom or office staff. Teacher’s Aides or Office Aides are expected to assist staff in a responsible and independent manner. Specific duties vary depending on the staff assignment. Library Aides must be comfortable with alphabetizing and shelving books. *Students must have excellent attendance in order to be considered for a TA position.*

YEAR-LONG COURSES

SPANISH I: This is a class for **high school credit**. It is designed for students interested in learning to understand, speak, read, and write the Spanish language. Emphasis is on building vocabulary and introducing the basic language structure necessary to communicate in practical situations.

FRENCH I: This class is for high school credit. It is an introductory course for students interested in learning to understand, speak, read, and write the French language. Emphasis is on building vocabulary and introducing the basic language structures necessary to communicate in practical situations.

YEARBOOK: In this yearlong course, students will work together to design and produce the school yearbook. Students will learn the basics of photography, graphic design, writing, and page layout while using digital design tools to create a finished publication. They will practice teamwork, organization, and responsibility as they collect photos, write captions, conduct interviews, and design pages that tell the story of the school year. Students will also learn about deadlines, attention to detail, and ethical use of images and content. By the end of the course, students will have contributed to a professional-quality yearbook that captures memories and celebrates the school community. ***This course is tentatively on offer for the 2026-2027 school year*

CONCERT CHOIR 7/8: Concert choir offers students choral advancement in vocal production, rhythmic style, and ensemble performance skills. For skill advancement, first year Concert Choir students are assessed on concepts that extend from 6th grade choir; second year Concert Choir students are assessed on concepts that extend from their first year. Second year students leave well-prepared to move on to the high school level. A wide selection of choral music is used throughout the year, some of which involves student input. Performances include evening concerts, festivals, and school assemblies. ****STUDENTS WHO OPT TO JOIN JAZZ CHOIR, WHICH MEETS BEFORE SCHOOL, ARE REQUIRED TO ENROLL IN THIS CLASS.**

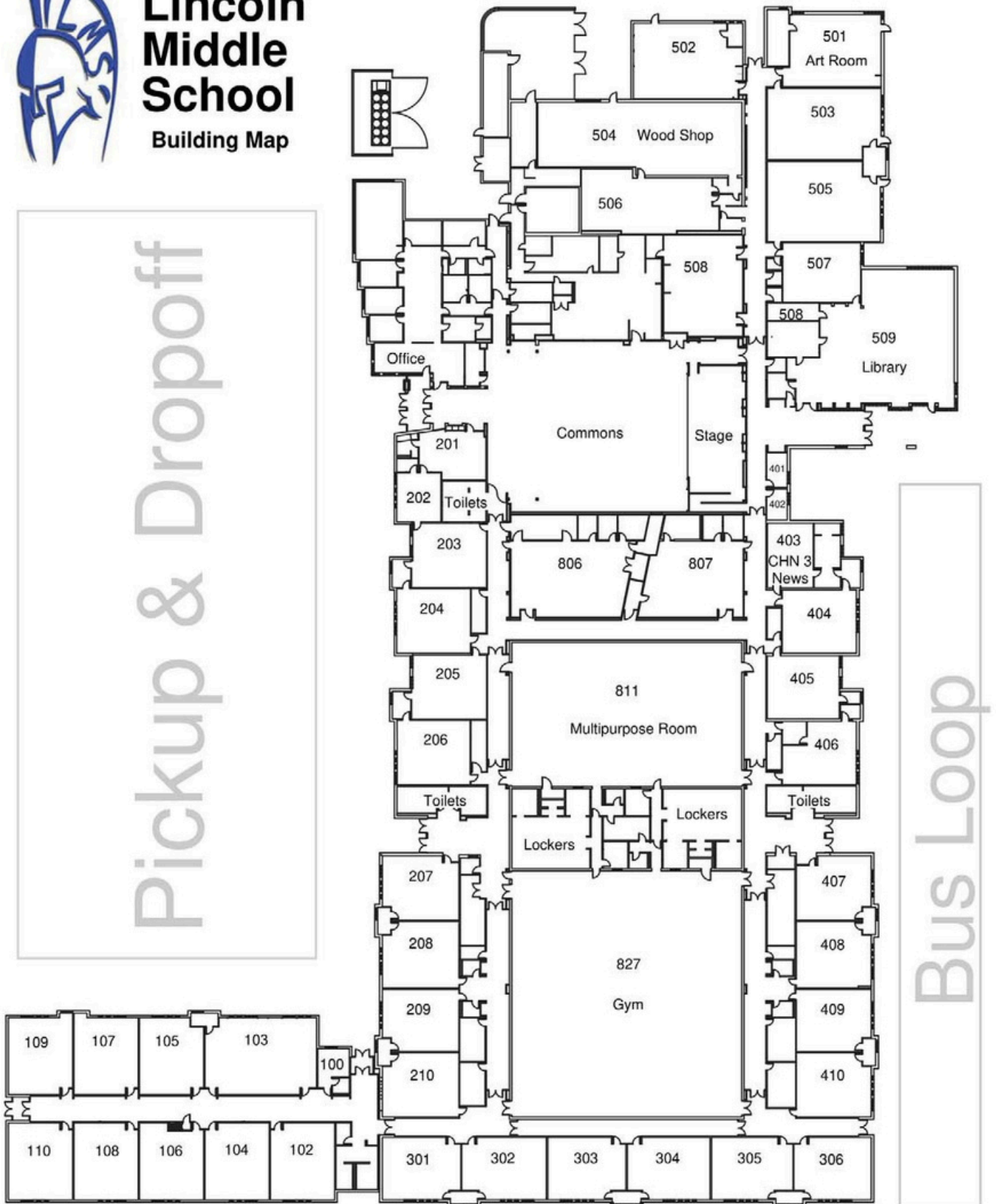
ORCHESTRA 7/8: This class is for continuing string players is the primary emphasis of this course. Rhythm, music reading and coordination, ensemble, a range of new keys, and responsible group membership are emphasized. Performances include fall, winter, and spring concerts as well as in-school assemblies and music festivals/trips. Participation in the “Disney & Desserts” fundraiser in the fall is also encouraged.

BAND 8: This class continues the goals and objectives of the seventh-grade band. Students will learn advanced This class is for continuing band students (no beginners), and performance is the primary emphasis of the course. Performances include fall, winter, and spring concerts as well as in-school assemblies and music festivals/trips/parades.

LINCOLNMIDDLE SCHOOL BUILDING MAP



Lincoln Middle School Building Map



LINCOLN MIDDLE SCHOOL EVACUATION PLAN

Office, Kitchen, Commons, Rooms 201, 202, 203

Exit door 1 (by main office).
Follow sidewalk to North end of front parking lot.
Report to soccer field.

Rooms 204, 205, 206, 207, 208, 806

Exit door 2 (by room 207).
Follow sidewalk between parking lot and tennis courts to North end of front parking lot.
Report to soccer field.

Rooms 102, 103, 104, 209, 210, 301, 302

Exit door 3 (by room 301) at the Southwest corner of the building.
Follow sidewalk between parking lot and tennis courts to North end of front parking lot.
Report to soccer field.

Rooms 105, 106, 107, 108, 109, 110

Exit door 4 (by room 109) at the southwest corner of the building.
Follow sidewalk parallel to soccer field to North end of front parking lot.
Report to soccer field.

Rooms 303, 304, 305, 306, 410

Exit door 5 (by room 306) at southeast side of the building.
Move to football/track area.
Report to the track on the Westside of the football field, near the goal line.

Rooms 827 (Gym), 811 (Multipurpose Room), 405, 406, 407, 408, 409

Exit door 6 (by room 407) on the east side of the building.
Move to football/track area.
Report to the football field between the goal line and the 50-yard line.

Rooms 401, 402, 403, 404, 807

Exit door 7, next to library.
Move to football/track area.
Report to the track on the Eastside of the football field, beyond the goal line

Rooms 500, 503, 505

Exit using classroom outdoors.
Move Southward along East side of building and up the sidewalk along bus lane.
Report to top of hill on the sidewalk.

Rooms 501, 504, 506, 508

Exit door 8 (by room 501), North side of the building.
Move to the North end of the front parking lot using sidewalk.
Report to soccer field.

Rooms 507, 508, 509 (Library)

Exit through library South emergency door.
Move to sidewalk on Northwest side of bus entry.
Report to top of hill on the sidewalk.

***Subject to change.**



LINCOLN MIDDLE SCHOOL

BELL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1ST PERIOD 9:00-9:45	1ST PERIOD 8:30-9:25	1ST PERIOD 8:30-9:25	1ST PERIOD 8:30-9:25	1ST PERIOD 8:30-9:25
2ND PERIOD 9:50-10:34	2ND PERIOD 9:30-10:25	2ND PERIOD 9:30-10:25	2ND PERIOD 9:30-10:25	2ND PERIOD 9:30-10:25
SEL TIME 10:39-11:09				
3RD PERIOD 11:14-11:58	3RD PERIOD 10:30-11:25	3RD PERIOD 10:30-11:25	3RD PERIOD 10:30-11:25	3RD PERIOD 10:30-11:25
1ST LUNCH 12:03-12:47	1ST LUNCH 11:30-12:00	1ST LUNCH 11:30-12:00	1ST LUNCH 11:30-12:00	1ST LUNCH 11:30-12:00
4B PERIOD 12:03-12:47	4B PERIOD 11:30-12:25	4B PERIOD 11:30-12:25	4B PERIOD 11:30-12:25	4B PERIOD 11:30-12:25
4A PERIOD 12:38-1:22	4A PERIOD 12:05-1:00	4A PERIOD 12:05-1:00	4A PERIOD 12:05-1:00	4A PERIOD 12:05-1:00
2ND LUNCH 12:52-1:22	2ND LUNCH 12:30-1:00	2ND LUNCH 12:30-1:00	2ND LUNCH 12:30-1:00	2ND LUNCH 12:30-1:00
5TH PERIOD 1:27-2:11	5TH PERIOD 1:05-2:00	5TH PERIOD 1:05-2:00	5TH PERIOD 1:05-2:00	5TH PERIOD 1:05-2:00
6TH PERIOD 2:16-3:00	6TH PERIOD 2:05-3:00	6TH PERIOD 2:05-3:00	6TH PERIOD 2:05-3:00	6TH PERIOD 2:05-3:00

*STUDENTS WITH PERIOD **4A** HAVE FIRST LUNCH | STUDENTS WITH **4B** HAVE SECOND LUNCH

LINCOLN MIDDLE SCHOOL

315 SE CRESTVIEW STREET
PULLMAN, WA 99163

CONTACT

PHONE: (509) 334-3411
EMAIL: LMS-INFO@PSD267.ORG



Pullman High School Parent and Student Handbook 2026-2027



510 NW Greyhound Way

509-332-1551

pms.phs.pullmanschools.org



<https://www.facebook.com/PullmanHS/>



<https://www.instagram.com/pullmanhounds/>



Jerrod Fleury
Principal



Aubrey Anderson
Assistant Principal



Evan Hecker
Assistant Principal
Athletics & Activities Director



Welcome to Pullman High School. We are charged to ensure learning while challenging and supporting each student to achieve full potential.

We believe we offer you a world-class education and this document is the beginning of fulfilling that commitment. Pullman High School is one of the finest schools in Washington and we plan on your experience being first rate.

NONDISCRIMINATION STATEMENT

Pullman School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, disability, neurodivergence, the use of a trained dog guide or service animal, age, and honorably discharged veteran or military status and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator

Ryan Mulvey, Assistant Superintendent
240 SE Dexter Street, Pullman, WA 99163
(509)332-3144
rmulvey@psd267.org

Section 504/ADA Coordinator

Ryan Mulvey, Assistant Superintendent
240 SE Dexter Street, Pullman, WA 99163
(509)332-3144
rmulvey@psd267.org

Title IX Coordinator

Ryan Mulvey, Assistant Superintendent
240 SE Dexter Street, Pullman, WA 99163
(509)332-3144
rmulvey@psd267.org

Table of Contents

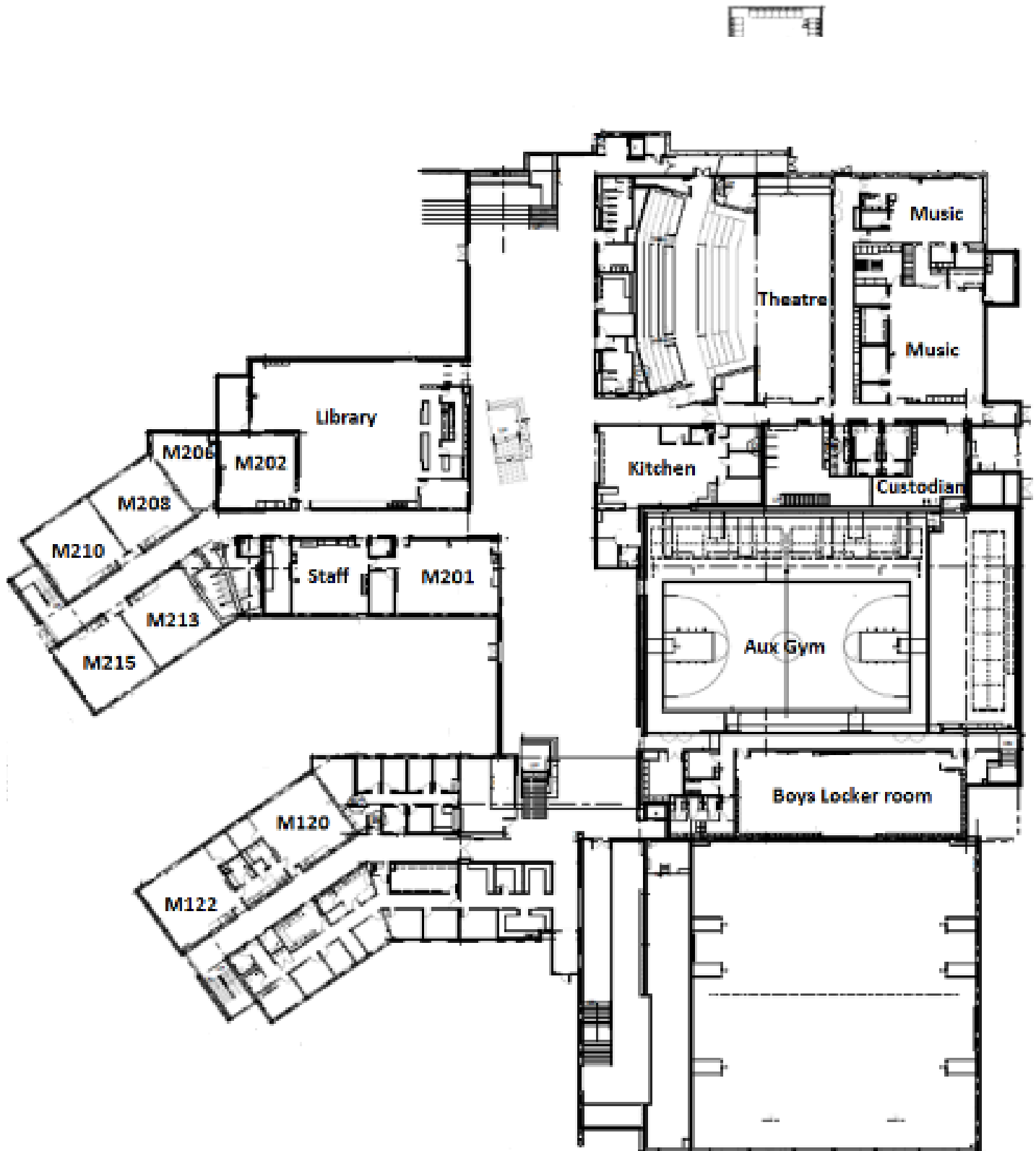
ASB Information.....	10
ASB Activities	10
Athletics/Activities.....	11
Athletics/Activities Handbook.....	11
 General Information.....	 11
Elevator Use.....	11
Grades.....	11
Health Services.....	11
Lockers.....	11
Parent/Staff Communication.....	12
Student Identification Cards.....	12
Visitors Of Students.....	12
Student Fees.....	13
 Procedures And Policies.....	 14
Accidents.....	14
Assistance.....	14
Announcements.....	14
Counseling and Guidance Services.....	14
Dances.....	14
General Class Requirements.....	15
Graduation Requirements.....	15
Other PHS Graduation Information.....	15
Schedule Changes.....	16
 Attendance Procedures.....	 17
Excused Daily Absences.....	17
How to Excuse an Absence.....	17
Making Up Missed Work.....	18
Illness at School.....	18
Attendance Disciplinary Actions (Sbp 3241p).....	18
Tardies.....	18
Unexcused Absences and Truancy.....	18

Students' Rights And Responsibilities	19
Student Rights.....	19
Student Responsibilities.....	20
Student Concerns About Staff.....	20
Student Discipline.....	21
Conduct Violations	21
Alcohol or Drugs.....	21
Athletic/Activity Attendance.....	21
Building and Grounds Cleanliness.....	22
Cell Phones/Electronic Communication Devices.....	22
Cheating/Academic Fraud.....	22
Closed Campus.....	23
Destruction/ Vandalism Of Property.....	23
Dress.....	24
Disruption Of Class/School.....	24
Food.....	24
Forgeries.....	24
Fighting/Assault.....	25
Gambling.....	25
Hall Passes.....	25
Harassment/Bullying/Cyberbullying.....	25
Hazing/Harassment- Verbal and Physical.....	26
Harassment- Sexual.....	26
Insubordination.....	27
Inappropriate Materials And Distribution.....	27
Laser Pointers.....	27
Loitering.....	27
Lying With Malicious Intent, Misrepresentation, Forgery.....	28
Motor Vehicles.....	28
Nuisance Items.....	28
Personal Sound Systems.....	29
Profanity/Inappropriate Speech And Assembly.....	29
Public Displays of Affection.....	29
Riding Buses.....	29
Secret Clubs and/or Gangs.....	29
Skateboards/Roller Blades/Scooters).....	29
Student Responsibilities	30

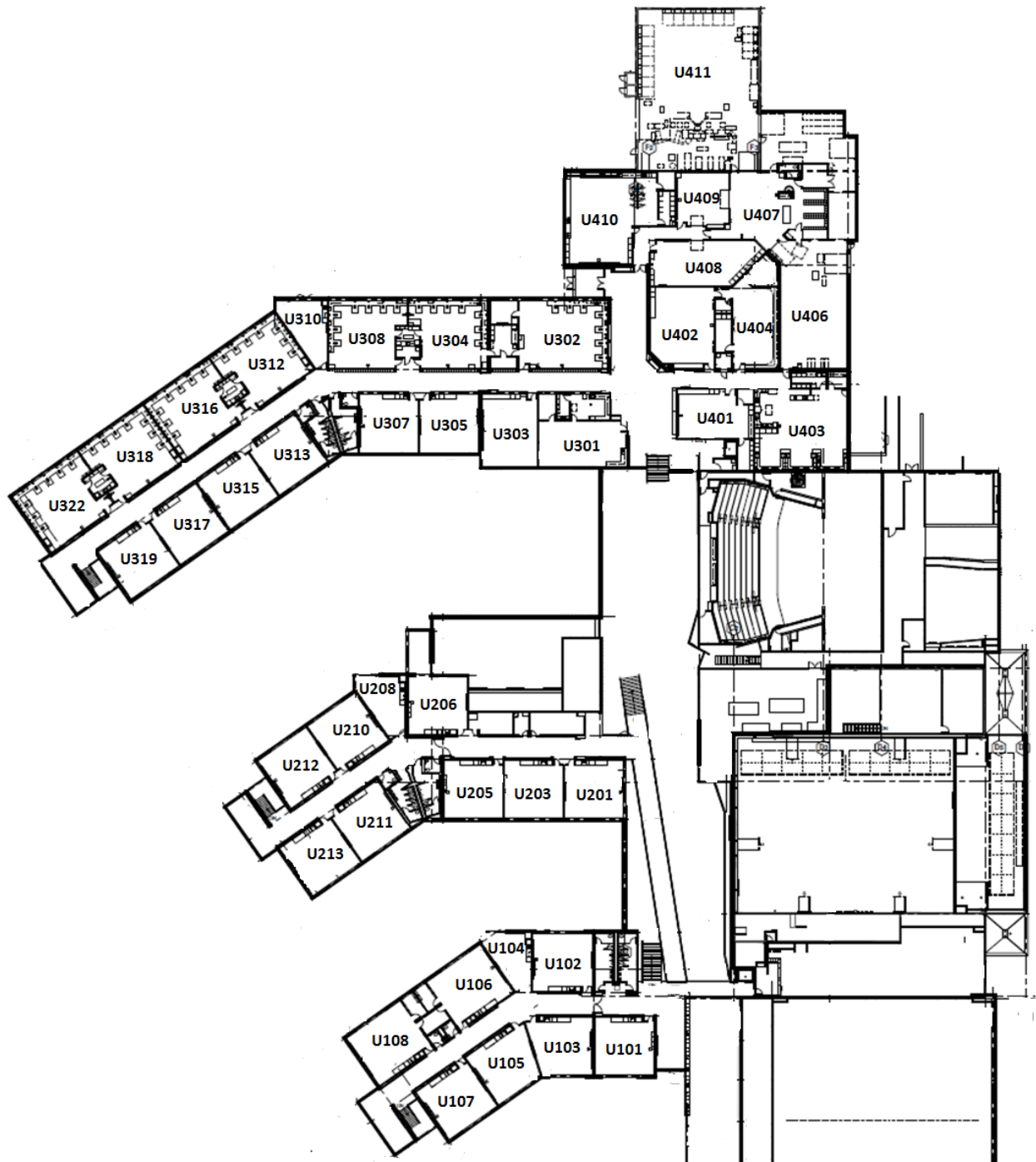
Theft.....	30
Tobacco Use/Abuse Procedure.....	30
Weapons.....	30
Other Objects Considered Weapons.....	31
Other Prohibited Acts.....	31

Building Map

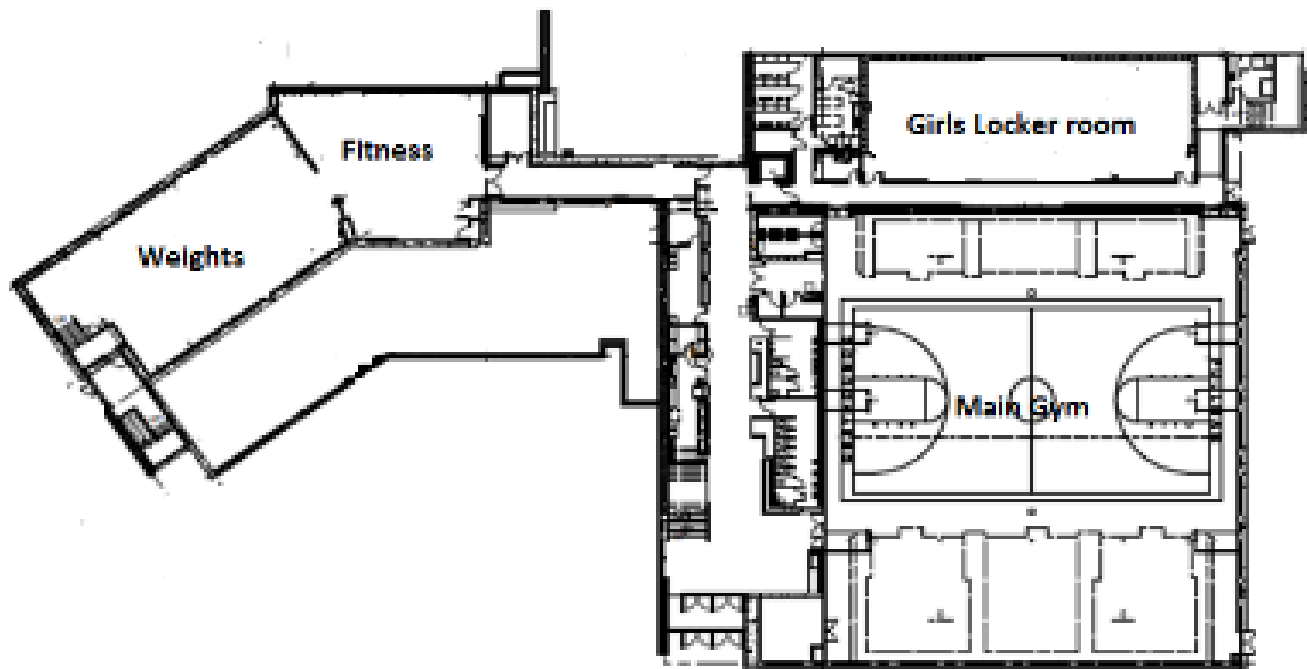
Main Level



Upper Level



Lower Level





Pullman High School

Bell Schedule 26-27

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Collaboration 8:00 - 8:45		0 Period 7:20 - 8:25		0 Period 7:20 - 8:25		0 Period 7:20 - 8:25		0 Period 7:20 - 8:25	
1st Period 9:00 - 9:50		1st Period 8:30 - 9:55		2nd Period 8:30 - 9:55		1st Period 8:30 - 9:55		1st Period 8:30 - 9:20	
Nutrition Break 9:50 - 9:55		Nutrition Break 9:55 - 10:00		Nutrition Break 9:55 - 10:00		Nutrition Break 9:55- 10:00		Nutrition Break 9:20 - 9:30	
2nd Period 10:00-10:50		2nd Period 10:05 - 11:30		3rd Period 10:05 - 11:30		3rd Period 10:05 - 11:30		2nd Period 9:35 - 10:20	
								HT/Intervention 10:25 - 11:10	
3rd Period 10:55 - 11:45								3rd Period 11:15 - 12:00	
1st Lunch 11:45 - 12:15	Early 4th period 11:50 - 12:40	1st Lunch 11:30 - 12:00	Early 4th period 11:35 - 1:00	1st Lunch 11:30 - 12:00	Early 5th Period 11:35 - 1:00	1st Lunch 11:30 - 12:00	Early 4th Period 11:35 - 1:00	1st Lunch 12:00 - 12:30	Early 4th Period 12:05 - 12:50
Late 4th Period 12:20 - 1:10	2nd Lunch 12:40 - 1:10	Late 4th Period 12:05 - 1:30	2nd Lunch 1:00 - 1:30	Late 5th Period 12:05 - 1:30	2nd Lunch 1:00 - 1:30	Late 4th Period 12:05 - 1:30	2nd Lunch 1:00 - 1:30	Late 4th Period 12:35 - 1:20	2nd Lunch 12:50 - 1:20
5th Period 1:15 - 2:05		5th Period 1:35 -3:00		6th Period 1:35 -3:00		6th Period 1:35 - 3:00		5th Period 1:25 - 2:10	
6th Period 2:10 - 3:00								6th Period 2:15 - 3:00	

ASB Activities

Art Club
AAPI
ASB Executive Council
Black Student Union
Book Club
Chorus/Choir
Cheer
Concert /Jazz / Pep Bands/Treble Triad
Drama Club
DECA
FFA
Greyhound Minds Matter
Politics and Debate Club
Key Club
Knowledge Bowl
Lego Club
Math Team
Orchestra
Ping Pong Club
Recycling/Environmental Club
Science Bowl
Science Olympiad
Skills USA (welding & machining)
Skills USA (visual communications)
Spirit Club
Youth in Stem
Table Top Club
Yearbook

ATHLETICS/ACTIVITIES

ATHLETICS/ACTIVITIES DIRECTOR

Evan Hecker ehecker@psd267.org

ATHLETICS/ACTIVITIES HANDBOOK

The PSD Athletics and Activities Handbook outlines the expectations for participation in PHS Athletics and Activities. This document can be found on the high school website or by [clicking here](#). A printed paper version is available upon request at the PHS office.

GENERAL INFORMATION

ELEVATOR USE

Elevators are for the use of students and visitors who require physical assistance getting to any designated individual floor. Students who misuse the elevators for purposes other than necessary mobility purposes may be subject to school discipline.

GRADES

Grades will be issued to all students after 6 weeks, 12 weeks and 18 weeks for each semester. The 18-week grade will represent the semester grade. Grades may be checked at any time by Family Access. Login information and passwords for students and families are available through the office.

HEALTH SERVICES

In the event of illness or injury at school, report to the office and contact a secretary or the school nurse. Excused absences for leaving campus or time spent in the Health Room can be obtained only if you have checked in and out with an office staff person. If a student has a temperature 100 degrees Fahrenheit or over they need to stay home for **24** hours after their temperature has returned to normal without the help of fever-reducing medications such as Ibuprofen or Acetaminophen.

LOCKERS

Students can be assigned a locker for the storage of books and equipment. It is the student's responsibility to see that their locker is kept locked and in order at all times. Combination locks for P.E. and athletics purchased through the school are the only locks to be used; all others will be cut and removed. The lock you purchase from the school is yours to keep, use the same lock for your entire enrollment at PHS. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Switching of lockers is not permitted.

Since lockers and desks are school property, the school has the right to make a school-wide search of these areas at any time as it is the school district's duty to protect students and ensure that school property is lawfully used.

Students are reminded that valuable items should not be stored in lockers. The school cannot assume any responsibility for items left in lockers. Lockers are issued as a convenience to students, but are not intended to provide storage for valuables. Lost or stolen items should be reported to the main office and School Resource Officer.

PARENT/STAFF COMMUNICATION

Parents are encouraged to confer with school personnel about their students as needed throughout the year. Teachers can be contacted before 8:20 AM, after 3:00 PM or during their planning period. If visiting the school, please make an appointment with the teacher prior to your visit. Email will be responded to within two school days.

STUDENT IDENTIFICATION CARDS

Students will receive an identification card shortly after the beginning of the school year. Lost or stolen cards/validation stickers can be replaced by contacting the ASB secretary. It may be necessary to present the I.D. card for identification at any school function or be denied access to the activity.

VISITORS OF STUDENTS

Non-PHS students wishing to visit the PHS campus during the school day must receive prior approval at least two weeks in advance of the planned visit from a PHS administrator. All visitors must sign in at the main office and wear a visitor badge. Any visitor who fails to do so will be considered a trespasser. Visitors of students are not permitted to be in classes during the school day.

STUDENT FEES

Students are not required to pay fees or deposits for textbooks or other instructional materials that are checked back in at the completion of a course. However, students are responsible for maintaining the condition of these materials and may be assessed fines for lost or damaged materials. Fees are assigned for some classes where consumable materials are used.

LAB AND SHOP FEES

Students enrolled in these special courses pay lab fees to defray costs of materials used for special projects beyond what is required for the basic program.

Students are not required to use a locker, but it is highly recommended. If they do use a locker, it is required that they use a school purchased lock on PE lockers.

If your family qualifies for free or reduced-price meals, the district can facilitate fee waivers for school programs. Fee waivers can be applied to optional non-credit based activity fees, ASB card fees, sports/athletics fees, field trip fees, summer school fees, testing fees (ACT, SAT, etc.), course fees, and/or lab fees for students that are eligible for free or reduced-price meals. Schools may disclose children's free and reduced-price eligibility information to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA).

We encourage all families to complete the Consent to Share Child Nutrition Program Eligibility Form through Skyward Family Access for all students in each family as part of the annual registration for returning students or as part of the new student enrollment process, whichever is applicable. This is an optional form and submitting/not submitting this form will not affect your child's eligibility for free or reduced-price meals. After the completed Consent to Share Eligibility Form has been received, the fee waivers will be automatically applied, where applicable. If you need a paper copy of the Consent to Share Eligibility Form, please contact your student's assigned school.

Fees List

Lab or Shop Fees

- Art Class (per semester/per class)... \$25
- Metals \$20
- Woods \$20
- Drafting \$20
- Fashion Design \$15
- Foods & Nutrition/Culinary Arts... \$15
- Advanced Lifetime Fitness (Sr. only) \$50

Club Dues

- Art Club \$20
- DECA \$40
- FFA \$25
- Politics and Debate Club \$5
- Key Club \$16
- Weights (Summer or Winter) \$50
- FCCLA \$40
- Science Olympiad \$15
- Skills Computer Science \$30
- Skills Construction/Welding \$20
- Skills Communication \$15

Items & Services

- PHS ASB Athletics Card \$70
- PHS Activities (clubs only) Card \$30
- PHS Replacement ID/ASB Card \$5
- Yearbook - The Kamiakin \$65

GSL Passes

- General \$105
- Family \$205
- Employee \$50



Financial Assistance Available

Consent to Share Form **must be filled out for all financial assistance other than nutrition services**



- Scan Code for Form
- Paper Form Available

PROCEDURES AND POLICIES

ACCIDENTS

All injuries should be reported to the nurse's office. It is the teacher's responsibility to turn in a completed accident report to the nurse. If the nurse or office staff decide that the individual should be sent to a doctor, parents and/or emergency medical services will be contacted. Under no circumstances should a student leave school and go to the doctor for an injury sustained at school without checking out in the office.

ASSISTANCE

Students experiencing difficulties or having concerns should contact a teacher, counselor, office personnel, or administrator to assist in resolving the matter before it becomes a problem. For students experiencing academic difficulties, the Student Learning Center, located in the library is open Monday-Thursday, 2:50-4:00. Tutors are available. Information and assistance are available to all students.

ANNOUNCEMENTS

Announcements are made each morning at 8:20. It is the students' responsibility to ensure that they have heard announcements. If you wish to have announcements made regarding school activities, you must have the announcement signed by a teacher or advisor, and/or by an administrator. Forms are available in the main office.

COUNSELING AND GUIDANCE SERVICES

The philosophy of the Counseling Department at Pullman High School is that each individual will be recognized and accepted as a person of worth, a person of ability, a person with rights, a person with potential and a person who can and does accept responsibility. It is the purpose of the counseling staff to pursue the fulfillment of these concepts. In so doing, it is recognized that individuals have differences and that developmental needs vary.

Pullman High School's counselors are qualified to assist students with planning an academic program, whether it leads to a college or a vocation; assisting in resolving personal problems; and to generally orient them to school and to life. In providing this assistance, the counseling staff may provide; occupational, educational and military information; consultation; coordination; orientation; referral; placement (when possible); follow-up (when possible); and research and program development. Referrals for individual and drug and alcohol issues are coordinated through the counseling office.

DANCES

Dances are held for the enjoyment and participation of PHS students. All school rules for dress and behavior apply to all dances and activities. Students may be asked to be tested for illegal substances and/or to leave the event. Students must have a valid student ID to purchase dance tickets. This applies to the four "formal" dances: Homecoming, Winter Ball, Tolo and Prom. Any approved guest or visitor attending a PHS dance (non PHS students), must present a valid ID (ASB or License/Permit) at the door. All dances are closed-door events. Checkouts are not permitted. Once you leave you may not re-enter. Several forms of dance (i.e. bumping, freaking, grinding, and mosh pits) are not appropriate at a high school function. Discipline may be assigned for inappropriate behavior. Ask the activity chaperone for more details.

Visitors wishing to attend a PHS dance must have a registered PHS student sponsor who will obtain and turn in an approved visitor's dance pass form to the assistant principal's office by 3:00 pm at least three days prior to the event. Visitors must be under age 21 and at least in 9th grade. A PHS student may host only one guest per dance. An administrator may refuse or revoke a dance visitor pass for any reason at any time. Guest passes will only be issued for the following four dances: Homecoming, Winter Ball, Tolo, and Prom. All dances must be approved through the ASB.

GENERAL CLASS REQUIREMENTS

All PHS students must take a minimum of six credit-producing classes per semester. Running Start students or students with extenuating circumstances may be granted an exception to this policy by the principal when it is determined that an exception is in the student's best interests.

GRADUATION REQUIREMENTS

Specific Graduation Requirements, Graduation Pathways, and Course Details can be found in the 2026-2027 PHS Course Guide. This document can be found on the high school website or by [clicking here](#). A printed paper version is available upon request at the PHS office.

After the first semester of a student's senior year, students are expected to have earned a minimum of 21 credits towards graduation. In order for students to walk, and participate, in the graduation ceremony held in the spring, students will need to have:

- Attendance in good standing
- APEX Class List
- Be passing all current PHS classes or a written plan to complete in summer school- minimum of 2 classes.

OTHER PHS GRADUATION INFORMATION

Grade Point Average

A grade point average (GPA) will be computed for each student who completes any course(s) taken for letter grades. The thousandths place decimal is used for these computations. Our GPA will not be rounded and is not weighted. Detailed GPA information can be found under Grading Regulations in this document.

Class Rank

A numerical rank in class will be determined by using the grade point average (GPA) of each student using the standard grading system. Pullman High School uses an unweighted GPA scale. Exchange students will not be ranked. Students who transfer to PHS with a semester or more of P's on their transcript will not be ranked. Students with unaccredited coursework will not be ranked. Unranked students will not be eligible for honors designations or awards based that are based on rank.

Graduating with Honors

Students who have met the following criteria will be considered as graduating with honors from Pullman High School. These students will receive an honor cord at the graduation ceremony:

- A student must be included in the class rank and
- Have cumulative GPA of 3.5 or higher at the end of seventh semester (GPA's are not rounded) and
- No more than two (2) credits of Pass/Fail courses during their last two years and
- The student must be enrolled in a least five (5) standard graded classes for high school credit in both semesters during their senior year

Valedictorian and Salutatorian

Ranked Seniors who attain a 4.00 GPA at the end of their 7th semester of high school will be considered a Pullman High School Valedictorian. Pullman High School will honor as many students with this status as have met the requirement. The next ranked GPA will be recognized as Salutatorian and may also be shared by multiple students if they have a matching GPA to the thousandths decimal place.

The Seal of Biliteracy

The Washington State Seal of Biliteracy recognizes public high school graduates who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Graduating students can earn this distinction by meeting all English Language Arts graduation requirements and earn the equivalent of 4 years high school World Language. This can be done by

earning four credits in a world language; demonstrating mastery through proficiency testing; or earning a score of three or higher on an AP World Language exam. The Seal of Biliteracy is acknowledged on the student's final transcript.

SCHEDULE CHANGES

Students are expected to request classes that fit their High School and Beyond Plan. If a change becomes necessary, **students must email a request to their guidance counselor** which includes the reasons for the requested schedule change. Any schedule changes will be considered only under exceptional circumstances. If a scheduling mistake was made by school personnel, appropriate corrections will be made.

Deadlines/Grading for Schedule Changes

Changes to scheduled classes may be requested during the first seven days of each semester. Deadlines for schedule change requests for the 2026-2027 school year:

Semester 1 – Tuesday, September 8, 2026

Semester 2 – Tuesday, February 2, 2027

Students are expected to complete (catch up) on all assignments for classes they join late. Classes dropped before the end of the fourth week of each semester will be graded out with a W. Classes dropped after the fourth week of each semester will be graded out with an F.

Approval or Denial for Schedule Changes

Schedule changes may only be made during the add/drop period for each semester. The request cannot be based on personal preference (want a different teacher, want a different lunch, want to switch to be with friends, etc.) If the request does not fit the following criteria a schedule change will not be granted.

- Space availability in class requested.
- Compatibility with graduation requirements and the student's High School and Beyond Plan.
- The student has not met the prerequisites of a currently scheduled course.
- Technical errors in the student's schedule, such as, placed in a course that was not requested.

ATTENDANCE PROCEDURES

Notes are acceptable from parents or legal guardian only. Students who have reached the age of 18 will need to provide documentation for ALL absences. Documentation includes, but is not limited to: notes from medical professionals, notes from parents/guardians, notes from teachers. In all cases, the school has the right to verify all absences, up to and including requiring notes from medical personnel. School Board Policy and Procedure 3122 can be found at: <https://app.eduportal.com/documents/view/496287>

Excused Daily Absences

The following are valid excuses for absences from school: (WAC 392-401-020 Excused absences)

1. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A. 705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

How to Excuse an Absence

We encourage parents and students to keep track of all absences and take care of excused absences right away. While the responsibility for school attendance belongs with parent(s) or guardian(s), high school students assume the primary responsibility for their attendance. Students should check in with the attendance office upon their return to school. Absences need to be excused within 48 hours of the student returning to school, after 48 hours the absence may be left unexcused.

To excuse an absence:

- Call the attendance office (509) 332 -1551
- Send a note with the student
- Email the attendance office at PHS-Attendance@psd267.org

Absences covered by fraudulent notes or phone calls will be marked unexcused. The student will be assigned discipline under Forgeries.

Upon returning from school, students without an excuse will be issued a detention note. Students have two (2) days to have an absence excused or it will remain permanently unexcused. An Assistant Principal must approve any exceptions to this rule. Dealing with attendance related issues during class time might result in

the assignment of a tardy in that class.

MAKING UP MISSED WORK

Students will have no less than the number of classes missed to make up any assignment, project, or presentation missed due to an excused absence listed above (i.e. one class missed equals one class to complete make-up work). Individual teachers may extend this time through classroom policies and procedures or on an individual basis. Note: Work assigned prior to the absence and due the day of the absence will be due upon the student returning to class. Work cannot be made up that is due, or assigned, on the day of (or class period) that is an unexcused absence.

ILLNESS AT SCHOOL

If a student becomes ill at school, they must get permission from the teacher to report to the nurse's office. The office personnel will determine whether the student should be sent home, return to class or remain in the nurse's office. Failure to report to the nurse's office and sign out may result in truancy.

ATTENDANCE DISCIPLINARY ACTIONS (SBP 3241P)

TARDIES

Students who report late for class without a written excuse from the office will be considered tardy. Students more than 10 minutes late to a class may be considered absent rather than tardy.

Possible responses to behavior could include: warning, parent contact, detention, and further discipline.

UNEXCUSED ABSENCES AND TRUANCY

An unexcused absence will apply to any period missed without valid excuse including:

- Student leaves school without having parental permission and signing out in the office.
- Student is absent from class without parent or legal guardian or teacher permission.
- Student fails to go to an area for which permission was granted or goes to an area without permission.
- Student comes to school and does not attend class

Violations of the unexcused absence policy apply to the entire school year. Subsequent procedures will be followed:

Possible responses to behavior could include: warning, parent contact, detention, referral to community engagement board, and the filing of a truancy petition in Whitman County Superior Court.

- 7th in one month or 15th in a year: A truancy petition may be filed with Whitman County Superior Court per RCW 28A.225

***All students that leave school and miss class time must sign out in the PHS attendance office. Failure to do so will result in unexcused absence.

ATTENDANCE

Students who miss 10 days, or more, may be placed on an attendance contract with privilege losses that may include, but are not limited to: revocation of parking privileges, inability to participate in school activities and events, and field trips. Students may be assigned an escort to utilize restroom facilities.

STUDENTS' RIGHTS AND RESPONSIBILITIES

The Pullman School District Board of Directors requires that each year, the superintendent shall develop and make available to all students, their parents and staff, handbooks pertaining to student rights, conduct, corrective actions and punishment. Such statements shall be developed with the participation of parents and the community. The school principal and certificated building staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will seek to develop precise definitions for common problem behaviors and build consensus on what constitutes manifestation of those problem behaviors. The definitions will also address differences between major and minor manifestations of problem behaviors to identify those problem behaviors that teacher and other classroom staff can generally address and those problem behaviors that are so severe that an administrator needs to be involved. This work will also help district staff identify and address differences in the perception of subjective misbehaviors and reduce the effect of implicit bias. They will also confer annually to establish criteria for determining when a certificated employee must complete classes to improve classroom management skills. All students who attend the district's schools will comply with the written policies, rules and regulations of the schools, will pursue the required course of studies, and will submit to the authority of staff of the schools, subject to such discipline, including other forms of discipline as the school officials will determine.

STUDENT RIGHTS

No student shall be unlawfully denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, sex, pregnancy, marital status, sexual orientation, previous arrest, previous incarceration or physical, mental or sensory handicap. Subject to reasonable limitations upon the time, place and manner of exercising such rights, and the recognized needs of the educational process, students shall have the right to:

- Expect the maintenance of high educational standards in the district.
- Physical safety.
- Safe buildings and sanitary facilities.
- Consult with teachers, counselors and administrators and other school personnel.
- Be informed of rules and regulations as related to the rights and corresponding responsibilities.
- Be involved in school activities provided they meet the reasonable qualifications of the sponsoring organizations and state guidelines.
- Expression and assembly consistent with the maintenance of an orderly and efficient educational process and the limitations imposed by law governing obscenity, libel, slander, or harassment.
- Freedom of speech and press, peaceably assemble, petition the government and its representatives for a redress of grievances, the free exercise of religion, and have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such rights.
- Expect fair and just treatment from school authorities and freedom from emotional and physical abuse.
- Be secure in their persons, papers and effects against unreasonable searches and seizures.
- An education consistent with the stated district goals.
- Know the requirements of the course of study and to know on what basis grades will be determined.
- Citizenship rights as delineated in the United States Constitution and its amendments.
- Be free from all forms of harassment. The enumeration of these rights shall not be construed to deny or disparage other rights set forth in the Constitution and the laws of the State of Washington or the rights retained by the people.

STUDENT RESPONSIBILITIES

- Pursue their required course of studies.
- Attend school daily and be on time to class.
- Be aware of and comply with all rules governing student behavior.
- Comply with the authority of school district personnel, subject to such disciplinary or other action as determined by school officials.
- Express their ideas in a respectful manner so as to refrain from harming the reputation of others.
- Dress in a manner which is not disruptive to the educational process nor threatens the health and safety of others.
- Conduct themselves in a manner that will not disrupt their education nor disrupt or deprive others of their education.
- Respect the rights of others.
- Exercise self-discipline.
- Follow established procedures in seeking change to policies, rules or regulations which affect them and with which they disagree.
- Identify themselves, upon request, to any school district personnel or authorities in the school building, on school grounds, at school sponsored events or on school buses.
- Comply with reasonable requests of district employees while in the performance of their duties.
- Abstain from the use or possession of tobacco products on school district property or at school sponsored events off campus.
- Abstain from the use, possession, sale, distribution, trade, and/or transfer of alcohol, illegal and/or other mind-altering drugs or substances (or that which purports to be) or paraphernalia. Medicine properly prescribed and used in accordance with the provisions of the Pullman School District Medications Policy/Procedure #3416 is exempt from this provision.
- Avoid possessing, handling, or transmitting any object that can be reasonably considered a weapon or a hazardous object or material.

STUDENT CONCERNS ABOUT STAFF

Constructive criticism is welcome at PHS. Students wishing to report a complaint against a staff member should feel free to contact teachers, administration or a counselor, who will follow the procedures outlined in Board Policy 4312: <https://app.eduportal.com/documents/view/496416>

STUDENT DISCIPLINE

School Board Policy and Procedure 3241 can be found at:

<https://app.eduportal.com/documents/view/522873>

Discipline actions will be individualized for each student and situation, following School Board Policy 3241P, and may include the following:

CONDUCT VIOLATIONS

ALCOHOL or DRUGS (SBP 3241P) - Major Violation

A student shall not possess, be under the influence of, however slight, or sell, distribute, trade or transfer substances purporting to be alcoholic beverages, illegal and/or other mind-altering drugs or substances. In all cases parents and law enforcement will be contacted. Students may be asked to submit to a test for alcohol and/or drugs. Medicine properly prescribed and used in accordance with the provisions of the Pullman School District Medications Policy/Procedure #3416 is exempt from this provision. Administrative discretion will be used for self-referrals.

For possession and/or under the influence; or reasonable suspicion that the student is under the influence.

Possible responses to behavior could include: Parent Contact, Referral to Prevention/Intervention Services, Suspension actions, and referral to Pullman Police Department

Options to reduce suspension: For first offense of possession or under the influence, parents will be informed of discipline actions and if they wish to re-enter school prior to completion discipline actions they may choose to be evaluated by a state- accredited substance abuse treatment agency (Pursuant to WAC 275-19). If the parent and student choose the evaluation option, and agree they will follow the health care recommendations of that agency, a portion of the discipline actions may be eliminated, under appropriate circumstances.

Immediate reinstatement is contingent upon a health evaluation plan including a specific day for evaluation, and a recovery plan that is acceptable to school officials. Parents will bear the cost of the evaluation and treatment recommended by the agency. In an emergency, expulsion will be imposed. Reduction of discipline for first offenses for sale, distribution, or trade will be at admin discretion.

Emergency Removal may be imposed when the student:

- Presents an immediate and/or continuing danger to himself or herself or others; and/or
- Poses an immediate and continuing threat of substantial disruption of the educational process by either:
- The continual use of alcohol, illegal and/or other mind-altering drugs or substances, or by
- The possession of a sufficient quantity of alcohol, illegal and/or mind-altering drugs or substances that such possession could be construed to be a felony possession.

ATHLETIC/ACTIVITY ATTENDANCE

Students are expected to follow sportsmanship expectations established by the school and league at all events, home and away. Spectators and participants at athletic/activity events should be positive, respectful, and supportive. All other school rules apply to activities and athletics. See School Board Policy 4600. Students absent from school on the day of an event may not be allowed to attend an athletic or activity event. Students who fail to meet these expectations can face the following consequences depending on the severity of their actions.

Possible responses to behavior could include: warning, parent contact, removal from event, removal from future events.

**Students may be prevented from attending ASB/Athletic related events if they have discipline concerns, are under an attendance contract, and/or have unpaid fines/fees*

BUILDING AND GROUNDS CLEANLINESS (SBP 3241P)

It is the responsibility of each student to keep the school looking clean and orderly at all times. Waste should be disposed of in the containers provided. There is never to be any writing or marking on school property. Students and parents or guardians shall be liable for damages and will pay restitution. Willful destruction or defacement of school property may be cause for suspension. Students are expected to clean off cafeteria tables. No students shall litter in the school building or on the school grounds.

Possible responses to behavior could include: parent contact, restorative practices, detentions.

*Exceptional misconduct violation or continued offenses – Possible out of school suspension

CELL PHONES/ELECTRONIC COMMUNICATION DEVICES (SBP 3241P)

Students are **STRONGLY** encouraged not to bring any unnecessary electronic devices to school. *PHS WILL NOT BE RESPONSIBLE FOR STOLEN OR MISSING ELECTRONIC ITEMS.* Filming/recording devices are forbidden in places of assumed privacy (ex: locker rooms, bathrooms). Inappropriate use of electronic devices (harassing, sexting, texting, cheating, manufacturing, distributing, or possessing inappropriate photos or videos, etc.) may result in discipline and/or legal actions, which may include confiscation. For student non-compliance (refusal to respond with a reasonable request or hand over their phone and or disruptive and or disrespectful behavior) the staff member may either send the student to the main office or call the main office for assistance. Students may be disciplined.

A phone is available in the office for student use during non-class time only. This phone is to be used for important and necessary student business. Cell phone use (including text messaging) is only allowed during non-class time. Disruptions caused by cell phones will be dealt with as a classroom disruption. If there is an emergency, please notify your teacher **BEFORE** accessing your cell phone.

Students may not use or have in their possession 2-way communication devices (i.e. walkie- talkies) during the school day. Parents: please note that contacting your child through the office for emergencies is an appropriate way of contacting them during class time (509-332-1551).

Possible responses to behavior could include: parent contact, item kept until end of the period, end of the day or until parent can pick up, loss of cell phone privileges at school.

CHEATING/ACADEMIC FRAUD (SBP 3241P)

Students are expected to do their own work. Violations of the cheating policy apply to the entire student's academic career at Pullman High School. Cheating involves one or more of the following actions:

- To use the work of another person or organization as your own.
- Purchase from any source or organization, work to be submitted as ones' own.
- To copy information from another student's test, examination, theme, book report, term paper, or other assignment.
- To plagiarize - plagiarism means using another person's idea, expression, or words without giving the original author credit.
- To prepare for cheating in advance. Such action involves (1) having in your possession an unauthorized copy of a test to be given or having been given by a teacher, (2) using an unauthorized test or unauthorized notes during a test or examination, (3) talking while taking quizzes, tests, or examinations.
- To fail to follow test procedures or instructions announced by a teacher (such as no talking, no turning around in your seat, not raising your hand to ask questions, etc.)
- To assist another person to cheat as defined in items 1-5 above.
- To use technology (such as computers, artificial intelligence (AI), cell phones, or other devices) to gain an unfair advantage or to cheat as defined in items 1-5 above.

Cheating/Academic Fraud will be disciplined in the following manner:

Possible responses to behavior could include: parent contact, parent/student meeting, no credit for assignment, with option to reassess to show competency/knowledge of content, detentions, other discipline as determined by administration.

- Exceptional acts of cheating may warrant more severe consequences
- Altering a teacher's grade book could cause the student to be removed from the class with a loss of credit

CLOSED CAMPUS

The PHS campus is a closed campus which means if you leave you will not be able to return without prior approval from the office. The following areas are off limits to students during all portions of the school day, including lunch:

- Tennis courts (25 feet from all courts in all directions)
- Softball/baseball fields and dugouts
- Soccer field area and soccer hillside
- To visit your vehicle, you need to check in/out with the main office

Possible responses to behavior could include: parent contact, assigned seating at lunch, detentions and further discipline.

DESTRUCTION/ VANDALISM OF PROPERTY (SBP 3241P) – Major Violation

"Any pupil who defaces or otherwise injures any school property, or property belonging to a school contractor, employee, or another student is subject to suspension and punishment." (RCW 28A.635.060) Disrespect for or destruction of school or personal property will result in immediate disciplinary action up to and including suspension. A plan for full restitution is required prior to reinstatement. The school may withhold grades, diploma, and transcripts until the damage restitution has been made. Police may be notified. Students who cut, deface, injure or vandalize school district property shall be responsible for their actions. Students and parents or guardians shall be liable for damages and will pay restitution.

Possible responses to behavior could include: parent contact, restorative practices, detentions, restitution. *Exceptional misconduct violation or continued offenses – Possible out of school suspension

DRESS (SBP 3241P and 3224)

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the Pullman School District Board of Directors.

Students' choices in matters of dress should be made in consultation with their parents. Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A health or safety hazard will be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- Damage to school property will result from the student's dress; or
- A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's dress is inconsistent with any part of the educational mission of the school district.

Prohibited dress includes the use of lewd, sexual, drug, tobacco, vape or alcohol-related messages, or gang-related apparel. The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy. Refusal to cooperate will result in disciplinary action. Students will be asked to change clothing; offensive items may be picked up in the office by a parent. Shoes must be worn at all times.

Possible responses to behavior could include: parent contact, clothing change, detention and further discipline.

DISRUPTION OF CLASS/SCHOOL (SBP 3241P)

Disruptive conduct is behavior that materially or substantially interferes with the educational process (willful disobedience, defiant actions, or disruptive conduct which materially or substantially interferes with the educational process, including causing an incident that affects the school attendance of other students).

A student shall not by use of violence, force, noise, coercion, threat, intimidation, disrespectful action (including gestures), passive resistance, gang activity including hand signals or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school. Neither shall a student engage, nor urge other students to engage, in such conduct for the purpose of causing the substantial and material disruption or obstruction of any lawful mission, process, or function of the school if such a disruption or obstruction is reasonably certain to result.

Possible responses to behavior could include: parent contact, restorative practices, detentions and further discipline.

FOOD

All students are expected to return trays and clear tables & eating areas. Trays are to remain in the cafeteria area only. Students not assisting in keeping the commons clean will be assigned clean up responsibilities. Students may be assigned three days of cafeteria cleanup during lunch for each violation. The throwing of food or debris will result in school discipline. Break time and other privileges may be revoked if specific violators are not identified. Deliveries of food to school are not allowed.

FORGERIES (SBP 3241P)

Forged notes or forged telephone calls will result in parent notification. The forged clearance will be denied even with future appropriate approval.

Possible responses to behavior could include: parent contact, restorative practices, detentions and further discipline.

FIGHTING/ASSAULT (SBP 3241P) – Major Violation

Fighting or use of physical force on campus or at school related activities could result in an immediate short-term suspension. Students could be suspended or expelled. Violation of the fighting policy applies to the entire school year. Neither reasonable self-defense, nor reasonable action undertaken on the belief that it was necessary to protect some other person who is not an aggressor, is to be considered an intentional act under this rule. Self-defense does not include hitting back or trying to injure the other combatant(s). Police may be notified. The instigation, promotion, and/or encouragement of fights is prohibited and shall be subject to corrective action. Student(s) may be referred to anger management/counseling.

Possible responses to behavior could include: parent contact, restorative practices, detentions, suspensions, emergency expulsion, and further discipline. A referral to the Pullman Police department will be made for assault.

GAMBLING (SBP 3241P)

Students shall not play cards, dice, or games of chance for money or other things of value.

Possible responses to behavior could include: parent contact, restorative practices, detentions and further discipline.

HALL PASSES

A student who needs to leave a class for any reason must carry the classroom hall pass or a permission slip from a staff member. Students out of class without an appropriate pass or in an unauthorized area will be subject to discipline. *Vending machines are only to be accessed between classes.*

HARASSMENT/BULLYING/CYBERBULLYING

The District is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons, free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s). Encouraging or inciting harassment, intimidation or bullying behavior of others may constitute participation in that behavior.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules. The district has a reporting form that can be found at: <https://app.eduportal.com/documents/view/686057> or in any school building.

HAZING/HARASSMENT- VERBAL AND PHYSICAL

All students and employees will deal with all persons in a manner which conveys respect for individuals regardless of race, color, marital status, national origin, creed, religion, gender, sexual preference, age, or disability. Acts of harassment, hazing, hostility, or defamation, whether verbal, written, or physical, will not be tolerated. Any demeaning form of on-campus or off-campus hazing or harassment which is related to school issues and is used to initiate or humiliate another student or staff member constitutes grounds for disciplinary action including suspension and/or expulsion. Harassment is against the law; police may be notified.

Possible responses to behavior could include: parent contact, conference with AP/Counselor, restorative practices, detentions and further discipline.

HARASSMENT- SEXUAL

The district is committed to maintaining learning and working environments that are free from all forms of discrimination, including sexual harassment. The district prohibits sexual harassment in any form by employees, students, volunteers, and others involved in school district activities.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

As a first step, any individual who believes they have been sexually harassed is encouraged to directly inform the harasser the behavior is offensive, unwelcome, and must stop.

Sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Pressure for dates or sexual activity;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or
- remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Offensive sexual graffiti, pictures, or photographs;
- Hazing, pranks, or other intimidating behavior directed toward an individual in the educational environment.
- Sexual jokes or teasing.

Any student who believes that they have been subjected to sexual harassment in the educational environment is strongly encouraged to bring his or her complaint to the immediate attention of any adult staff member. Third party harassment will also be disciplined under this section.

Engaging in sexual harassment will result in appropriate disciplinary action up to and including suspension or other appropriate sanctions against offending staff and contractors. No person shall be retaliated against for making a report of sexual harassment or for providing testimony or assisting in the investigation of such a report. Retaliation will lead to disciplinary action against the offender.

It is also a violation of this policy to knowingly report false allegations of sexual harassment. Persons found knowingly reporting false allegations will also be subject to disciplinary action.

BOARD POLICY 3213: Policy against Sexual Harassment

It is the policy of the Pullman School District not to discriminate against any student on the basis of sex. In keeping with that policy, sexual harassment will not be tolerated by any of its students. It is the goal of the

Pullman School District to maintain an educational environment free of sexual harassment. Student initiated sexual harassment toward another student or toward an adult within the school is considered to be a major offense that will result in disciplinary action against the offender.

The district will develop and teach appropriate curriculum to address issues of sexual harassment.

Possible responses to behavior could include: parent contact, conference with AP/Counselor, restorative practices, detentions and further discipline.

INSUBORDINATION (SBP 3241P)

Failure to follow the reasonable requests or directions of a staff member is considered insubordination. All persons must, upon request, identify themselves by name to any school district personnel or authorities in the school building, on or adjacent to school grounds, at school- sponsored events and other school-related activities or on school buses. Violation of this rule applies to the entire school year and will be disciplined in the following manner with parent contact as well as staff member/student conference.

Possible responses to behavior could include: parent contact, restorative practices, detentions and further discipline.

INAPPROPRIATE MATERIALS AND DISTRIBUTION (SBP 3241P)

The commercial exploitation of students at PHS is not permitted. All student posters and advertisements must be approved through the main office. The conducting of private business or selling of unauthorized items is prohibited. Property may be confiscated and legal authorities contacted.

Students are entitled to express in writing their personal opinions. The distribution of such material shall not interfere with or disrupt the educational process. The authors must sign such written expressions. Students who edit, publish, or distribute hand-written, printed or duplicated matter to students within the school must assume responsibility for the publications. Libel, obscenity, lewdness, vulgarity, profanity and personal attacks are prohibited in all materials.

Materials intended to be distributed on school property must be submitted first to the building principal for approval and rules regarding time, place, and manner. Commercial solicitation by students will not be allowed at school at any time unless authorized by the principal.

Possible responses to behavior could include: parent contact, restorative practices, detentions and further discipline.

LASER POINTERS (SBP 3241P)

Students may not possess laser pointers at Pullman High School or at school activities.

Possible responses to behavior could include: parent contact, item confiscated for parent pick up, restorative practices, detentions and further discipline.

LOITERING (SBP 3241P)

No student shall loiter (linger) in the student parking lot. No student shall loiter in the halls. Students without a class must be off campus or in the library. Students not involved in a school activity or working with a teacher must vacate the school property by 3:30pm each day.

Possible responses to behavior could include: parent contact, restorative practices, detentions and further discipline.

LYING WITH MALICIOUS INTENT, MISREPRESENTATION, FORGERY (SBP 3241P)

Students shall not deliberately make untruthful statements with the knowledge that they are untrue and with the intent to deceive or cause another student harm; aid or abet others in a misrepresentation; lie; fraudulently use in writing, the name of another person; or falsify times, dates, grades, addresses or other data; or falsify, alter or destroy any school record, or any communication between home and school.

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions and further discipline.

MOTOR VEHICLES (SBP 3241P)

Student parking is designated to the main parking lot southeast of the main entrance to the campus beneath the tennis courts and limited section on the North side of the building. All students wishing to park in the student parking lot must register their vehicle and have a valid parking permit.

The parking lot directly in front of the school entrance is for visitor parking only. There is to be no student parking in the front or rear staff/visitor lots weekdays between 7:00 AM and 4:00 PM (even for a few minutes).

Students with specific back lot passes may park in the student designated spots only. All other parking in the back lot is reserved for staff and Head Start employees/parents.

Students not parked in designated spaces, parked illegally, or parked in visitor/staff reserved spots will be subject to consequences listed below.

General Regulations:

Vehicles must be parked at all times in designated areas in marked parking spaces only, with a student pass clearly visible from the rear-view mirror. Vehicles driven by students must comply with all provisions governing the use of vehicles for the State of Washington. Students may not loiter in the parking lot. Vehicles may not be used to hold items and substances illegal elsewhere at school. Searches of vehicles on school property will comply with School board policy 3230.1P. Slow speeds only while driving on campus. Students driving too fast in the opinion of a staff member may have driving privileges revoked.

Penalties for parking violations will include:

1 st offense	Warning (parking ticket)
2 nd offense	\$5 fine (parking ticket)
3 rd offense	\$10 fine (parking ticket)
4 th offense	Revocation of parking privileges on the PHS campus
5 th offense	Further progressive discipline and future loss of parking privileges

NUISANCE ITEMS (SBP 3241P)

The possession or use of water-balloons/squirt guns or the throwing of snowballs is prohibited. Bouncing balls or throwing items may be considered nuisances. An administrator may classify other objects/toys as nuisance objects at any time.

Possible responses to behavior could include: parent contact, item confiscated for parent pick up, restorative practices, detentions and further discipline.

PERSONAL SOUND SYSTEMS (SBP 3241P)

Stereo systems (i.e. "Speakers") are not allowed in the common areas of PHS. Classroom use for these and MP3 players will be at teacher discretion.

Possible responses to behavior could include: parent contact, item confiscated for parent pick up, restorative practices, detentions and further discipline.

PROFANITY/INAPPROPRIATE SPEECH AND ASSEMBLY (SBP 3241P)

Students are encouraged to verbally express their personal opinions in such a manner and at such times as does not disrupt or interfere with the educational process or with the freedom of others to express themselves. The use of gestures is considered a form of speech. The use of obscenities, lewdness, vulgarity, profanity, racial, ethnic, or religious slurs or personal attacks is prohibited. Obscenities, lewdness, vulgarity, profanity, racial, ethnic, or religious slurs directed toward a staff member (or intended to solicit a response from a staff member) may result in appropriate discipline. Profanity directed at a student may be disciplined as harassment. All student meetings on school property may function only as scheduled and regulated by school authorities.

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions and further discipline.

PUBLIC DISPLAYS OF AFFECTION (PDA'S) (SBP 3241P)

Inappropriate public displays of affection are prohibited.

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions and further discipline.

RIDING BUSES (SBP 3241P)

Students shall observe all appropriate school district rules while riding buses.

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions and further discipline.

SECRET CLUBS AND/OR GANGS (SBP 3241P)

Secret Clubs and/or Gangs are prohibited in the Pullman Schools. Students shall not be permitted to wear clothing, display symbols (including hand signs), insignia or markings that would identify them as members of such organizations.

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions and further discipline. (Could include a referral to the Pullman Police Department.)

SKATEBOARDS/ROLLER BLADES/SCOOTERS (SBP 3241P)

There is to be no use of skateboards, roller blades, scooters or other similar devices in the building or in the immediate area adjacent to the school building. This includes skating devices built into shoes.

Possible responses to behavior could include: parent contact, item confiscated for parent pick up, restorative practices, detentions and further discipline.

STUDENT RESPONSIBILITIES (SBP 3241P)

Discipline referrals related to any of the items listed under “Student Responsibilities” section under student responsibilities on page 21 will have the following consequences.

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions and further discipline. (Could include a referral to the Pullman Police Department.)

THEFT (SBP 3241P) – Major Violation

The theft of school or personal property on campus or at school related activities are prohibited. Pullman Police Department and/or Whitman County Juvenile Authorities may be notified. Theft will be dealt with in the following manner and applies to the entire school year:

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions, restitution, and further discipline. (Could include a referral to the Pullman Police Department.)

TOBACCO USE/ABUSE PROCEDURE (SBP 3241P) – Major Violation

The Pullman School District promotes and maintains a tobacco-free environment. Therefore, students are prohibited from using or having tobacco products or look-alike tobacco products in their possession, including any electronic cigarettes vape pens, at any time in the vicinity of school property or on school buses, or at any school-related activities. Violation of the smoking/tobacco policy applies to the entire school year. RCW 28A.210.310 Prohibition on use of tobacco products on school property.

Possible responses to behavior could include: Parent Contact, Referral to Prevention/Intervention Services, and detention or suspension actions.

WEAPONS (SBP 3241P) – Major Violation

A student shall not carry onto or possess on school premises; school provided transportation, or areas being used for school activities:

- **Any firearm:** Expulsion for a period of at least one year and firearm confiscated. Students will be immediately referred to the Pullman Police Department and/or Whitman County Juvenile Authorities OR
- **Any dangerous weapon** as defined in RCW 9.41.250; (this includes but is not limited to switchblades and butter-fly knives) OR Any device commonly known as "nunchaku" consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, other means; OR Any device, commonly known as throwing stars which are multi-pointed, metal objects designed to embed upon impact from any aspect; OR Any air gun, any paint ball gun, including any air pistol or air rifle, designed to propel a BB pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas.

Any violation of (1) above constitutes grounds for expulsion from the Pullman School District and will be referred to the Pullman Police Department and/or Whitman County Juvenile Authorities.

OTHER OBJECTS CONSIDERED WEAPONS

● Personal Protection Spray Devices

It is unlawful for a person under eighteen years old, unless the person is at least fourteen years old and has the written permission of a parent or guardian to do so, to possess a personal protection spray device. Use of such devices in a manner inconsistent with the authorized use of force shall cause the imposition of appropriate discipline (see below).

● Knives

A student shall not knowingly possess, handle, or transmit any knives onto school property. A student found to be in possession of said knife (unless it falls under the category of dangerous weapon as defined in RCW 9.41.250; this includes but is not limited to switchblades and butter-fly knives) will have it confiscated and returned to a parent. Use of said knife to threaten or otherwise endanger anyone shall cause the imposition of appropriate discipline (see below).

Possible responses to behavior could include: parent contact, parent/admin/student meeting, restorative practices, detentions, and further discipline.

● Knives - Major Violation

Use of said knife to threaten or otherwise endanger anyone shall cause the imposition of appropriate discipline (see below). A student shall not knowingly possess, handle, or transmit any object that can be reasonably considered a weapon. This prohibition extends to personal vehicles parked on school property.

Possible responses to behavior could include: parent contact, restorative practices, detentions, suspensions, emergency expulsion, and further discipline. A referral to the Pullman Police department will be made for major violations with knives.

OTHER PROHIBITED ACTS (SBP 3241P) – Major Violation

The following actions are prohibited under the laws of Washington or Whitman County:

- Arson - the intentional setting of fire.
- Bomb Threats - telephone or otherwise.
- Extortion, Blackmail, or Coercion - obtaining money or property by violence inducing someone to do something against his/her will by force or threat of force.
- Fire Alarms - any false fire alarms (mechanics or voice)
- Fire Extinguisher - tampering with fire extinguisher.
- Fraud, Trespass - being present in an unauthorized place or refusing to leave when ordered.
- Unlawful Interference with School Authorities - interfering with administrators, teachers, or other school staff (employees or volunteers) by force, violence, intimidation, or threat.
- Any other acts which violate any City ordinance, Whitman County or State law.

Possible responses to behavior could include: parent contact, restorative practices, detentions, suspensions, emergency expulsion, and further discipline. A referral to the Pullman Police department will be made for violations of the law.



**Come join our band;
and sing a song for Blue and Gray.
Proudly we stand;
our colors waving all the way;
2-3-4 Pullman's for you;
our banners waiving tried and true.
With might and main, sing this
refrain;
for ever, ever, ever Pullman High.
P-U-L-L-M-A-N-G-R-E-Y-H-O-U-N-D-S**

LINCOLN MIDDLE SCHOOL • PULLMAN HIGH SCHOOL

ATHLETICS & ACTIVITIES



2026-2027

HANDBOOK



The PHS & LMS Athletics & Activities Handbook is a sub-handbook of the [Pullman School District Family & Student Handbook](#) and the [WIAA Handbook](#). The expectations outlined here are in addition to those described in the district and WIAA handbooks and their appendices.

PHS & LMS value student-athletes and club members and expect participants to be students first. Those who choose to participate in athletics or activities must prioritize their academic responsibilities while meeting the commitments of their extracurricular programs.

Because participation may require students to miss portions of the school day, student-athletes and club members must plan ahead, stay organized, and take responsibility for their learning. Clear and proactive communication with teachers, coaches, advisors, and administrators is essential to ensure a positive and successful experience.

TABLE OF CONTENTS

This handbook is interactive. There are many "clickable" [links](#) throughout.

Introduction	1
Athletics & Activities Information	4
Sports Season Information	5
Lincoln Middle School	
Pullman High School	
Guidelines & Standards	7
PSD & WIAA Rules/Regulations	
Students, Parents, Advisors/Coaches Code of Ethics	
Sportsmanship	
Communication Between Student, Advisors/Coaches & Parents	
Social Media Conduct	
Athletics & Activities Code	12
Unsportsmanlike Conduct	
Safety	
Attendance	
Dress Code	
Multiple Sports at One Time	
Two or More Conflicting PSD Activities	
Substance Use, Abuse & Possession	
Code Violations & Disciplinary Sanctions	
General Expectations for LMS Athletes/Parents	
Positive School Climate	21
Hazing	
Harassment, Intimidation & Bullying	
HIB & Discrimination	
Gender Identity & Participation	
Willful Noncompliance	
Safety at School Activities & Events	
Training, Travel & Equipment Guidelines	33
WIAA Athletic Eligibility	37
Enrollment & Regular Attendance	
Transfer Students	
Age	
Physical Examination for Players	
ImPACT Testing for Players	
Previous Semester Rule	
Amateur Standing	
Non-School Participation	
Scholarship Rule	
Recruiting Philosophy & Rules	43
Athletic & Activity Awards	46
PHS Off-Season & Summer Programs	51
The College Bound Athlete	53
Booster Clubs & Fundraising	55
Cross & Legal References	56

Pullman School District Athletics & Activities



District Office:

240 SE Dexter Street
Pullman, WA 99163
Phone Number: (509) 332-3581
Fax Number: (509) 336-7202
Email: info@psd267.org

The Pullman School District interscholastic athletic & activities program is designed to provide opportunities for as many students as possible so that each student may reach their potential. Pullman School District takes pride in its fine tradition of academic and extra-curricular accomplishments. Students who attend Pullman High School and Lincoln Middle School are of high caliber and responsible character. This handbook serves to remind students, their parents/guardians, coaches and advisors that excellence, both in extra-curricular participation and in classroom performance, necessitates self-responsibility and self-discipline. It is to this end that interscholastic sport and club participants, their parents/guardians, coaches, advisors, and the community are asked to pledge their support to the following guidelines.

The interscholastic athletic program and club participation are completely voluntary. Participation is not required for graduation. Involvement in the athletic and activity program, however, do require extra effort and extra time on a voluntary basis beyond the regular school day. Although interscholastic athletics and club participation is voluntary, those participating do represent their student bodies and community. Therefore, standards, citizenship, sportsmanship, conduct, and reliability must be maintained at a high level. The total school program is reflected in the interscholastic athletic and activity program.

The selection of team members is necessary. However, the selection of team members is not based solely upon skill and performance, but also upon attitude, conduct, cooperation, reliability and an earnest and sincere desire by the student to participate on the team in a fashion that complements the school and the community.

We believe there is a positive correlation between an student's performance and their adherence to specific training practices. Following are rules and regulations concerning interscholastic athletics and club participation for all of our students in the Pullman School District.

The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, 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, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, Ryan Mulvey (509) 332-3144, compliancecoord@psd267.org, and Section 504/ADA Coordinator, Dom Ventresco, compliancecoord@psd267.org. 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.

Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR):
<https://www2.ed.gov/about/offices/list/ocr/index.html>.

Information about the nondiscrimination and sex-based discrimination policies and grievance procedures, and how to report a concern or complaint: <https://www.pullmanschools.org/hib-discrimination>



Mission Statement

The Pullman School District is committed to providing quality opportunities in education, athletics and activities for all students while teaching the values of sportsmanship, teamwork, integrity, self-discipline, time management, responsibility, sacrifice, dedication, citizenship, and competition.

WIAA Core Principles



Pullman School District Athletics and Activities supports the WIAA Core Principles by creating and providing opportunities in educational athletics and activities.

With integrity, we will:

- Ensure respect for all individuals and communities by valuing others, treating them with dignity, and promoting ethical behavior in all activities.*
- Provide a safe environment where participants pursue positive relationships and healthy activities.*
- Challenge all students to attain personal academic excellence through participation, competition, and teamwork.*
- Provide access to equitable, fair, and diverse activities.*
- Strengthen character, build confidence, and maximize potential through sportsmanship, leadership, and service.*



School Information:

315 SE Crestview St.
Pullman, WA 99163

Phone Number: (509) 334-3411
Email: lms-info@psd267.org

Lincoln Middle School Athletics & Activities Information

Lincoln Middle School Administrators	Name	Email
Principal	Cameron Grow	cgrow@psd267.org
Assistant Principal	Tammy Sewell	tsewell@psd267.org

Activity	Advisor	Advisor's Email
For a complete list of Lincoln Middle School Activities, Clubs, Advisors, and Advisor Emails, please click the following link: LMS ASB Activities		



School Information:

510 NW Greyhound Way
Pullman, WA 99163

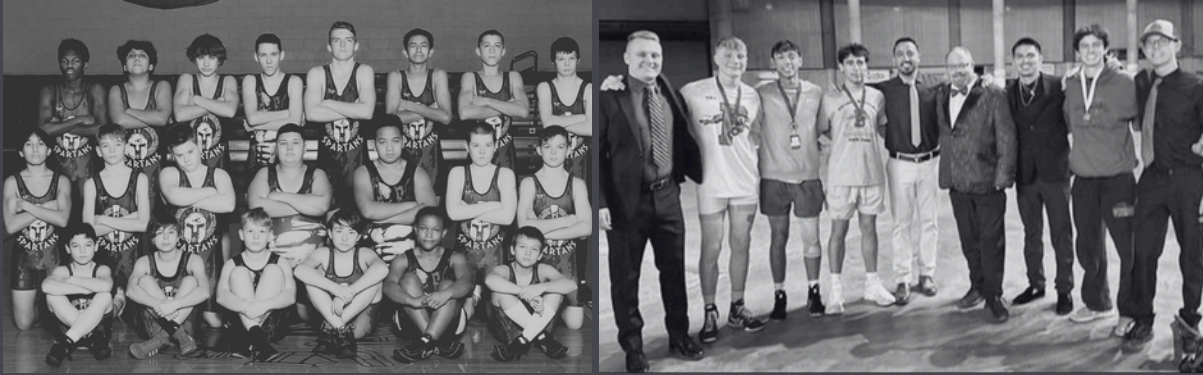
Phone Number: (509) 332-1551
Email: phs-info@psd267.org

Pullman High School Athletics & Activities Information

Pullman High School Adminstrators	Name	Email
Principal	Jerrold Fleury	jfleury@psd267.org
Assistant Principal	Aubrey Anderson	aanderson@psd267.org
Assistant Principal/ Athletics & Activities Director (AD)	Evan Hecker	hecker@psd267.org

Activity	Advisor	Advisor's Email
For a complete list of Pullman High School Activities, Clubs, Advisors, and Advisor Emails, please click the following link: PHS ASB Activities		

ATHLETICS & ACTIVITIES



SPORTS SEASON INFORMATION





2026-2027 MIDDLE SCHOOL SPORTS SEASON INFORMATION

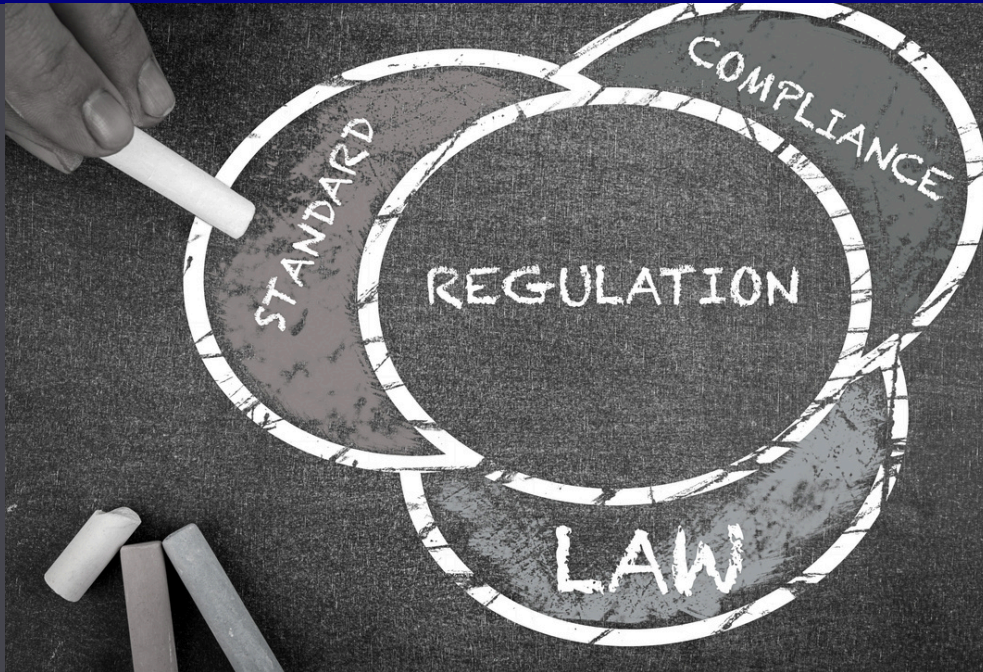
Sport	Practices Needed	Quarter
INTERSCHOLASTIC ATHLETICS (7th & 8th)		
Football	12	1
Cross Country- Girls' & Boys'	8	1
Girls' Volleyball	8	1
Boys Basketball	8	2
Girls Basketball	8	3
Wrestling (6th, 7th, 8th)	8	3
Track (6th, 7th, 8th)	8	4
INTRAMURAL ATHLETICS (6th)		
Girls Tennis (6th, 7th, 8th)	NA	1
Girls Volleyball	NA	1
Girls Bowling	NA	2
Boys Basketball	NA	2
Girls Basketball	NA	3



2026-2027 WIAA HIGH SCHOOL SPORTS SEASON INFORMATION

First Practice	Sport	Practices Needed	Contest Limit
August 19, 2026	Football	12	10 + Jamboree
August 24, 2026	Cross Country- Girls & Boys	7	10 + Jamboree
August 24, 2026	Girls Volleyball	7	18 + Jamboree
August 24, 2026	Girls Swim	7	12 + Jamboree
August 24, 2026	Girls Soccer	7	16 + Jamboree
November 2, 2026	Girls Bowling	NA	18 + Jamboree
November 16, 2026	Basketball- Girls & Boys	7	20 + Jamboree
November 16, 2026	Wrestling- Girls & Boys	9	16 + Jamboree
November 16, 2026	Boys Swim	7	12 + Jamboree
March 1, 2027	Tennis- Girls & Boys	7	16 + Jamboree
March 1, 2027	Golf- Girls & Boys	NA	12 + Jamboree
March 1, 2027	Track- Girls & Boys	7	10 + Jamboree
March 1, 2027	Girls Softball	7	20 + Jamboree
March 1, 2027	Boys Baseball	7	20 + Jamboree
March 1, 2027	Boys Soccer	7	16 + Jamboree

ATHLETICS & ACTIVITIES



GUIDELINES & STANDARDS

GUIDELINES & STANDARDS

PSD & WIAA General Rules & Regulation Statements

Pullman School District is a member of the Washington Interscholastic Activities Association (WIAA) and must comply with the rules as stipulated by the [WIAA Handbook](#).

Students, school staff, and school boards of member school districts in all interscholastic relationships are obligated to practice and promote the highest principles of sportsmanship and ethics. To participate, all athletes/club members must purchase an LMS/PHS ASB card.

Students, Parents, Advisors/Coaches Code of Ethics

It is the duty of all concerned with school athletics/activities:

- To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
- To eliminate all possibilities which tend to destroy the best values of competition.
- To stress the values derived from competing fairly.
- To show cordial courtesy to visiting teams and officials.
- To establish a friendly relationship between visitors and hosts.
- To respect the integrity and judgment of officials.
- To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
- To encourage leadership, use initiative, and good judgment by the competitors.
- To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual competitors.
- To remember that an athletic/activity contest is only a game/competition, not a matter of life or death for players/contestants, fans/parents, coaches/advisors, officials of the school.
- As a representative of Pullman School District, students, coaches/advisors, students, parents, and teachers should make every attempt to demonstrate exemplary behavior and respect and follow the rules, both within Pullman School Campuses and while visiting other campuses.

SPORTSMANSHIP



Athletics and activities exist for their educational value. All those in attendance to Pullman School District Sporting events are expected to meet the expectations established by the WIAA and Greater Spokane League for sportsmanship. Your actions and conduct as spectators and participants at athletic/activity events should be positive, respectful, exhibit responsible behavior, and be supportive. Sportsmanship is modeling honor and respect through positive leadership by all participants and spectators present. All other school rules apply to activities and athletics:

Participants and spectators who fail to meet these expectations can face the following consequences depending on the severity of their actions.

1. Warning
2. Removal from event and/or school discipline
3. Permanent ban from school events

Please refer to [Pullman School District Policy 4600 Spectator Conduct and Sportsmanship](#) for more information regarding spectator expectations.

COMMUNICATION

Communication Between Student, Advisors/Coaches, & Parents

When a student becomes involved in athletics or activities at LMS or PHS, students are expected to communicate with coaches/advisors to advocate and seek resolution for themselves. When these communication opportunities are taken, they provide students with experience in navigating potentially difficult situations and allows them to gain confidence in their communication and resolution skills. Participants and parents have the right to clear, concise communication of the program's expectations. This should include game/competition and practice schedules, review of team and school rules and regulations, transportation procedures, injury reporting, program philosophy and reviewing the process for addressing concerns. These issues should be addressed at the pre-season participant/parent meeting that each head coach/advisor is responsible for organizing and promoting. It is the participants and parents' responsibility to contact the coach/advisor if they are not able to attend the meeting and the coach/advisor will then provide you with the important information discussed at the meeting. If parents have questions, the first step is to ask your student to seek information from their coach or advisor.

Typically, students are valued for the opportunity they provide to exhibit and develop both character, knowledge, and skill. There will be times when participants and parents will be challenged with difficult situations. Examples could include lack of playing/participation time, not making the starting lineup or top team/group, feelings of being mistreated or neglected, differences of philosophy, etc. In all cases the solution lies in communication. Our primary goal is that of developing students who are prepared to meet the challenges of today and life after high school.

The following procedures will be used when addressing concerns:

1. Students address concerns with the coach/advisor. In some cases, students are reluctant to approach their coach/advisor. In that case the building's AD/assistant principal can help facilitate a meeting.
2. If a satisfactory solution does not occur, the student should address the issue with the AD/assistant principal. At that time, a meeting with the student-athlete, coach, and AD/assistant principal may be appropriate. In some cases, other solutions as determined by all concerned parties may be agreed upon.
3. After the student has exhausted all avenues for resolution outlined above, it is then appropriate for the parent or guardian to contact the coach/advisor and/or AD/assistant principal.

It should be noted that parents are encouraged to contact the coach/advisor or Athletic Director when concerns arise if the student has not been able to find resolution. In the event that parents do contact the coach or AD, parties will work together to facilitate the process described above. This process empowers students to work through problems utilizing the concept of chain of command and communication skills. This serves as a real world learning experience for students.

SOCIAL MEDIA CONDUCT

Social media has become ingrained in today's society. The wide variety of social networking tools presently available provides students easy access to share important news and events with each other. Social media technologies such as Twitter, Facebook, Instagram, Snapchat, Internet forums, weblogs, social blogs, micro blogging, Wikis, podcasts, photographs, video rating, social bookmarking and others have many benefits in our world; however, they can also be disruptive when inappropriate social media postings occur. Using these communication tools in an inappropriate manner can have negative consequences, especially if unkind words or threats are used with intent to hurt others.

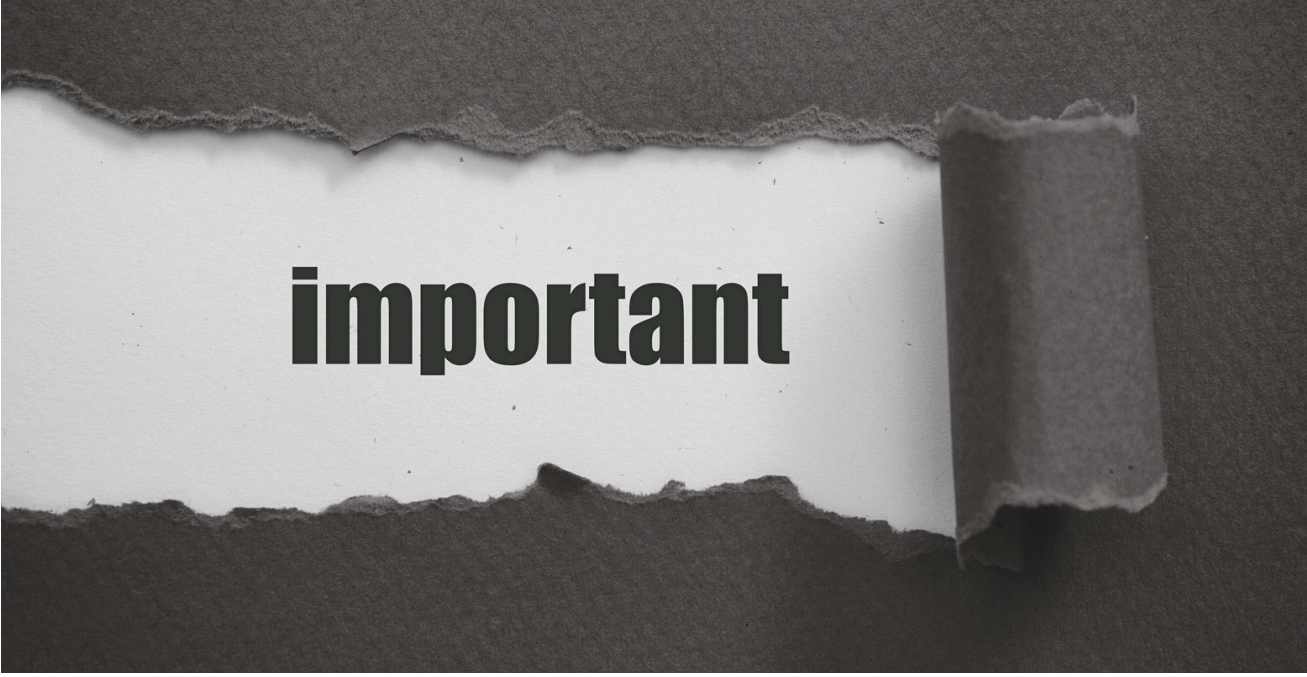
Pullman School District recognizes and supports its students', coaches', and advisors' rights to freedom of speech, expression and association, including the use of social networks. In this context, each student, coach, and/or advisor must remember that participating and competing for the Pullman School District is a privilege, not a right. The student, coach, and/or advisor represent their school and the school district, and therefore, they are expected to portray themselves, their teams, and their high school in a positive manner at all times. Any online postings must be consistent with federal and state laws, as well as team, school, and school district rules and regulations (including those listed below).

Please refer to Pullman School District Board Policies & Procedures [2022/2022P](#) Electronic Resources and Internet Safety for Students, and [3207/3207P](#) Prohibition of Harassment, Intimidation, and Bullying of Students for specifically prohibited behaviors which include but are not limited to:

1. Sexually explicit, profane, lewd, indecent, illegal, or defamatory language/actions.
2. Derogatory language regarding school personnel or other students.
3. Comments designed to harass or bully students or school personnel.
4. Nude, sexually-oriented, or indecent photos, images or altered pictures.

Any authorized or unauthorized use in school or out of school of computer software, computer networks, telecommunications devices, information technology and related technologies, which disrupts or interferes with the educational process or activity, in any manner, is prohibited and may result in removal from the team or activity and a recommendation for further discipline consistent with school district policy may occur.

ATHLETICS & ACTIVITIES CODE



important

The opportunity to participate in the interscholastic athletic and activities program is a privilege granted to all students of the district. Participants in this voluntary program are expected to follow specific conduct standards established by the principals, athletic coaches and activity advisors. A student who is found by a staff member of the student's school to be in violation of any rules is subject to removal from team or activity. Provision is made for a student who has allegedly violated one or more of the conduct rules to appeal a disciplinary action as specified in this code (see Pullman School District Board [Policy and Procedure 2151P](#)).

The following athletic code will apply from the student's first signed registration form through their athletic/activity eligibility within the Pullman School District. Disciplinary action will carry over from one school year to the next (6th grade -8th grade; 9th grade-12th grade) and will apply both in and out of season.

ATHLETICS & ACTIVITIES CODE

Unsportsmanlike Conduct

Athletes and coaches shall exhibit appropriate conduct in all practices and/or contests. See [WIAA Handbook 20.0.0](#) for what constitutes an ejection and the sport specific consequences that will be applied.

If an athlete is ejected, they are finished for the contest but must remain with the team. If a coach is ejected, they must vacate the playing area/facility, if there is not a qualified assistant coach to supervise/coach the team, the contest will be forfeited.

If an athlete or coach is ejected from a contest, the Athletic Director is to be notified immediately as ejections have to be reported to the WIAA within 1 school business day.

The WIAA appeal process can be followed to try and reverse an ejection if there is valid evidence to do so.

If an athlete or coach's suspension period cannot be completed in the current season, the suspension will be carried over into the succeeding season and the participant must finish that season for their suspension to be complete.

WIAA and Pullman School District may increase a suspension based on upon the aggressive conduct, inappropriate language, and/or circumstances following an ejection.

Safety

Students will follow all safety rules and instructions provided by the Coach/Advisor and will comply with instructions given by Athletic Trainer if present. If an Athletic Trainer is not available, the Coach/Advisor will provide basic first aid and the family will be responsible to seek medical treatment from their family physician. After an absence due to injury, an athlete will provide the coach notice of clearance by the athletic trainer or licensed family physician to return to participation. WIAA protocols for Concussion, When in Doubt Sit Them Out, will be followed and the Return to Play guidelines will be followed.

Parents/Guardians of athletes will register via Final Forms and indicate they have reviewed, understand & accept current concussion and sudden cardiac arrest information and protocols.



Pullman Public Schools Final Forms Athletic & Activity
Registration: <https://pullman-wa.finalforms.com/>

ATHLETICS & ACTIVITIES CODE

Attendance

Attendance at School

An athlete who is absent for one or more periods on the day of a contest must receive approval from the Principal or designee to participate that day. This expectation ensures student health and appropriate attendance practices—students who are too ill for school are not considered fit for competition. Pre-arranged absences for school activities or medical/dental appointments are permitted, provided they are approved in advance. Excused absences are defined in Pullman School District Policy [3122/3122P](#) Excused and Unexcused Absences & [WAC 392-401-020](#). Common examples include:

- Medical, dental, or health appointments
- Family emergencies approved by school administration
- School-sponsored activities
- Religious observances

Absences must be pre-arranged—preferably at least 24 hours in advance—with the Principal or designee, in coordination with the Athletic Director, coach, family, and teachers. Approval will be based on the nature of the absence and whether the student has met academic expectations.

Attendance at Team/Club Activities

When a student makes a decision to participate on a team or in an activity, the student is expected to attend each practice and contest/competition on time. If a student must conduct other school or personal business and/or participate in another school activity, the team Coach/Advisor must be notified in advance of the event.

Dress Code

At a minimum, students are to adhere to the Pullman School District Board [Procedure 3224P Student Dress](#) when participating in athletics and activities. Coaches and Advisors will ensure the team/activity dress code expectations are clear as athletes and club members shall maintain the dress and grooming standards of the team or club.

- First offense: verbal warning.
- Repeated offenses: removed from activity for up to 5 days.

Multiple Sports at One Time

Student-athletes may not turn out for more than one interscholastic sport at a time, see WIAA rule 18.23.0. Student-athletes may not turn out for intramural sports if participating in an in-season sport at the time. Exceptions to this policy may be made on an individual basis regarding cheerleading or dance but only upon agreement by both the athlete's Coach and the school's Athletic Director or Principal.

ATHLETICS & ACTIVITIES CODE

Two or More Conflicting PSD Activities

Pullman High School and Lincoln Middle School provide a wide variety of extra-curricular and curricular activities in which students are encouraged to participate. It is not the intention of the school for participation to be limited to a single activity. In fact, research shows that a student's satisfaction with the high school experience is enhanced if they are involved in two or more activities. It is important, however, that students avoid ongoing activities with schedules that regularly conflict. Students will also be expected to prioritize school activities ahead of non-school activities. Failure to do so can result in appropriate consequence at the discretion of the coach, advisor or director.

-As much as possible, students should be provided in advance with schedules for each activity so they can avoid conflicts among activities. In cases where an unforeseen, unforeseeable or exceptional conflict arises between two or more school sponsored activities, the student shall have their choice of which to attend without punitive measures being taken by the other activity sponsor. Athletic teams must follow WIAA Rule 18.24.1 which states: Schools may not give students special treatment or privileges on a regular basis to enable them to participate in non-school athletic activities. Some examples of special treatment or privileges include reduced practice times, special workouts, late arrivals, early dismissals or missing a practice or contest. Regular is defined as being more than once.

If participation in a non-class time activity (i.e. concert, etc.) is part of the classroom grade, and the student chooses to participate, as a member, of another school sponsored activity (i.e. FFA, athletics, FBLA, etc.), the instructor must make available a reasonable make-up assignment to satisfy the class requirement.

Special Note Regarding Running Start: For those students who choose Running Start, please be reminded that it is your responsibility to avoid scheduling conflicts with practices and games/matches. Coaches/advisors are not required or encouraged to make exceptions for Running Start students whose class schedules conflict with interscholastic athletic events or practices.

The principal or the principal's designee, following consultation with the student and the activity sponsors, will settle any conflict arising from the meaning or application of this policy.

ATHLETICS & ACTIVITIES CODE

LMS, PHS and WIAA rules and regulations are intended to discourage the use of alcohol, tobacco, nicotine, legend drugs, controlled substances and paraphernalia and to encourage the use of school and community resources.

An LMS or PHS athlete or club member who is found to be using, selling or offering to sell, delivering or in possession of Alcoholic Beverages, Tobacco products, Nicotine products, Marijuana products or devices:

- **1st Violation** - An **in season** participant will be removed from the athletic team or activity for four (4) weeks. Students will be allowed only one “first offense” during their entire middle or high school careers. An **out of season** participant will be allowed to start practice with the team and the 4 week suspension will be started at the beginning of competition/performance season which allows the athlete/club member to be under the purview of the coach/advisor and meet the WIAA minimum practice rule but not be allowed to travel or compete in games for 4 weeks.
- **2nd Violation** - An **in or out of season** participant will be removed from the athletic team or activity for 8 weeks.
- **3rd Violation** - An **in or out of season** participant who again violates the above code will be excluded from all athletic and activity programs in the middle school or high school for one calendar year.

An LMS or PHS athlete or club member who is found to be using, selling or offering to sell, delivering or in possession of Legend Drugs(drugs obtained through prescription, RCW 69.41.020-050) or Controlled Substances (RCW 69.50) or devices(WIAA, 18.26.0):

- **1st Violation** - A participant shall be immediately ineligible for interscholastic competition in the current interscholastic sports program for the remainder of the season. Ineligibility shall continue until the next sports season in which the participant wishes to participate unless the student accesses the assistance program outlined in B (below.) An athlete who is found to be in violation of the Legend drugs and controlled substances rule shall have two options.
 - A. The athlete will be ineligible for participation in contests for the remainder of that interscholastic sports season and must meet the school’s requirements in order to be eligible to compete in the next interscholastic sports season. The school principal will have the final authority regarding the student’s participation in further interscholastic sports programs.
 - B. The athlete may choose to seek and receive help for a problem with use of legend drugs or controlled substances. Successful utilization of school and or community assistance programs described below under Option to Reduce Suspension may allow him/her to have eligibility reinstated in that athletic season, pending recommendation by the school.
- **2nd Violation** - A participant who again violates any provision of RCW 69.41.020 through 69.41.050 or of RCW 69.50 shall be ineligible for interscholastic competition for a period of one (1) calendar year from the date of the second violation.
- **3rd Violation** - A participant who violates for a third time RCW 69.41.020 - 69.41.050 or of RCW 69.50 shall be permanently ineligible for interscholastic competition.

ATHLETICS & ACTIVITIES CODE

Important Things to Note:

Suspensions carry over into the next season the athlete participates in if there are not enough weeks left in the season to complete suspension. The suspension would start at the time of competitions not at the beginning of season practices. Athlete must participate in the whole season for the suspension to be complete. LMS suspensions do not carry over to PHS.

As per RCW's, that if the school is notified by juvenile services, courts, or law enforcement that evidence of a violation of said rules above have occurred, appropriate discipline can be administered at that time.

It is the expectation of PHS & LMS students as leaders and role models, that they not attend parties or events where alcohol or drugs are being used by minors. Students need to have the courage and self-discipline to leave immediately, and if they choose not to, they will be held in violation of the substance abuse policy above and the consequences listed may be applied.

While suspended from athletics/activities due to a substance violation, athletes or club members may not be allowed to attend LMS or PHS after school extra-curricular events hosted by the school.

Substance Use, Abuse & Possession: Use, Sale and/or Possession of Alcoholic Beverages, Tobacco, Vape Pens, E-Cigarettes, Marijuana, Illegal Chemical Substances or Opiates

Self-Reporting

Only available for first offense: If a student self-reports their violation of the illegal substance regulations noted above, it is possible for them to reduce their suspension by 1 week. Self-reporting must happen prior to the initiation of a school investigation, or the report of an incident to school officials, and should be timely in that the student should not partake in team/club activities between the incident and self-reporting. The suspension can be reduced by one week if the self-report is truthful in its entirety and the students/parents agree to the additional conditions under Options to Reduce Suspension below.

Option to Reduce Suspension

For first offense for possession, sale, and/or under the influence of alcoholic beverages, tobacco, vape pens, e-cigarettes, marijuana, or any other illegal chemical substances or opiates, parents will be informed that students who have been excluded by a suspension from athletics prior to completion of suspension, may choose to be evaluated by a state-accredited substance abuse treatment agency (Pursuant to WAC 275-19). If the parent/guardian and student choose the evaluation option and in order to possibly reduce the suspension by one week, students and parent/guardian must: 1) meet with the athletic administrator, 2) schedule the evaluation within one week of discovery and show proof of scheduled evaluation to the administrator, 3) agree they will follow the health care recommendations of that agency, and 4) bring proof of evaluation and next step on the agency's letterhead. Once those criteria are met, a one-week reduction of the suspension may occur. If there are fewer than four (4) weeks remaining in the season, the penalty will carry over into the next sports season the athlete participates in and be applied at the start of competition.

Reinstatement is contingent upon a health evaluation plan including a specific day for evaluation, and a recovery plan which is acceptable to school officials. Parents will be responsible for the cost of evaluation and treatment recommended by the agency(see Pullman School District Board [Policy 2121 Substance Abuse Program](#)). In all cases, if the health care recommendations are not followed the length of suspension will be four (4) weeks.

Note: Refer to the [PSD Family & Student Handbook](#) or your school for violations that occur on school grounds. Athletic and Activity Handbook rules will apply in conjunction with the Student Handbook rules. The athletic and activity code will apply from the student's first signed registration form through their athletic and activity eligibility within the Pullman School District. Disciplinary action will carry over from one school year to the next (6th grade-8th grade; 9th grade-12th grade) and will apply both in and out of season.

CODE VIOLATIONS

Pullman School District's extra-curricular activity programs are voluntary. Involvement in the LMS/PHS Athletics and Activities programs require extra effort and time on a voluntary basis beyond the regular school day. Those who choose to participate represent their student body and community in local, regional, and national competitions and events. The highest standards of citizenship, sportsmanship, personal conduct, and loyalty must be maintained. The total school program is reflected in the extra-curricular activities program.

PULLMAN HIGH SCHOOL'S CODE VIOLATIONS

Repeated Athletic/Activity Code Offenses

If a student repeatedly violates one of the Athletic and Activities Codes, or other school rules which are of a serious nature as determined by the school administration, they may be removed from the team/activity for all or part of the season. Progressive disciplinary action will be taken according to the severity of the infraction(s).

Appeal Process for Disciplinary Action

When infractions occur within the athletic/activity program, the following process will be followed:

1. Upon the imposition of the penalty for infraction(s) of said rules or regulations, any aggrieved student and parents of said student shall have the right to an informal conference with the Building Principal and/or Designee, Athletic Director, and Coach/Advisor (Building Hearing Committee) to request that they refrain from enforcing the decision of the coach/advisor. If the students and parents do not make a written request for this informal conference within five (5) school days of the grieved action, they will have waived their right to the conference and appeal procedure. This informal conference is to be held within three (3) school days of the appeals request.
2. If the parties are unable to agree at the informal conference, the aggrieved party may appeal to the Building Eligibility Committee.

The Building Eligibility Committee consists of the Assistant principal and three Student Peers and three building Staff Members named by the building Administrator. The Building Eligibility Committee must meet within three (3) days of the appeals request. The aggrieved party and the coach(es) shall be available as a resource.

3. The Building Eligibility Committee will hear the case in detail and will render a decision within three (3) school days after hearing the case.
4. The aggrieved party may appeal to the superintendent of schools within three (3) school days of the appeals decision. The superintendent of schools, after hearing the case in detail, shall render a decision within ten (10) school days of the hearing.
5. The aggrieved party may appeal the superintendent's decision to the Board of Directors, after hearing the case in detail, shall render a decision on the case within ten (10) school days of the hearing. This decision shall be final.

LMS DISCIPLINARY SANCTIONS & EXPECTATIONS

Lincoln Middle School students who earn disciplinary sanctions during the school day or insufficient grades(failing more than 1 class) will follow the process listed below:

- 1st detention: Head coach's or advisor's decision on participation in next scheduled event
- 2nd detention/1st suspension: Automatic removal from the next scheduled event. A student may be removed from the activity for the season if the infraction is severe.
- 3rd detention/2nd suspension: Student may be removed from the activity for the season.
- Allowed to practice but suspended from athletic contests/club competitions until improve grades to 1 or less F's.

A student participant who does not abide by all rules and regulations shall be placed on probation, suspended, or dismissed from a team, club, or group. Any disciplinary decisions, resulting from any violation, shall be subject to the hearing and appeal procedure outlined in the [Family and Student Handbook - Lincoln Middle School Appendix D](#), and the Pullman School District Board [Policy 3241 Student Discipline](#).

General Expectations for LMS Athletes & Parents

- All LMS students should be out of the hallways as quickly as possible after school. Students that are waiting for a late practice, game, competition, or activity may wait in the library until it closes, the commons, or the front hallway by the phones. Otherwise, the student should make arrangements to leave and come back at game or practice time.
- Students are not to start practicing in a gym without supervision.
- No students besides athletes and team managers are allowed in the gyms during practices.



- Players should be picked up promptly after their scheduled practice, game, competition, or activity return time. Coaches/Advisors will adhere to the times listed on the practice schedules or agenda.
- Students should be picked up and dropped off in the main parking lot on the west side of LMS before and after all activities. Please do not park in or enter the bus loop for pick-up and drop-off.
- Students that practice at Franklin should be picked up outside the Franklin gym entrance.

ATHLETICS & ACTIVITIES



POSITIVE SCHOOL CLIMATE

HAZING

“Hazing” refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing practices can include harmless pranks or comical antics associated with young men/women in athletics and/or activities.

Today we know that hazing extends far beyond athletics and/or activities and is experienced by boys and girls in school groups, athletic teams, and other social and professional organizations. Hazing is a complex social problem that is shaped by power dynamics operating in a group and/or organization and within a particular cultural context.

Hazing activities are generally considered to be physically abusive, hazardous, and/or sexually violating. The specific behaviors or activities within these categories vary widely among participants, groups, and settings. While alcohol use is common in many types of hazing, other examples of typical hazing practices include: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/newcomers; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; brandings; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault.

Pullman School District is committed to the belief that abusive behavior, harassment, and assault does not build character, does not build leadership skills, and does not foster group loyalty or unity. Hazing is an abuse of power and relationships, and its purpose is to demean others. Therefore, Pullman School District strictly prohibits any and all activities which resemble a hazing / bullying / intimidation/ harassment activity. Possible consequences may be delivered by the coach, Athletic Director, school/district administration, superintendent, and law enforcement. Consequences will also be subject to school district policy and procedure for disciplinary action; refer to Pullman School District [Board Policy 3207 Prohibition of Harassment, Intimidation & Bullying](#).

More information and complaint forms can be found at:

<https://www.pullmanschools.org/hib-discrimination>

HARASSMENT, INTIMIDATION, & BULLYING

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student’s property;
- (B) Has the effect of substantially interfering with a student’s education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school.”

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How do you make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer, Ryan Mulvey, rmulvey@psd267.org, (509) 332-3144, who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form [link].

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form, <https://www.pullmanschools.org/hib-incident-reporting-form>, and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?

For the student named as the “targeted student” in a complaint:

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

For the student named as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage: <https://www.pullmanschools.org/hib-discrimination> or the district's HIB Policy [3207] and Procedure [3207P]: <https://www.pullmanschools.org/policies-and-procedures>.

How do I make a complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.

HIB & DISCRIMINATION

OUR SCHOOLS STAND AGAINST DISCRIMINATION

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A hostile environment is created when behavior is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://www.pullmanschools.org/policies-and-procedures>.

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit <https://www.pullmanschools.org/policies-and-procedures>.

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:

Civil Rights Coordinator:

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: rmulvey@psd267.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: rmulvey@psd267.org

Concerns about disability discrimination:

Section 504 Coordinator:

Dom Ventresco, Assistant Director of Special Services

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: dventresco@psd267.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator

Ryan Mulvey, Assistant Superintendent

240 SE Dexter Street, Pullman, WA 99163

P: (509) 332-3144

E: rmulvey@psd267.org

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. Send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

What are the next steps if I disagree with the outcome?

If you disagree with the decision about your complaint, you may appeal the decision to the school board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

<https://www.pullmanschools.org/policies-and-procedures>.

I already submitted a HIB complaint - what will my school do?

Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207P](#)) to fully address your concerns.

<https://www.pullmanschools.org/policies-and-procedures>

GENDER IDENTITY & PARTICIPATION

Gender Inclusive Schools

OUR SCHOOLS ARE GENDER-INCLUSIVE

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit <https://www.pullmanschools.org/policies-and-procedures>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Ryan Mulvey, Assistant Superintendent
240 SE Dexter Street, Pullman, WA 99163
rmulvey@psd267.org
(509) 332-3144

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page [25](#).

WILLFUL NONCOMPLIANCE

OUR SCHOOL IS COMMITTED TO STUDENTS AND STATE LAW

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at <https://ospi.k12.wa.us/about-ospi/contact-us/how-file-complaint>, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

WHO ELSE CAN HELP ME WITH HIB, DISCRIMINATION, OR WILLFUL NONCOMPLIANCE CONCERNS?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

OSPI School Safety Center *(For questions about harassment, intimidation, and bullying)*

Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center

Email: schoolsafety@k12.wa.us

Phone: 360-725-6068

OSPI Equity and Civil Rights Office *(For questions about discrimination and sexual harassment)*

Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights

Email: equity@k12.wa.us

Phone: 360-725-6162

OSPI Office of Legal Affairs *(For more details on the willful noncompliance complaint process)*

Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints

Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and community engagement and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: www.ed.gov
- Email: ocr@ed.gov
- Phone: 800-421-3481

SAFETY AT SCHOOL ACTIVITIES & EVENTS

OUR SCHOOL IS COMMITTED TO SAFETY AT SCHOOL ACTIVITIES AND EVENTS.

Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

What does state law say?

Washington State law has long banned intimidation, force, and threats of violence at school events. [ESB 5272](#) (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under [RCW 28A.600.015](#).

How is this different from HIB?

This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

What should I do if I experience or witness this conduct?

- **Call 911** if there is an immediate safety concern
- **Report to a coach, event supervisor, school administrator, or other trusted adult** as soon as possible. They can connect you with the right support and make sure the right steps are taken
- **If a student was the target** of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

For questions about safety at school events, contact your school principal or: Juston Pollestad,, Director of Operations , 240 SE Dexter St, Pullman, WA 99163, Phone: (509) 332-3581, Email: jpollestad@psd267.org

For questions about whether conduct student-to-student may also be HIB, contact the HIB Compliance Officer: Ryan Mulvey, Assistant Superintendent, 240 SE Dexter Street, Pullman, WA 99163, Phone: (509) 332-3144, Email: rmulvey@psd267.org

ANONYMOUSLY REPORT SAFETY CONCERNS



Safety is one of our district's top priorities and to help safeguard our school community, we utilize a reporting service called **Vector LiveSafe Alert (formerly known as SafeSchools)**.

Vector LiveSafe Alert is a tip reporting service that allows students, staff, and parents to submit safety concerns to our administrators in four different ways: phone, text, email, or an online form.

Anyone can easily report tips on bullying, harassment, drugs, vandalism, or any safety issue of concern, through Vector LiveSafe Alert.

Every tip Vector LiveSafe Alert receives is immediately logged and administrators are notified so that they can quickly investigate and take appropriate action. Tips may be anonymously submitted if preferred.

Together, using Vector LiveSafe Alert, we can make Pullman Public Schools a safer place to work and learn!

A link to Vector LiveSafe Alert can be found at the bottom of the District's home webpage as well as the bottom of each school's home webpage or by using this link: [SafeSchools Alert](#).

ATHLETICS & ACTIVITIES



TRAINING, TRAVEL & EQUIPMENT GUIDELINES

EQUIPMENT & FACILITY USE

Issued Equipment

- School equipment checked out by the student is their responsibility. Student Athletes are expected to keep it clean and in good condition.
- Loss of issued equipment/supplies or damage to issued equipment will be the student's financial responsibility.
- Transcripts will be withheld should equipment not be returned.
- No student will be cleared for subsequent sports/activity until all equipment is returned or paid for from a previous sport/activity.
- Your locker combination is private; we are not responsible for lost or stolen items.

Wearing Issued Uniforms

- Issued equipment is to be worn only while participating with the team/activity in practice, during a scheduled contest/activity or during a spirit activity. Any use of a school issued uniform outside of these occasions will revoke the student's right to use a school uniform other than for actual contest time. PHS Students can arrange with the Head Coach to borrow a team uniform for senior pictures.
- For athletics, the WIAA prohibits the use of school issued equipment while participating in any event outside the yearly school program or activities not sponsored by the WIAA.

School Equipment & Facilities

- Through their tax dollars, parents and community members are making a substantial investment in student athletics and activities, particularly in the facilities provided by the school district for these pursuits. Therefore, it is important that students exercise personal care and regard for school equipment and facilities.
- Misuse of dressing room facilities, lockers, towels, benches, and gymnasium or field facilities will not be permitted. Failure to comply with this regulation may result in denial of their use.

Season Completion

- Season ends for each sport after the team banquet.
- Students are responsible for cleaning out their locker of personal and school issued belongings within one week of the completion of the season or activity.
- Uniforms/equipment/supplies must be returned to the COACH/ADVISOR WITHIN ONE WEEK of completion of the season or activity or a fine will be applied to the student.

TRAINING/PRACTICE



All student-athletes are reminded that successful participation in any sport requires attention to fitness prior to the start of an athletic season. Fitness means adequate cardiovascular health, endurance, strength, and flexibility. These cannot be achieved in the ten (10) days prior to the first contest. Attention to adequate nutrition and sleep are important before, as well as during athletic seasons. An athlete cannot perform well unless the body is well-rested, well-nourished, and adequately hydrated. Weight loss for its own sake is discouraged unless ordered and supervised by a physician. By keeping in shape in the off-season, athletes begin the season better prepared to improve their athletic skills.

Practice is essential to the achievement of athletic excellence. Athletes are expected to be active, willing, motivated participants in all practices. A positive mental attitude is expected of all sports participants. Student-athletes are expected to find a healthy balance in their lives and maintain physical, psychological, social, and emotional health. This is a difficult but essential task for any adolescent. If student-athletes have questions or want help in healthful conditioning, they are encouraged to see a coach, school nurse, athletic trainer, or the Athletic Director.

Prolonged practices are discouraged. Monday through Friday are considered normal practice days, with an occasional Saturday. NO required practices or sporting events will be allowed on Sunday unless the WIAA regulations are followed and is approved by PSD administration.

ATHLETIC/ACTIVITIES TRAVEL



Transportation to and from athletic contests and activities will be provided by the Pullman School District during the school year.

- All students must travel to and from contests, competitions, and practices with the team, transportation is provided for this purpose. Students will only be released to their parents/guardians or listed emergency contact in Final Forms after the parent/guardian/emergency contact signs them out with the coach/advisor after the contest/competition.
- In very rare circumstances, parent/guardians may communicate with the head coach of a program for alternate arrangements which must be approved by the AD or PHS/LMS administrative staff
- Each team member will remain with the team and under the supervision of the coaching/advising staff when attending away games, competitions, and conferences.
- Each team member, while traveling to and from contests, competitions, and conferences, will obey all school bus regulations.
- It is requested that students be aware of what constitutes appropriate dress for contests, competitions, and conferences by asking their coach/advisor what is expected of them to wear. Appropriate dress promotes pride in the team and in Pullman High School or Lincoln Middle School.
- Post Season(Overnight) Travel - Student Per Diem Rates:
 - Breakfast: \$5.00,
 - Lunch: \$10.00
 - Dinner: \$15.00

ATHLETICS & ACTIVITIES



WIAA ATHLETIC ELIGIBILITY

WIAA ATHLETIC ELIGIBILITY RULES

Enrollment & Regular Attendance (*Rule 188.10.0, WIAA Handbook*) - Athletic Only

LMS & PHS students shall be enrolled and in regular attendance within the first fifteen (15) school days in a semester or ten (10) school days in a trimester at the start of the current semester/trimester in order to participate in interscholastic contests during the current semester trimester.

Transfer Students (*Rule 18.12.0, WIAA Handbook*)

After registering with and/or attending a middle level or high school, students changing enrollment to/from one school district to another school district or from one high school to another high school within a multiple high school district shall be considered transferring students. In order to be eligible for varsity competition, transferring students must meet the normal residence requirements of 18.11.0 or the transferring student requirements of 18.12.2, or be granted a waiver under 18.12.3 and 18.12.4. This section shall also apply to those students receiving home based instruction.

A high school student who attends, participated or was eligible to participate for a school, and subsequently transfers to another school will be eligible for sub-varsity only for one (1) calendar year from the date of enrollment at the new school: A. If the student transfers from a public, private, or charter school after: 1) Participating on a non-school athletic team within a calendar year from the date of enrollment at the new school (AAU, American Legion, Club USA, USVBA, or any other non-school program) in which one (1) or more of the high school coaches are currently involved and/or 2) Receiving personal athletic or activities instruction or training, including weight training and conditioning, from a person affiliated with another school to which the student transfers. B. The sub-varsity status would apply even if the entire family moves to a new location within the residential area of the school to which the student transfers.

Age (*Rule 18.5, WIAA Handbook*) - Athletics Only

At the high school level, the student(s) shall be under 20 years of age within the first two weeks of each sports season.

At the middle school level, student(s) shall not have reached their 15th birthday prior to June 1 of the previous school year. Middle school is defined as a school with at least seventh and eighth grade levels.

Physical Examination for Players (*Rule 118.4.0, WIAA Handbook*) - Athletics Only

Prior to the first practice for participation in interscholastic athletics a student shall undergo a thorough a sports physical medical examination and be approved for middle level and/or high school interscholastic athletic competition by a medical authority licensed to perform a physical examination.

The [WIAA Physical form](#) shall be valid for twenty-four(24) consecutive months (WIAA Rule 18.4.6) and must be submitted to Final Forms for continued eligibility. Q test and has no application outside of concussion management and will not be used for any purposes other than for the care of your child should they suffer a concussion.

Prior to the first practice for participation in interscholastic athletics a student shall undergo a thorough a sports physical medical examination and be approved for middle level and/or high school interscholastic athletic competition by a medical authority licensed to perform a physical examination. The [WIAA Physical form](#) shall be valid for twenty-four(24) consecutive months(WIAA Rule 18.4.6) and must be submitted to Final Forms for continued eligibility.

To resume participation following an illness and/or injury serious enough to require medical care, a participating athlete must present to the school officials a physician's written release. When an athlete is injured during practice or a game all injuries must be reported to the athletic trainer for an accident report (WIAA Rule 18.4.4)

ImPACT Testing for Players - Athletics Only

- The Pullman School District has an innovative program for student-athletes that assists our team physicians/athletic trainers in evaluating and treating head injuries (e.g. concussion). In order to better manage concussions sustained by our student-athletes, we use a software tool called ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing). ImPACT is a computerized exam utilized in many professional, collegiate, and high school sport programs across the country to successfully diagnose and manage concussions. If an athlete is believed to have suffered a head injury during competition, ImPACT is used to help determine the severity of the head injury and when the injury has fully healed.
- The computerized exam is given to athletes before beginning sport practices or competition. This non-invasive test is set up in "video game" type format and takes approximately 20 minutes to complete. Essentially, the ImPACT test is a preseason physical of the brain. It tracks information such as memory, reaction time, speed and concentration. It is not an IQ test and has no application outside of concussion management and will not be used for any purposes other than for the care of your child should they suffer a concussion.
- If a concussion is suspected, the athlete will be required to retake the test. Both the pre-season and post-injury test data is used by a medical professional to evaluate the injury. The information gathered can also be shared with your family doctor. The test data will enable health professionals to determine when return-to-play is appropriate and safe for the injured athlete. If an injury of this nature occurs to your child, you will be promptly contacted with information.

Previous Semester Rule (*Rule 18.7.3, WIAA Handbook*) - Athletics Only

The student shall have been in regular attendance as a full time student as defined in 18.10.0, during the semester/trimester immediately preceding the semester/trimester in which the contest is held.

Amateur Standing (*Rule 18.24.0, WIAA Handbook*) - Athletics Only

A student who represents a school in an interscholastic sport must be an amateur in that sport. An amateur student-athlete is one who engages in athletics for the physical, mental, social, and educational benefits and for whom athletics is an avocation not a source of financial reward.

In order to maintain their amateur standing in those activities under WIAA jurisdiction, they may not:

- Accept merchandise or in-kind gifts of more than \$500 in fair market value per sport during any one calendar year August 1 through July 31. Reduced membership fees or reduced user fees from an athletic club, recreation center, golf courses, etc. do not count toward this \$500.
- Accept cash awards
- Enter competition under a false name
- Accept payment of excessive expense allowances over the actual and necessary expenses for the athletic trip (Note: Entry fees are NOT considered a reimbursable expense.)

Name Image and Likeness (NIL): A student is in violation of this rule and shall immediately lose eligibility if that student, their family member, or anyone else on behalf of that student, enters into an agreement with an individual, corporate entity, partnership, association, or any other party or organization, for use of that student's NIL which in any way relates to the student's connection to their high school.

- This provision is not intended to restrict the right of any student to participate in a commercial endorsement provided there is no affiliation with the school team, school, WIAA District or WIAA state association.
- The student does not appear in the uniform of the student's school and does not utilize the marks, logos, etc. of the school, WIAA District, or WIAA state association as part of any endorsement.

Non-School/Club Sports Participation (*Rule 17.25.0, WIAA Handbook*) - Athletics Only

- During any season after joining a school squad, students may not participate on college and/or professional teams in that sport.
- A student is not to be given special treatment or privileges on a regular (more than 1 day a week) basis to enable them to participate in non-school athletics activities, such as reduced practice times, special workouts, late arrivals or early dismissals.
- Students shall not compete in the uniform of their school at non-school events.

Scholarship Rule (Rule 18.8.0, WIAA Handbook)

Academic Eligibility – Pullman School District (Aligned with WIAA 18.8)

Minimum Academic Requirements (Current Semester)

To maintain eligibility for athletics and activities, a Pullman High School (PHS) student must:

- Be enrolled as a full-time student (minimum 3 credits per semester)
- Be passing a minimum of five (5) full-time subjects, consistent with WIAA requirements for a six-period schedule
- Maintain passing grades in all classes required to meet this minimum standard

Any class meeting daily for a full semester is considered a full-time subject.

Previous Semester Requirement

A student must have passed at least five (5) full-time subjects in the immediately preceding semester to be eligible for the current semester.

- Semester records are final, except for credits earned through an accredited summer school or approved alternative program, consistent with WIAA policy

Grade Monitoring (3–6 Week Checks)

Pullman School District will monitor academic progress at least every 3–6 weeks, in alignment with WIAA requirements .

- PHS utilizes six (6) grading periods
- LMS utilizes four (4) grading periods

Academic Probation and Suspension (Current Semester)

Pullman High School (PHS)

- Students may have no more than one (1) failing grade (F) at each grade check
- Students with two (2) or more failing grades will be placed on academic suspension:
 - Ineligible for contests for five (5) weeks (aligned to WIAA 5-week standard window)
 - May continue to practice, but may not travel, compete, or perform
- After the suspension period, grades will be rechecked:
 - If passing at least five classes → eligibility restored
 - If not → remains ineligible until next grade check

Lincoln Middle School (LMS)

- Students with more than one (1) failing grade are ineligible for contests
- Eligibility is restored once grades improve to one or fewer failing grades

WIAA-Required Fall Probation (Previous Semester Deficiency)

If a student does not meet previous semester requirements:

- Fall Season (High School):
 - Student is placed on academic probation through the fourth Saturday in September
 - May practice and compete during probation
 - If still not meeting standards at that time:
 - Placed on academic suspension for 3 weeks (no contests, practice allowed)

- Winter/Spring:
 - Student is placed on academic suspension for five (5) weeks at the start of the semester if previous semester standards were not met

Practice vs. Competition

During any period of academic suspension:

- Students may practice
- Students may NOT travel, compete, or perform
- Students must remain engaged with the team/activity to regain full eligibility
- Incompletes
- Incomplete grades must be resolved within the first five (5) weeks of the subsequent semester
- Students are ineligible for competition until incompletes are cleared, per WIAA rules

ATHLETICS & ACTIVITIES



RECRUITING PHILOSOPHY

Recruiting Philosophy & Rules

Students who demonstrate special skills and talent in any of the activities under the jurisdiction of WIAA should not be subjected to pressures to enroll in a member school outside their normal enrollment area. The rules do not prohibit legitimate school public relations, promotion, or marketing.

Efforts to induce students to enroll in a member school because of the student's special talent or skill is considered recruiting. Recruiting of students or attempted recruiting of students for athletic purposes is prohibited, regardless of their residence. (Article 27.0.0, WIAA Handbook)

No student may receive, or be offered, any remuneration of any kind, or to receive or to be offered any special inducement of any kind which is not made available to all applicants who enroll in the school or apply to the school.

Special inducement shall include, but not be limited to the offer or acceptance of:

- Money or other valuable consideration such as free or reduced tuition during the regular year or summer school by anyone connected with the school.
- Room, board, or clothing or financial allotment for clothing
- Pay for work that is not performed or that is in excess of the amount of regularly paid for such service.
- Free transportation by any school-connected person.
- Residence with any school-connected person.
- Any privilege not afforded to non-athletes.
- Free or reduced rent for parents.
- Payment of moving expense of parents or assistance with the moving of parents
- Employment of family unit in order to entice the family to move to a certain community if someone connected with the school makes the offer.
- Help in securing a college athletic scholarship:
 - Inducing or attempting to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given is a violation. No member school and no one acting on behalf of any member school shall give any speech or give any slide, film, or tape presentation or distribute any written material which states or implies that a member school's athletic program is better than the athletic program of any other member school or that it would be more advantageous for any prospective student-athlete to participate in athletics at that member school as opposed to any other school.
 - Member schools shall be responsible for any violation committed by any person associated with the school, including Principals, Assistant Principals, Coaches, Teachers, any other staff members or students, or any organization having any connection to the school. The member schools shall be responsible for any violation committed by any person acting at the direction of the school.

Recruiting Philosophy & Rules



This rule is not intended to prevent a member school from conducting academic recruitment programs or recruitment programs designed to attract student-base upon the school's overall educational and extra-curricular programs of the school and not be used as a subterfuge for recruiting students for athletic purposes.

A student who has enrolled in a different school and has been determined to be recruited will be deemed ineligible at all levels of play and for all sports for one full calendar year. The one (1) year penalty will begin on the day the determination is made that the student has been recruited.

ATHLETICS & ACTIVITIES



ATHLETIC & ACTIVITY AWARDS

PULLMAN HIGH SCHOOL

PHS Athletic Awards

Athletic & activity awards are symbols of accomplishment, good sportsmanship and observance of athletic & activity policies and standards. Since the awards are a symbol of accomplishment, its value lies in its implication rather than in its monetary worth.

Special Athletic Awards

- **Four Year, Three Sport Participation Award**

- A plaque is awarded to any athlete who has participated in three sports each of the four years they have attended Pullman High School.
 - Transfer Students: In order to receive a 4-year, 3-sport award the player will be required to furnish documentation of participation from their former school.

- **PHS Senior Male and Female Athlete of the Year**

- This is awarded to the outstanding senior male and female athlete for the current year who exhibit participation, an acceptable GPA, citizenship, and an overall good representative for athletics. Athletes are nominated and voted on by the PHS Head Coaches.

- **Team Plaques**

- The maximum number of awards each sport may present to athletes in their sport is four. If the sports program is determined large enough by the Athletic Director and ASB Business Manager and the head coach deems it appropriate to purchase additional awards out of the program ASB budget, more than 4 can be purchased. These awards may be voted upon by the athletes and/or coaches in the given sport. Ties must be broken.

- **Directed Athletics**

- Pullman High School students in grades 10-12 participating in a PHS supervised, WIAA sanctioned, competitive sports program may receive a one time, semester .5 Physical Education credit toward the two years required for graduation. Documentation of participation is monitored by the Head Coach and the Athletic Office. Athletes must participate and finish the whole season with the team to earn the .5 credit. Directed Athletics will be entered as a class on the student's transcript(1 season = 1 semester(.5 credit). Grade earned will be Pass or Fail. Student must complete Directed Athletics Enrollment form prior to the sports season to be enrolled; credit will not be awarded retroactively. Students must submit the Directed Athletics Attestation form at the end of the season to the PHS Athletic Office to earn credit.

PHS Athletic Letter Requirements

In order to qualify for an athletic letter, a student-athlete must compete at the varsity level and meet the requirements set forth by the head coach of the sport and be recommended by the head coach. Athletic letters and awards shall only be presented to participants who complete the entire season for a given sport, unless the participant was unable to complete the season due to illness or injury.

Upon voluntarily dropping out of a sport or being dropped from the squad for disciplinary reasons, a student-athlete automatically forfeits any points, awards, or letters they might have received in that sport.

Awards shall be presented as follows:

- A letter and certificate of letter is only awarded to varsity level participants.
 - A student-athlete who meets the requirements for a letter for the first year for a given sport shall receive a letter and a first year certificate.
 - A student-athlete who meets the requirements for a letter for the second, third and fourth years for a given sport shall receive the cooresponding year certificate.
- A student who completes a season in a given sport, however, does not play a sufficient number of contests at the varsity level, shall receive a certificate of participation(JV, F, C)
- A coach will have the right to recommend any athlete for a letter if for some reason they believe the athlete to be deserving.
- A student serving as a team manager can earn a letter when serving as the manager of a varsity sport, if the varsity coach makes that recommendation.

Sport Specific Letter Requirements:

- **Baseball/Softball**
 - Any player who sees action in one-fourth (1/4) of the baseball/softball games played during a given varsity season is eligible for a letter.
 - Pitchers not involved in at least one-fourth (1/4) of the games must have a least one (1) win or pitch in one-sixth (1/6) of the total varsity games played during a given season to be eligible for a letter.
- **Basketball, Boys & Girls**
 - A player must have participated in one-half (1/2) of the total quarters for a given varsity season (NOTE: Postseason quarters will be bonus quarters).
- **Bowling, Girls**
 - A player must have participated in at least $\frac{3}{4}$ of season competitions. Player must bowl at least 10 games at the Varsity level and player must have an average in the top 9 of the program.
- **Cheerleading**
 - Each cheerleader must cheer at all home games for their respective seasons and cheer for at least one-half (1/2) of all away games for their respective seasons.
- **Cross-Country**
 - A varsity letter winner must have four (4) varsity points for the season (including postseason).
You receive a point if you run a varsity race.

- Any athlete, while racing JV during the same competition, can earn one (1) varsity point only by having a better time on the same course and same day, as one of our PHS Varsity Runners.
- If there was a race where the teams were combined or they raced at grade level, points are awarded to the top 7 times.
- A coach's discretion will have overall influence, e.g.; effort, improvement, attendance, and attitude.
- **Football**
 - A player must play one-half (1/2) of the total quarters of the regular varsity season to earn a letter. (NOTE: Postseason quarters will be bonus quarters).
- **Boys' Golf**
 - A PHS golfer's score must be counted in at least one Greater Spokane League tournament.
- **Girls' Golf**
 - A player must play as part of the varsity team in fifty percent (50%) of the matches of the regular season.
- **Swimming**
 - A swimmer must score an average of one (1) point per meet and qualify for at least 2 District events, or qualify for the State 2A swim meet all while maintaining 80% attendance.
- **Soccer, Boys & Girls**
 - A player must have participated in one-half (1/2) of the total halves of the varsity games of the regular season to earn a letter.
- **Tennis, Boys & Girls**
 - A player who participates in at least one-half (1/2) of all varsity matches, not counting exhibition matches, is eligible for a letter.
 - A player who earns a place in any district, regional, or state meet.
- **Track, Boys & Girls**
 - A contestant must earn the equivalent of one (1) point per meet during the regular season or place at district, regional, or state meets or hold one of the top three places on the team performance list for any individual event at the end of the season.
- **Volleyball**
 - A player must have participated in one-half (1/2) of total volleyball matches of the regular varsity season to earn a letter. (NOTE: Post season games will be bonuses).
- **Wrestling**
 - A participant must earn eighteen (18) points, or two (2) pins, or complete in two-thirds (2/3) of the matches for a given varsity weight competition, or earn a place in the district, regional, or state tournament to be eligible for a letter.

In order to qualify for an activity letter, a student must participate and meet the requirements set forth by the head advisor of the club and be recommended by the head advisor for a letter. Activity letters and awards shall only be presented to participants who complete the entire season for a given club, unless the participant was unable to complete the season due to an unavoidable circumstance.

Upon voluntarily dropping out of a club or being dropped from the club for disciplinary reasons, a club member automatically forfeits any points, awards, or letters they might have received in for that activity.

- **Band**
 - Standards defined by advisor
- **Choir**
 - Standards defined by advisor
- **DECA**
 - Standards defined by advisor
- **FCCLA**
 - Standards defined by advisor
- **FFA**
 - Member must attend 80% of all chapter activities or place in the top 8 at a state competition, and be non-deficient academically
- **Orchestra-Blue**
 - Member must earn a total of 20 points per year to letter. Two points can be earned per semester of participation and 1 point per participation in an organized Orchestra activity. Member must keep track of their own points and fill out the program lettering form.
- **Science Bowl**
 - Participants must have a minimum of 80% attendance and compete in the Regional Science Bowl competition.
- **Skills USA**
 - Member will compete in at least 50% of in house competitions or compete at the regional level or place at the regional level

ATHLETICS & ACTIVITIES



OFF-SEASON & SUMMER PROGRAMS

PULLMAN HIGH SCHOOL

PHS Off-Season/Summer Conditioning Programs

Off-season conditioning and/or weight lifting will be allowed during the summer as scheduled by the weight lifting club advisor. During the school year, the weight room may be open one (1) month after the start date of each season. Students must register for weight lifting and pay \$50 per weight lifting session they will participate in.

All off-season conditioning and/or weight lifting areas and or facilities must be scheduled and supervised at all times by a qualified school employee designated by the high school administration.

Off-season conditioning shall not be held in facilities used by in-season sports and should be limited to weight training and/or conditioning.

Student-athletes participating in off-season conditioning are to be finished and out of the locker room area prior to 4:00pm.

Any student-athlete “cut” from an in-season sport may turn out for off-season conditioning.

Any student-athlete who quits an in-season sport may not turn out for off-season conditioning without the permission of the in-season coach from whose team they quit.

PHS Summer Athletics & Activities

Athletic programs and/or clubs at Pullman High School or Lincoln Middle School may choose to provide opportunities during the summer season. Only PHS or LMS registered students are allowed to participate and each student and family must complete the Final Forms athletic/activities registration process and be cleared by the Athletics & Activities office prior to participating.

- Summer Athletics and Activities Transportation Notice: Pullman School District does not provide transportation for summer athletics or activities, including those events that might be held out of town. It is the responsibility of families to provide transportation to and from PSD organized summer athletic and club events. If families register their child for summer athletics and/or activities, they accept responsibility for all financial burden and liability for their child's transportation. Parents/guardians will need to provide and facilitate transportation to and from the event. Additionally, parents/guardians will need to have on file with the coach the form that authorized the student to ride in the family provided vehicle and/or the form authorizing the student to ride with another family to the event.
- Summer open gym practices will be open to all registered and eligible PHS/LMS students
- Summer camp participation and competition playing time will be determined by the PHS/LMS Coach according to their duty to assess athlete's readiness for competition and duty to match athletes appropriately
- Participation in PHS/LMS Summer Athletics and Activities is completely voluntary and will not impact Fall, Winter or Spring tryout opportunities

ATHLETICS & ACTIVITIES



THE COLLEGE BOUND ATHLETE

PULLMAN HIGH SCHOOL

PHS Guide to the College Bound Athlete

If you have any intention of participating in college athletics after high school, you need to see the athletic director and school counselor prior to or during your 11th grade year or before to begin the registration process for the NCAA clearinghouse. The sooner this process is started the better.

Please refer to the [PHS Guide to the College Bound Athlete](#) for more information on the recruiting process.

In the event you should be contacted personally by a college recruiter, you have an obligation to work through your coach and the Athletic Department and inform your coach of such contact as soon as possible. This is especially important if it occurs during the time when you are actively participating in the sport at PHS. Check with your coach regarding the rules governing recruiting. Rule violations could result in loss of eligibility.



Athletics & Activities



BOOSTER CLUBS & FUNDRAISING

The goals of the Pullman High School and Lincoln Middle School Booster Clubs are to promote parental and community involvement and support of athletics and activities. Booster clubs will follow the [District ASB Procedural Manual](#).

Any patron of the school district who has a student participating in a Pullman High School or Lincoln Middle School sponsored activity or athletics is encouraged to be a member of the Greyhound Booster Club or the Lincoln Middle School Booster Club. Any patron who has an interest in the school activities or athletic programs is welcome to be a member.

- **The Greyhound Booster Club:**
 - Support Pullman High School activities and athletics
 - Raise money to enhance activities and athletics
- **The Lincoln Middle School Booster Club:**
 - In order to carry on a full extra-curricular activity program, it is necessary for the student to help with expenses for these activities. At LMS we will host an annual fundraiser to raise funds for our student activities. This plan has been efficient and profitable. Information in regards to the fundraiser will be sent out to students in September.

ATHLETICS & ACTIVITIES



CROSS/LEGAL REFERENCES

Cross References & Legal References

Cross References:

- [Board Policy 2022 Electronic Resources and Internet Safety for Students](#)
- [Board Policy 2121 Substance Abuse Program](#)
- [Board Policy 2150 Co-Curricular Program](#)
- [Board Policy 2151 Interscholastic Athletics](#)
- [Board Policy 3122 Excused and Unexcused Attendance](#)
- [Board Policy 3205 Sexual Harassment of Students Prohibited](#)
- [Board Policy 3207 Prohibition of Harassment, Intimidation, and Bullying of Students](#)
- [Board Policy 3210 Non-Discrimination](#)
- [Board Policy 3211 Gender-Inclusive Schools](#)
- [Board Policy 3224 Student Dress](#)
- [Board Policy 3241 Student Discipline](#)
- [Board Policy 4600 Spectator Conduct and Sportsmanship](#)

Legal References:

- RCW 28A.635.020 – Willfully disobeying school administrative personnel or refusing to leave public property, violations, when—Penalty
- RCW 28A.635.030 – Distributing school, school activities, or meetings
- RCW 28A.635.090 – Interfering by force or violence with any administrator, teacher or student unlawful
- RCW 28A.635.100 – Intimidating any administrator, teacher, or student
- RCW 041.280 – Dangerous Weapons on School Grounds
- RCW 9A.16.020 – Use of force when lawful
- RCW 09.91.160 – Personal protection spray devices
- RCW 28A.600.420 – Firearms on school premises, transportation, or facilities—penalty-exemptions
- WAC 392-401-020—Excused Absences-- (1) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible