Pullman School District

Regular Board Meeting

Date and Time

Wednesday October 14, 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. PHS ASB Report

B. Board Reports

C. Superintendent's Report

D. Program Reports

- **Jefferson Elementary Showcase** presented by Jim Bruce, Substitute Principal
- **Report: District Homeschool & Choice** presented by Bob Maxwell, Superintendent
- **Report: Risk Management** presented by Juston Pollestad, Executive Director of Operations

E. A Community of Belonging - Update

III. Public Comment

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

defamation. Providing public comment demonstrates your feelings of engagement and participation in the decision-making process in our community. We thank you in advance for your public comment.

IV. Consent Agenda

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

A. Minutes - October 7, 2026 Board Work Session

B. Minutes - September 23, 2026 Board Meeting

C. Personnel Report

D. Professional/Personal Services Contract Report

E. 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.

F. Student Transfer Requests

G. Records Destruction Logs

H. Budget Status Report

I. ASB Fundraisers

V. Action Items

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

A. 5401 Sick Leave

Presenter: Dani Lynas, Finance Director

B. 1825 Addressing School Director Violations - NEW

Presenter: Arron Carter, Board President

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. 2026-2027 Board Professional Development Plan

Presenter: Board of Directors

B. 3205 Sexual Harassment of Students Prohibited

Presenter: Ryan Mulvey, Assistant Superintendent

C. 3246 Restraint and Isolation

Presenter: Ryan Mulvey, Assistant Superintendent

D. 4020 Confidential Communications - RETIRED

Presenter: Bob Maxwell, Superintendent

E. 5001 Hiring of Retired School Employees

Presenter: Bob Maxwell, Superintendent

F. 1815 Ethical Conduct for School Directors - NEW

Presenter: Arron Carter, Board President

G. 1101F2 Board Communication Protocols

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. Enrollment

Current Enrollment
For 2026-2027 School Year
Budgeted FTE: 2586
Current FTE: 2563.41

Current Average FTE: 2559.38

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

E. Non-Substantive Policy Updates

3420 Anaphylaxis Prevention and Response

WSSDA has made minor revisions to this model policy and procedure. A citation of RCW 28A.210.370 was added. Although the RCW mostly pertains to students with asthma, it does place requirements on school districts related to self-administration of medication for anaphylactic events.

F. Procedures

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

VIII. 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.

A. Personnel

IX. Closing Items

A. Adjourn Meeting

The president will adjourn the meeting.

Coversheet

Board Reports

Section: II. Reports, Correspondence & Program
Item: B. Board Reports
Purpose: FYI
Submitted by:
Related Material: Board Report Template .pdf

School Board Meeting Report for Board Directors

Board Director:

Board Meeting Date:

Purpose of the Director's Report

The Director's Report provides an opportunity for individual board members to share information and observations gained through community engagement, committee work, professional development, and school activities. Reports should remain at the **governance level** and avoid directing staff or addressing individual operational matters.

Our Mission is to ensure learning while challenging and supporting each student to achieve full potential.

Report Areas:

Committees and other district-level representation updates related to Board Goals	☐ No Report ☐ Report:
School-level updates for liaison schools	☐ No Report ☐ Report:
WSSDA/Regional/ Federal/ State Legislative updates, representation, or advocacy	☐ No Report ☐ Report:
Representation of the board in other capacities relevant to Board Governance	☐ No Report ☐ Report:
Board-related professional development and training	☐ No Report ☐ Report:
Public inquiries (such as sharing answer to	☐ No Report ☐ Report:

questions received by email)	
Recognition, highlights and accomplishments	☐ No Report ☐ Report:

Coversheet

Program Reports

Section: II. Reports, Correspondence & Program
Item: D. Program Reports
Purpose:
Submitted by:
Related Material: 2026-2027 Homeschool & Choice Transfer Report.pdf
Risk_Management_Annual_Review_2026.pdf
JES Board Presentation.pdf



2026-2027 HOMESCHOOL & CHOICE TRANSFER REPORT

A comprehensive overview of transfer and homeschool students during the 2026-2027 school year

2026-2027 Homeschool Data

A summary of students who submitted a homebased instruction form for the 2026-2027 school year.

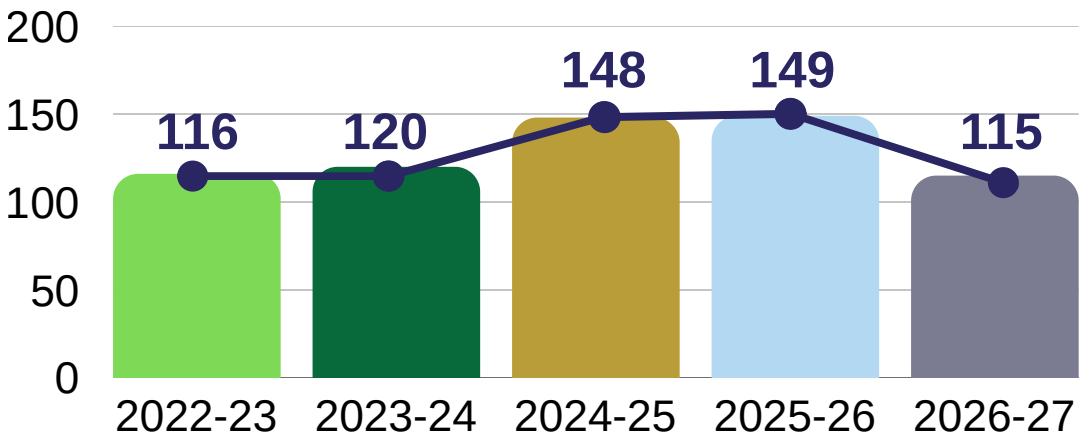
115

students are being homeschooled for the 2026-2027 school year



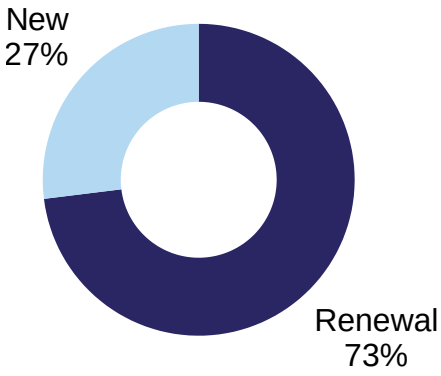
In Washington State, if a child is between the ages of 8-18 years, the family must submit a signed Declaration of Intent to Homeschool form each year. This form needs to be turned in by September 15 or within two weeks of the start of the semester. -RCW 28A.200.011(1)

TRENDS: HOME-BASED INSTRUCTION



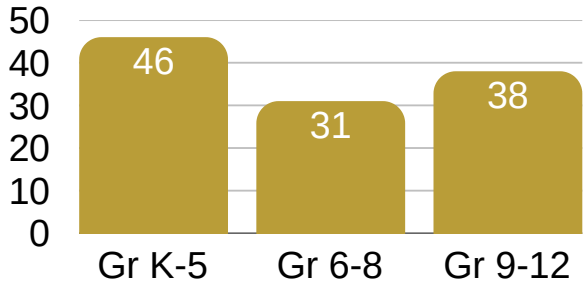
Totals for previous years reflect end-of-year figures, while the 2026–27 total reflects homeschool data as of October 2026.

Renewal Status



27% of homeschool students for the 2026-27 school year did not have a homeschool form filed in the previous year.

Grade Distribution



15

15 students returned from homeschool to full-time school in the 2026-27 school year

2026-2027 Transfer-Out Data

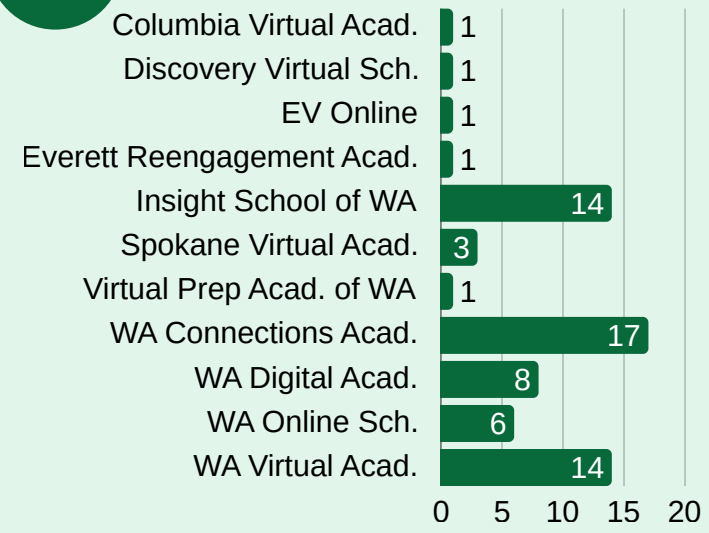
A summary of Pullman School District resident students enrolled in schools outside the district for the 2026-2027 school year.

94
Total resident transfer-out students

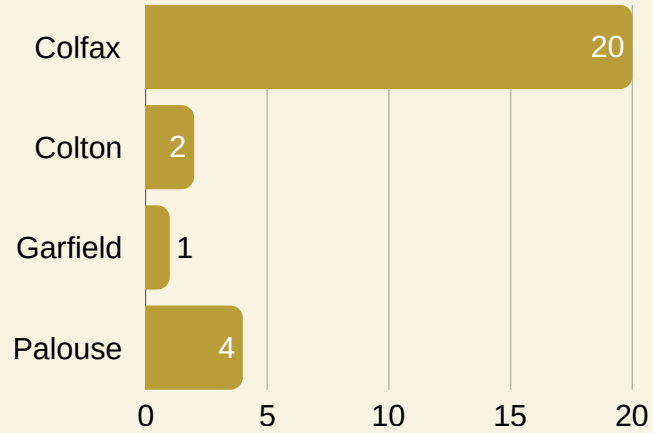
71%
attend an online school
(67 students)

29%
attend school in-person
(27 students)

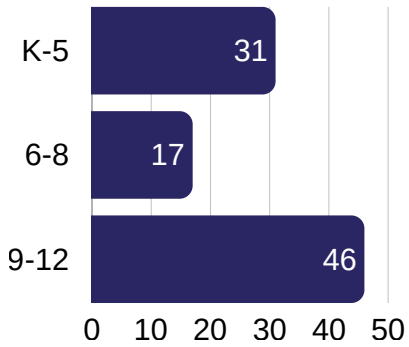
ONLINE SCHOOLS



IN-PERSON SCHOOLS

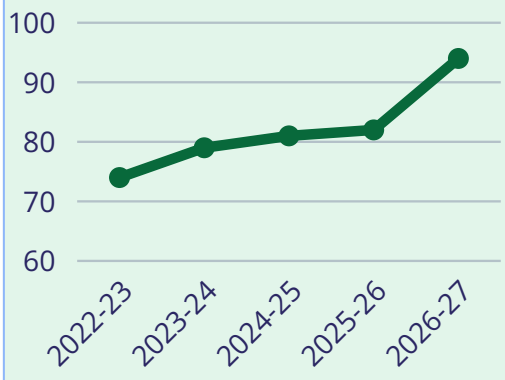


Grade Distribution



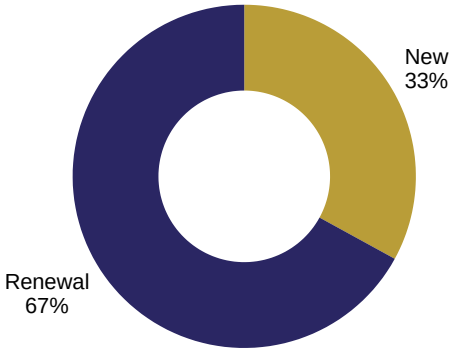
The majority of transfer-out students for 2026-27 are in grades 9-12 (49%)

Historical Trends



There was a 15% increase in transfer-out students compared to the previous year

Renewal Status



33% (31 students) were first-time choice-outs and 67% were renewals

2026-2027 Transfer-In Data

A summary of students who transferred into the district from other school districts for the 2026-2027 school year.

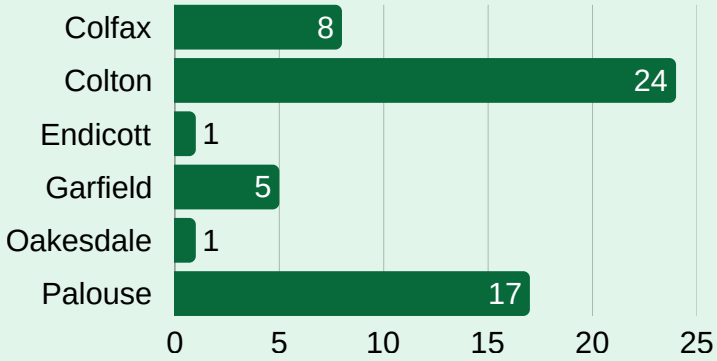
56

Total students who transferred into the district during the 2026-27 school year

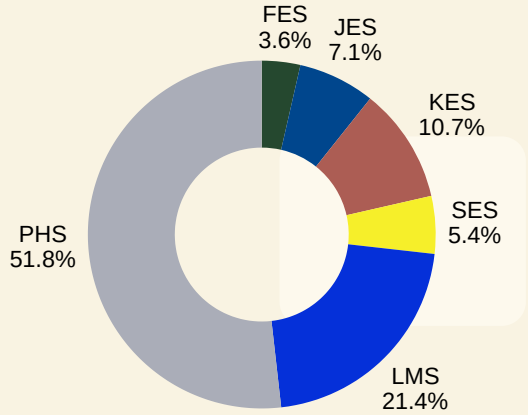
77% of transfer-in students are returning (renewal)

23% are new to the district

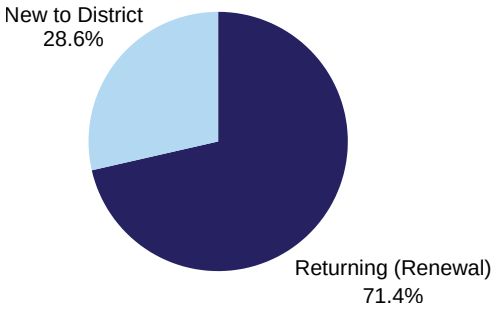
Resident District



School Distribution

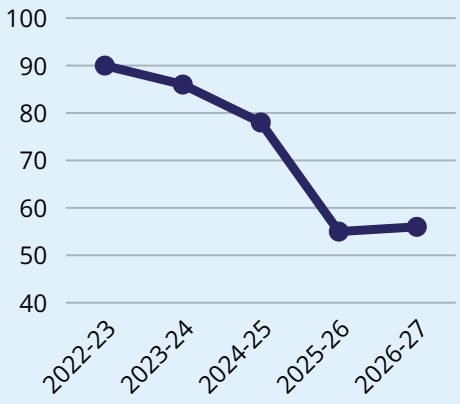


Renewal Status



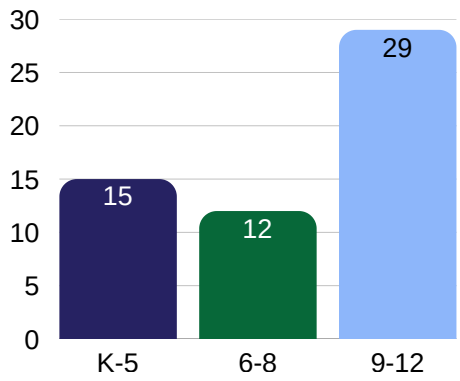
28.6% of students were new to Pullman School District. 71.4% were renewing (returning).

Historical Trends



While numbers stay consistent the past two years, they have dropped significantly over time.

Grade Distribution



The majority of student transfers are in grades 9-12.

Risk Management Program

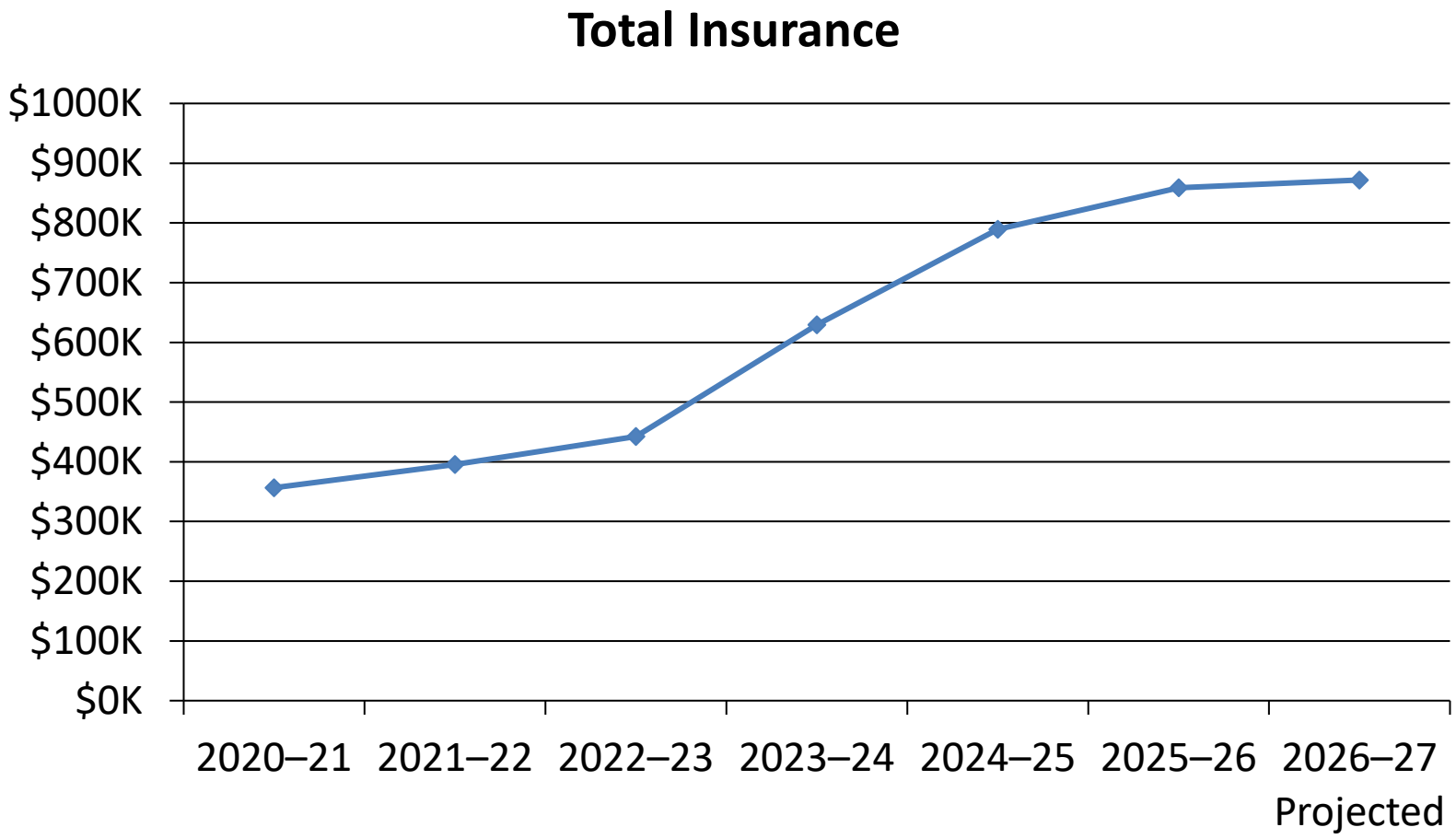
Annual Review

October 14, 2026

Protecting students, staff, facilities, and public resources

Insurance Costs

United Schools Insurance Program



145%

increase in total insurance costs

$356,549
2020–21

↓

$871,820
2026–27 projected

Understanding the Cost Trend

What is driving the increase—and how the district is responding

KEY TAKEAWAYS

01 District-wide coverage is the largest component of the increase.

02 Transportation insurance costs have also increased over the period.

03 The district continues to monitor claims, property, vehicles, and coverage needs.

THE RESPONSE

Proactive risk management

Rising insurance costs reinforce the importance of preventing losses—not simply paying for them after they occur.



IDENTIFY	REDUCE	PROTECT
Risks	Exposure	People & property

Goal: protect students, staff, facilities, and district resources.

Risk Management & Loss Prevention

A year-round approach to reducing risk and protecting district resources

01

Annual Risk Review

Evaluate district property, vehicles, claims, and coverage needs.

02

Safety Committees

Quarterly building and district-level safety meetings identify and address concerns.

03

Inspections

Regular review of buildings, grounds, playgrounds, fire systems, and safety equipment.

04

Emergency Preparedness

Required drills, tabletop exercises, and mock exercises help prepare staff and students.

05

Emergency Response

Coordinate with local emergency responders and strengthen response plans.

06

Facility Improvements

Secure entries, surveillance, preventive maintenance, and other targeted improvements.

The objective is continuous improvement: identify risk early, reduce exposure, and prevent avoidable losses.

Safety & Professional Training

Health & Emergency Response

CPR / First Aid

AED

Right Response

Bloodborne pathogen

Operations & Facilities

Maintenance & equipment safety

Boiler & mechanical systems

Asbestos compliance

Grounds & facility safety

Transportation

Driver training

Transportation safety

Ongoing professional development

Student & Staff Safety

Safe Schools online training

Threat assessment

Coach safety training

Nurse / health-services training

Food Service Training

Looking Ahead

Coverage

Maintain appropriate and comprehensive insurance coverage while monitoring costs.

Prevention

Continue investing in safety, preventive maintenance, and loss prevention.

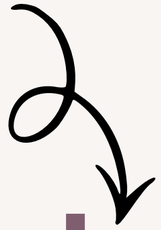
Preparedness

Strengthen emergency readiness through training, drills, and coordination.

Goal: Protect people, facilities, and public resources while balancing coverage, fiscal responsibility, and proactive loss prevention.

Questions

Growth



Essential Standards



Next Steps

JES Building Guiding Coalition

ELA Growth



Goal #1: ELA: Students Living in Poverty

60% of all 3rd-5th grade low-income students will meet the state standard (Level 3 or 4) on the 2025-2026 ELA SBA.

- **Outcome for 24-25: 26% proficient**
- **Outcome for 25-26: 33% proficient**

+7% = 16 more proficient students

ELA: ALL students

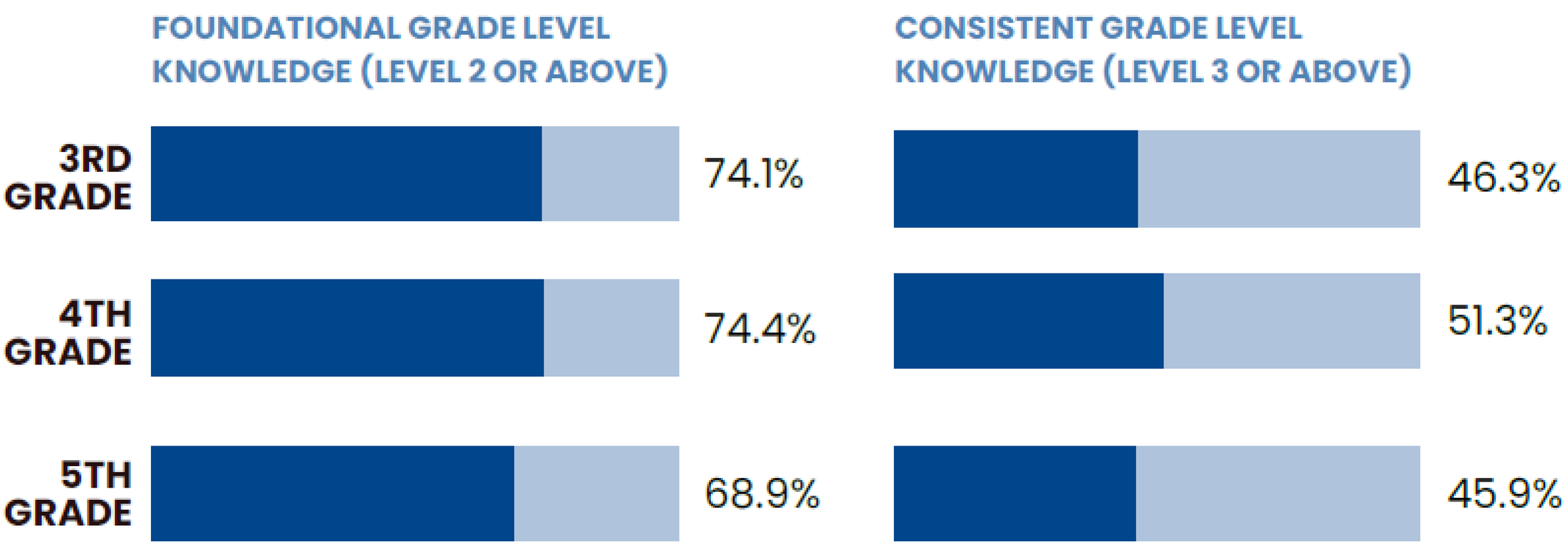
55% of all 3rd-5th grade students will meet the state standard (Level 3 or 4) on the ELA SBA.

- **Outcome 2024-2025: 40% proficient**
- **Outcome 2025-2026 47% proficient**

+7% = 26 more proficient students

ACHIEVEMENT LEVELS BY GRADE

ENGLISH LANGUAGE ARTS (ELA)



Focus Essential Standards by Grade Level

All JES staff are committed to this work.

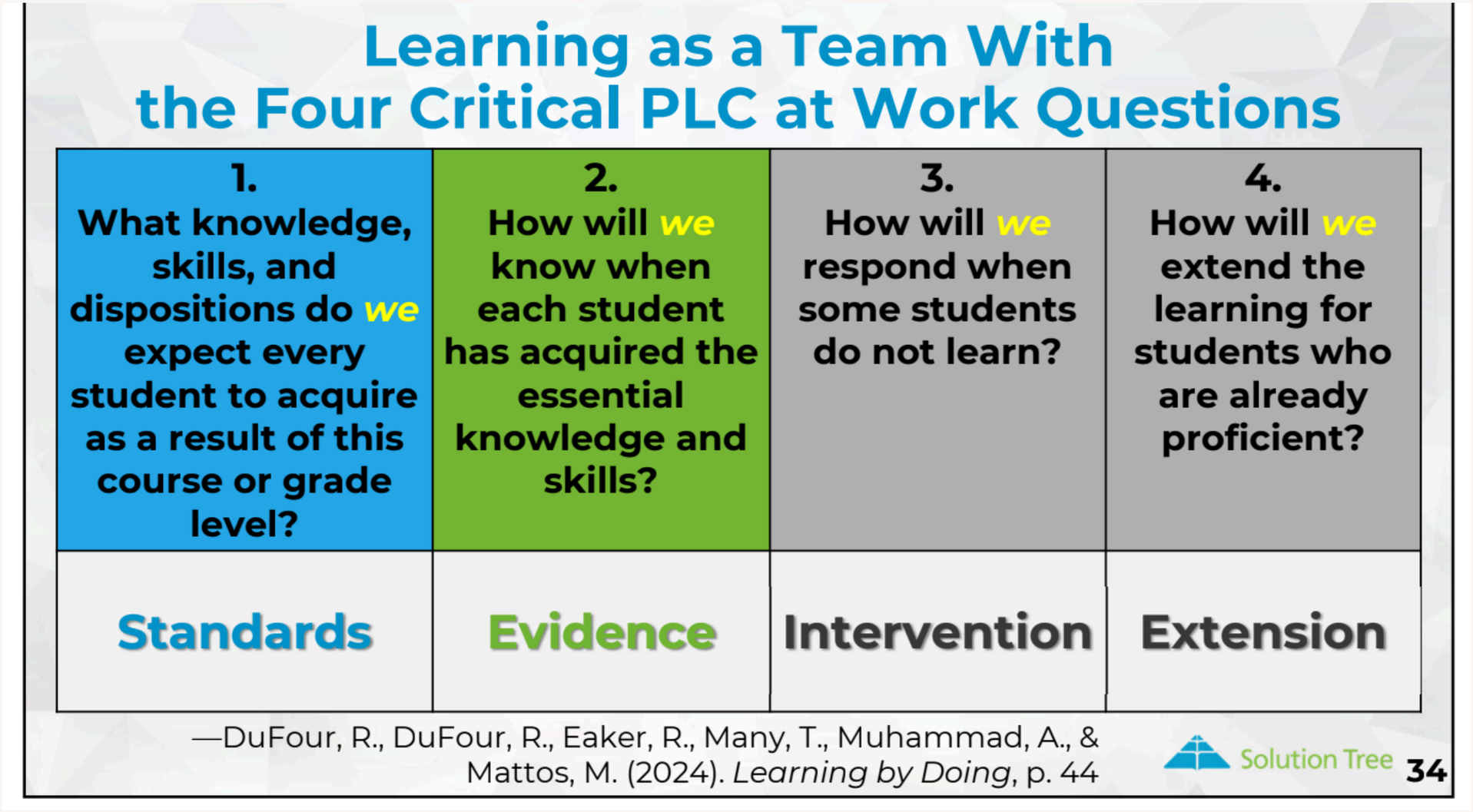
Let's look at the alignment of our focus standards!



"We will do less, but do it so much better."
(P. Maeker)

ELA Focus Essential Standard

Kindergarten	RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
1st	RF.1.4.a Read grade-level text with purpose and understanding.
2nd	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
3rd	RI.3.1 / RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4th	RI.4.1 / RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5th	RI.5.1 / RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

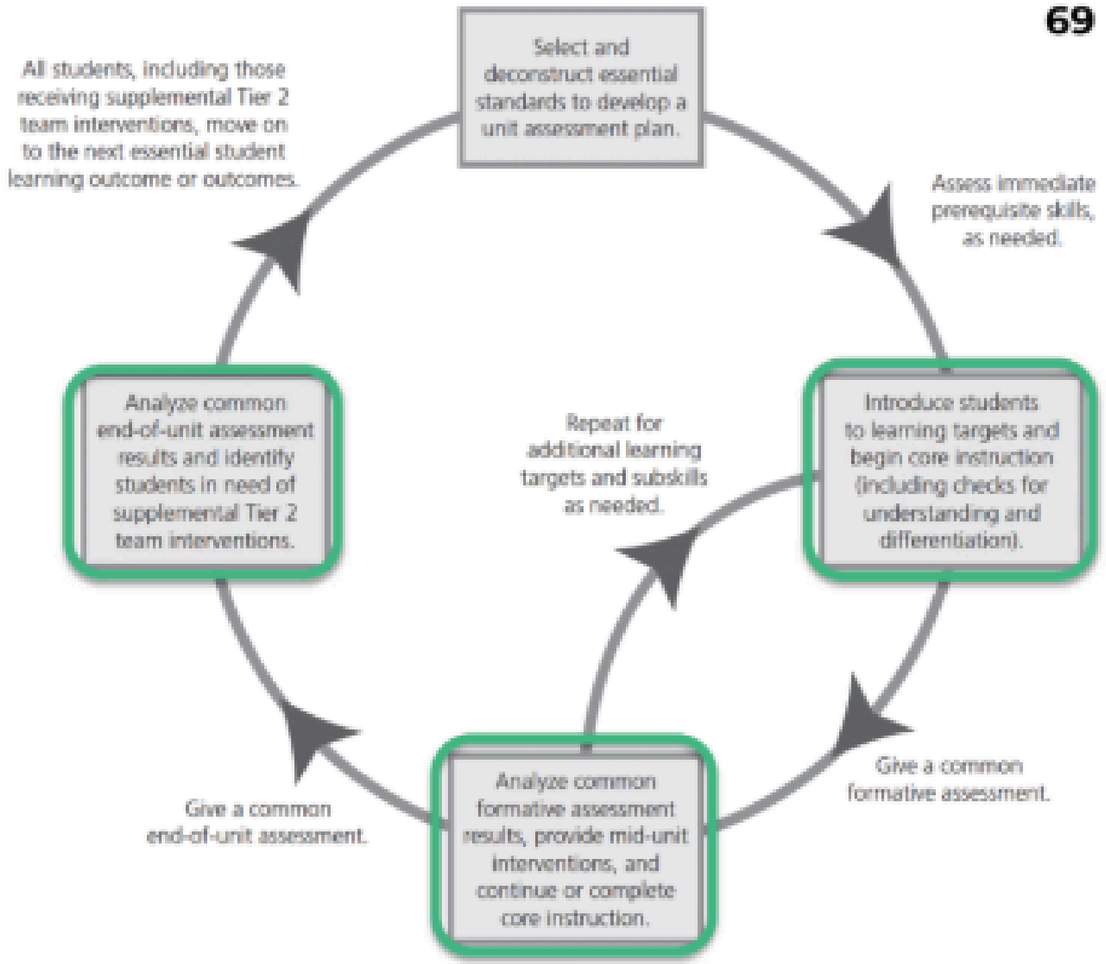


How will PLC support this process?

Tier 1 Teacher Team Essential Actions (Chapter 3)

69

- ✓ Identify essential standards.
- ✓ Design a unit assessment plan.
- ✓ Create common assessments and begin instruction.
- ✓ Foster student investment.
- ✓ Analyze and respond to common assessment data.





Next Steps for Grade Level Teams

- Tier 1 Instruction with a focus on:
  - Create screeners for our focus essential standards
  - Design a Unit Plan
  - Create common assessments and begin instruction
  - Foster student investment - Data Binders
  - Analyze and respond to common assessment data

*From 'Taking Action' resource (RTI Conference)

Unit Plan Template

Google Document Example

Grade Level: 4th Grade	Time Period:	Content Area:

_____ Unit Plan

SMART GOAL(S)

Essential Standards	Key Vocabulary
•	•

Building Shared Knowledge For The Standard

What Do Students Need To Know?	What Do Students Need To Do?	Prerequisite Knowledge/Skills	Future Learning - Next Grade Level
•	•	•	•

Proficiency Levels

1- Far From Proficient	2 - Close to Proficient	3 - Proficient	4 - Advanced

Student-Friendly Learning Targets and DOK	Links to CFAs/Assessments
•	•

Intervention & Extension Plan		
Far From Proficient Interventions	**Close to Proficient Interventions**	**Proficient/Advanced Extensions**

Day-to-Day Planning & Engagement Strategies				
				-

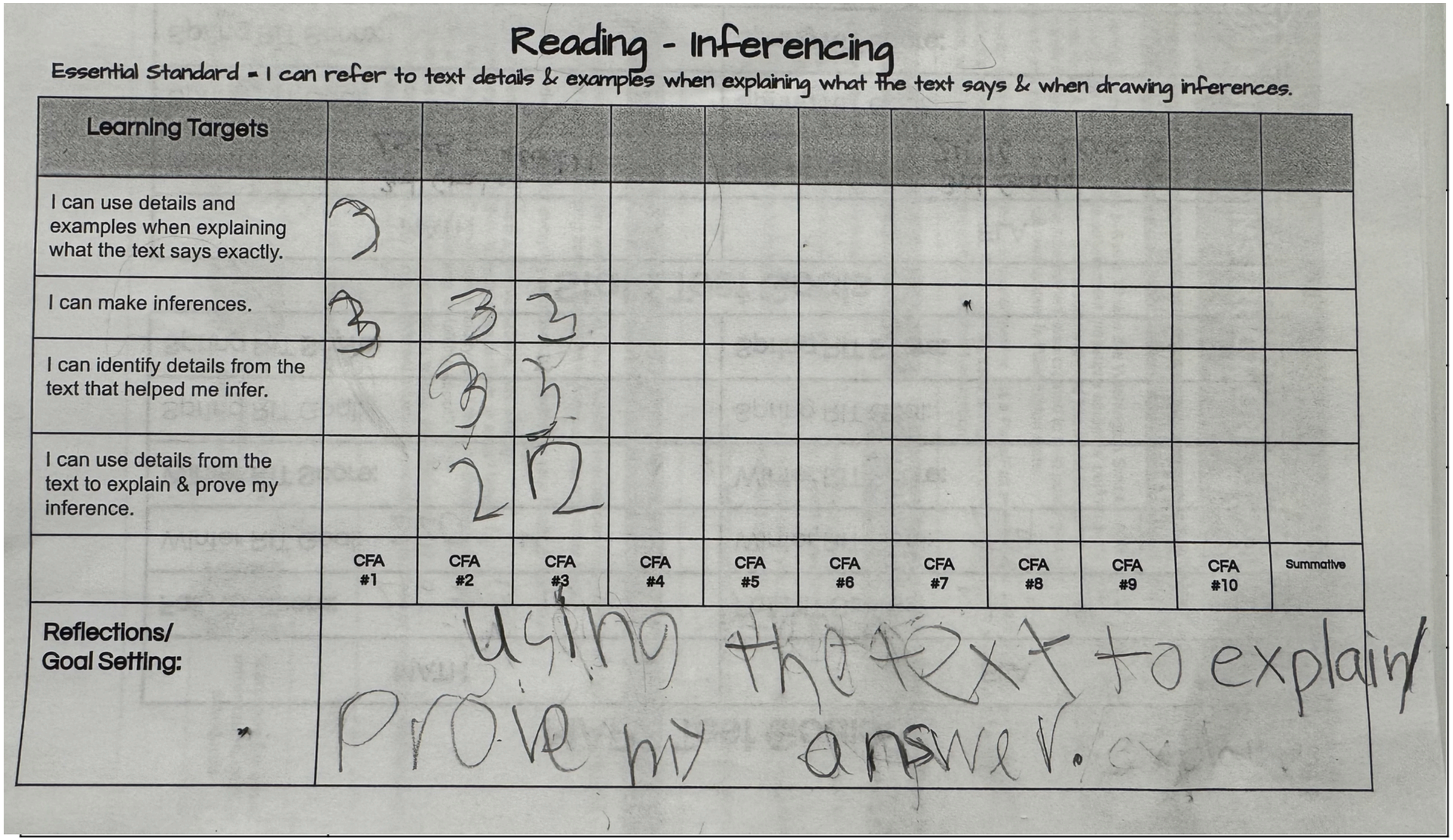
Unit Reflection Notes

Student Data Binders & Examples

4th Grade Examples

1st Grade Example

4th Grade ELA

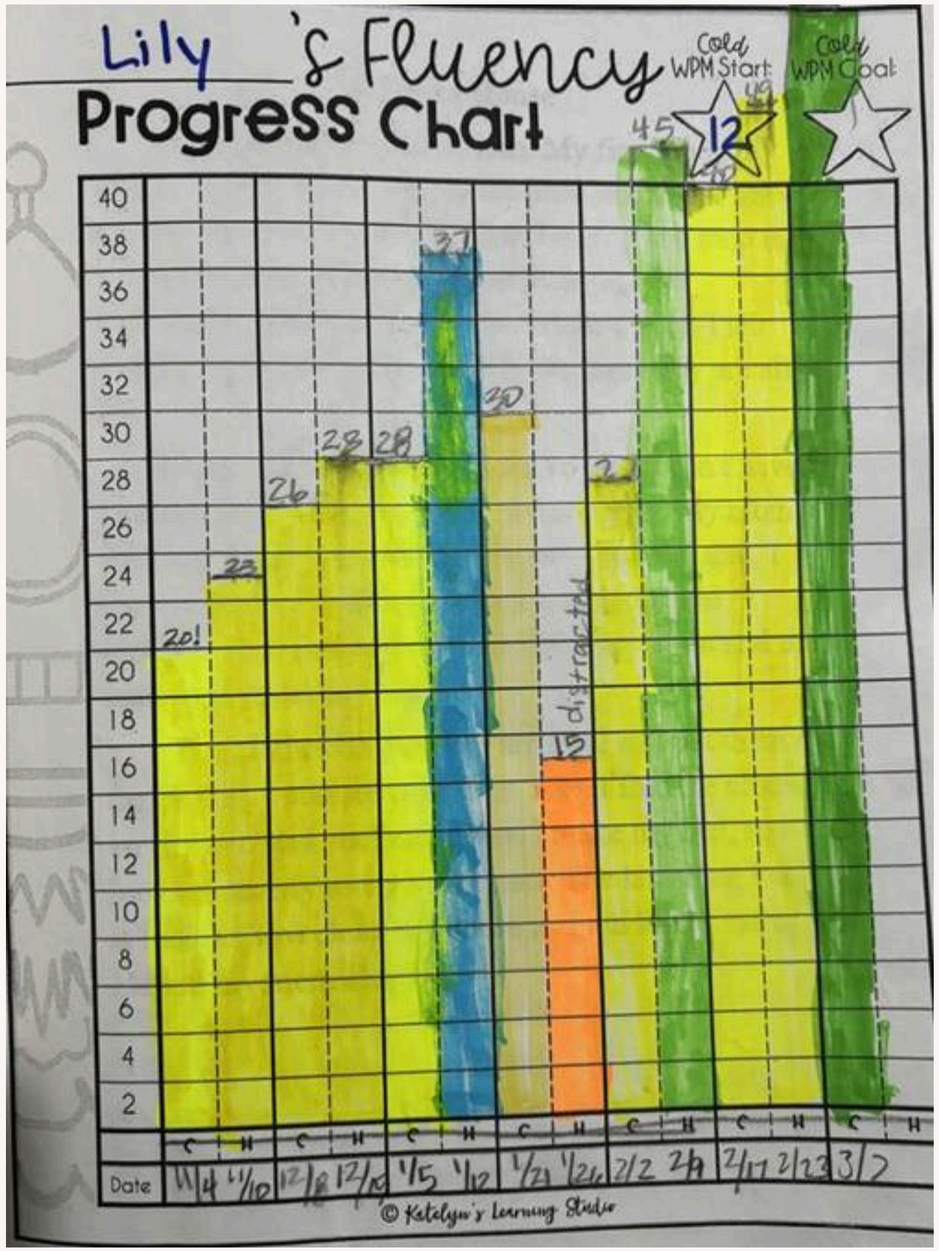


Reading - Inferencing

Essential Standard = I can refer to text details & examples when explaining what the text says & when drawing inferences.

Learning Targets											
I can use details and examples when explaining what the text says exactly.	3										
I can make inferences.	3	3	3								
I can identify details from the text that helped me infer.		3	3								
I can use details from the text to explain & prove my inference.		2	2								
	CFA #1	CFA #2	CFA #3	CFA #4	CFA #5	CFA #6	CFA #7	CFA #8	CFA #9	CFA #10	Summative
Reflections/ Goal Setting:	using the text to explain/ prove my answer.										

1st Grade ELA





Coversheet

Minutes - October 7, 2026 Board Work Session

Section:	IV. Consent Agenda
Item:	A. Minutes - October 7, 2026 Board Work Session
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Work Session on October 7, 2026 2026_10_07_board_meeting_minutes.pdf

DRAFT

Pullman School District

Minutes

Board Work Session

Date and Time
Wednesday October 7, 2026 at 4:30 PM

Location
Franklin Elementary School
850 SE Klemgard St.
Pullman, WA 99163

Directors Present
Arron Carter, Craig Nelson, Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

Directors Absent
None

Guests Present
Bob Maxwell, Cameron Grow, Cheyenne Webber, Courtney Hodge, Jim Bruce, Pam Brantner, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Oct 7, 2026 at 4:30 PM.

II. Agenda Items

A. Franklin Elementary Showcase

Presenter: Cameron Grow, Franklin Elementary Principal
Julie Lippay presented an overview of the Fox Student Council and its school committees. Students serve on committees focused on building a sense of belonging, community service, and collaboratively identifying and problem-solving student concerns with the principal. The council provides opportunities to elevate student voice and engagement in the school community.

B. Elementary Principals Present 2026-2027 School Improvement Plans (SIP)

Elementary principals presented their 2026–2027 School Improvement Plans, aligned with district goals, emphasizing academic growth and proficiency, especially for targeted subgroups, measured via Smarter Balanced state assessments in English Language Arts and Math. Each principal also outlined goals and strategies for addressing chronic absenteeism. Academic and attendance goals were organized by grade level and are supported by tiered intervention systems.

- Franklin Elementary collaborative data review, and flexible WIN groups to provide targeted intervention, remediation, and enrichment.
- Sunnyside Elementary emphasized data tracking, student goal-setting, peer observations, and collaborative teams to guide instruction and interventions. Sunnyside also plans to maintain 95% attendance and provide additional support to students at risk of chronic absenteeism.
- Jefferson Elementary focused on strengthening attendance monitoring and family engagement, including identifying students at risk of chronic absenteeism and developing attendance support plans. Academic strategies emphasize essential standards, common formative assessments, and using student performance data to guide instruction and identify students needing additional support.
- Kamiak Elementary emphasized improving fifth-grade attendance and setting grade-level ELA and math proficiency goals using MAP-projected state assessment scores. Additional targets address proficiency among identified student populations.

Across the schools, principals emphasized the importance of building student connections and fostering a sense of belonging to support attendance. They shared schoolwide initiatives designed to encourage students to attend school consistently.

In response to a question from Board Director Horn, each principal also outlined the clubs offered at their school. Principals noted that finding volunteers to lead clubs can be challenging, with many clubs primarily led by teachers.

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,
Arron Carter

DRAFT

Pullman School District

Minutes

Board Work Session

Date and Time
Wednesday October 7, 2026 at 4:30 PM

Location
Franklin Elementary School
850 SE Klemgard St.
Pullman, WA 99163

Directors Present
Arron Carter, Craig Nelson, Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

Directors Absent
None

Guests Present
Bob Maxwell, Cameron Grow, Cheyenne Webber, Courtney Hodge, Jim Bruce, Pam Brantner, Ryan Mulvey

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Oct 7, 2026 at 4:30 PM.

II. Agenda Items

A. Franklin Elementary Showcase

Presenter: Cameron Grow, Franklin Elementary Principal
Julie Lippay presented an overview of the Fox Student Council and its school committees. Students serve on committees focused on building a sense of belonging, community service, and collaboratively identifying and problem-solving student concerns with the principal. The council provides opportunities to elevate student voice and engagement in the school community.

B. Elementary Principals Present 2026-2027 School Improvement Plans (SIP)

Elementary principals presented their 2026–2027 School Improvement Plans, aligned with district goals, emphasizing academic growth and proficiency, especially for targeted subgroups, measured via Smarter Balanced state assessments in English Language Arts and Math. Each principal also outlined goals and strategies for addressing chronic absenteeism. Academic and attendance goals were organized by grade level and are supported by tiered intervention systems.

- Franklin Elementary collaborative data review, and flexible WIN groups to provide targeted intervention, remediation, and enrichment.
- Sunnyside Elementary emphasized data tracking, student goal-setting, peer observations, and collaborative teams to guide instruction and interventions. Sunnyside also plans to maintain 95% attendance and provide additional support to students at risk of chronic absenteeism.
- Jefferson Elementary focused on strengthening attendance monitoring and family engagement, including identifying students at risk of chronic absenteeism and developing attendance support plans. Academic strategies emphasize essential standards, common formative assessments, and using student performance data to guide instruction and identify students needing additional support.
- Kamiak Elementary emphasized improving fifth-grade attendance and setting grade-level ELA and math proficiency goals using MAP-projected state assessment scores. Additional targets address proficiency among identified student populations.

Across the schools, principals emphasized the importance of building student connections and fostering a sense of belonging to support attendance. They shared schoolwide initiatives designed to encourage students to attend school consistently.

In response to a question from Board Director Horn, each principal also outlined the clubs offered at their school. Principals noted that finding volunteers to lead clubs can be challenging, with many clubs primarily led by teachers.

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,
Arron Carter

Coversheet

Minutes - September 23, 2026 Board Meeting

Section:	IV. Consent Agenda
Item:	B. Minutes - September 23, 2026 Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on September 23, 2026 2026_09_23_board_meeting_minutes.pdf

DRAFT

Pullman School District

Minutes

Regular Board Meeting

Date and Time
Wednesday September 23, 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

Guests Present
Bob Maxwell, 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 Sep 23, 2026 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Changes to agenda:

- ASB Fundraisers - Added to consent agenda

Lisa Waananen Jones made a motion to approve the agenda as revised.
Craig Nelson seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Reports, Correspondence & Program

A. PHS ASB Report

The PHS ASB student representative provided an update on recent and upcoming ASB activities, including:

- Planning for Homecoming, with a “Masquerade” theme.
- Building school spirit through hallway decorating, Minton Mania, spirit days, and a school assembly.
- Recognized the PHS volleyball team for being ranked No. 1 in the state.
- PHS Hosted the WSU Marching Band at the previous week’s football game.
- Hosting an elementary Cheer Camp, with mini cheerleaders scheduled to perform at Friday’s football game.

B. Board Reports

- **Director Horn** reported that the Policy Committee met and continues work on several policies. At Sunnyside Elementary, staff received the Model PLC at Work School award, with a presentation by a Solution Tree representative and performances by PHS Band and Cheer students. Sunnyside also held its book fair and is preparing for STEAM Night. At PHS, Special Education Teacher Sam Fleener shared enthusiasm for the new curriculum and its benefits for staff and students.
- **Director Bayoumi** reported that the DEIB Task Force met on September 22 to establish formal roles and discuss plans for the upcoming year. The task force selected a chair and scheduled its next meeting for October 6. She also provided an overview of the General Assembly, which included 70 proposals and position changes, and outlined next steps in the process.
- **Director Nelson** provided a Finance Committee update, noting discussions regarding enrollment and budget balancing.

- **Director Waananen Jones** reported that the District remains on track to meet the 10% reserve target established in Board policy, despite ongoing financial uncertainty. In her JES update, she shared information about the fall fundraiser, which aims to fund a climbing wall in the gym. She also highlighted other projects supported by previous successful fundraisers and noted the ongoing need for volunteers.
- **Director Carter** reported that the KES PTA held a meeting and is conducting its membership drive while reviewing fundraising opportunities and ways for families to get involved. He also shared enthusiasm for progress on the playground slides and greenhouse. Regarding the upcoming PHS Booster Auction, he noted that the Board typically contributes a basket for the silent auction and planning will need to begin.

C. Superintendent's Report

Superintendent Maxwell provided a facilities update, noting that work is underway on the electrical foundation installation in the historic side of the District Office. He also shared that WSSDA Direct featured an article highlighting the District’s solar panel project.

Superintendent Maxwell discussed additional signage being installed throughout the District to remind community members that tracks are closed to the public during the school day and to address concerns about dog waste on school fields. He emphasized that dog waste poses a safety hazard to students and noted that continued issues could result in public access restrictions. The District Office preschool area is now closed to dogs.

D. Program Reports

Report: Highly Capable Program
Presenter: Joni Stevens, Instructional Coach

Joni provided an overview of the Highly Capable Program, including state requirements effective June 2026 that emphasize equitable identification, universal screening, and multiple pathways for qualification and noted that the new requirements align with the District’s current practices. The presentation covered referral and identification data, the CogAT screening process, classroom strategies focused on depth and complexity, and efforts to expand access through staff training, family outreach, and strengthened K–2 identification.

In response to Board questions, Joni explained that classroom strategies incorporate specialist subjects, such as music and movement, to provide students with creative ways to demonstrate learning. While the program does not have a dedicated curriculum, staff have access to curricular resources, and the District hopes to incorporate learning extensions into the PLC process. She also discussed opportunities to strengthen support

for secondary students by connecting families with extracurricular activities and community organizations.

E. A Community of Belonging - Update

- **Attendance:** The District is working with individual schools to develop attendance plans in support of the Board's attendance goal. Assistant Superintendent Mulvey and Courtney Hodge met with ParentSquare to explore Attendance Plus, a tool that offers automated, translated notifications to support family engagement while reducing administrative workload.
- **WSU Partnership:** District leadership have met with various WSU departments to explore opportunities to strengthen partnerships between the District and the university.
- **SEL K–12 Outreach:** Superintendent Maxwell and Assistant Superintendent Mulvey met with SEL K–12 Outreach to refine existing partnerships and explore opportunities for future collaboration.

III. Public Comment

A. Speaker(s)

No speakers.

IV. Consent Agenda

A. Minutes - September 2, 2026 Board Work Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Board Work Session on 09-02-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Minutes - September 9, 2026 Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 09-09-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Personnel Report

D. Professional/Personal Services Contract Report

E. 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.

Fund: ASB

Wire Transfer Payments 202600051 through 202600051, totaling $1,004.15
Check Numbers 26738410 through 26738411, totaling $1,096.85
Check Numbers 26738409 through 26738409, totaling $1,094.17
Check Numbers 26738397 through 26738403, totaling $19,065.65

Fund: Capital Projects

Wire Transfer Payments 202600051 through 202600051, totaling $49.25
Check Numbers 26738412 through 26738412, totaling $63,503.20

Fund: General

Wire Transfer Payments 202600051 through 202600051, totaling $589.46
Check Numbers 26738404 through 26738408, totaling $70,995.90
AP ACH Numbers 9000000081 through 9000000081, totaling $185.00
AP ACH Numbers 9000000082 through 9000000086, totaling $792,203.01
Check Numbers 26738413 through 26738414, totaling $300.00
Check Numbers 26738415 through 26738454, totaling $119,208.74

F. Transitional Bilingual Instruction Programs (TBIP) - FP 219

G. Overnight Field Trip Request

H. Budget Status Report

I. Student Transfer Requests

J. ASB Fundraisers

K. Consent Agenda Approval

Craig Nelson made a motion to approve the consent agenda (Items A-J).
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Action Items

A. 3115 Students Experiencing Homelessness

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last board meeting and there have been no questions received since it was last presented. WSSDA revised the policy to remove redundant language.

Craig Nelson made a motion to approve the revisions to Board Policy 3115 Students Experiencing Homelessness: Enrollment Rights and Services.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Resolution 26-27: 03 Declaration of Surplus Property

Presenter: Juston Pollestad, Executive Director of Operations
This item was presented at the last board meeting and there have been no questions received since it was last presented. There was a change to the resolution to include a mini-van since it was last presented.
Lisa Waananen Jones made a motion to approve by Resolution 26-27:03 declaration of surplus property with the addition of the surplus van.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Discussion Items

A. 5401 Sick Leave

Presenter: Dani Lynas, Finance Director
Policy 5401 Sick Leave has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised the model policy to clarify which of the statutory structures districts should use for their incentive programs and the notification requirements for program enrollment. This aligns with the district's current sick leave policies.

B. 1825 Addressing School Director Violations - NEW

Presenter: Arron Carter, Board President
The Board discussed proposed Policy 1825, Addressing School Director Violations, which is based on the WSSDA model policy and establishes a process for addressing director conduct concerns. The policy is intended to clarify ethical standards and provide a fair, neutral process for responding to potential violations.

The Board noted overlap with the revised Policy 1101F2 and would need to determine whether to move forward with Policy 1825 and remove any redundant provisions from Policy 1101F2. Director Waananen Jones commented that the policy would strengthen adherence to Board policies and provide a good-faith mechanism for addressing concerns. She noted some reservations about grouping policy and legal compliance with professional judgment but was comfortable with the language as written.

C.

1101F2 Board Communication Protocols

Presenter: Arron Carter, Board President

The Board discussed proposed revisions to Policy 1101F2, Board Communication Protocols, to clarify expectations for Board director communication, including social media use and ethical conduct. The revised draft, prepared by Director Bayoumi, reflects continued discussion from the annual retreat. The Policy Committee reviewed two versions and chose to begin with a more limited revision, with the option to consider a more extensive revision if desired.

Following the Board's discussion of Policy 1825, Director Waananen Jones expressed a preference for keeping the policies separate and removing the Board violation section from Policy 1101F2. Director Nelson questioned whether ethical conduct language belonged in the communication protocol and raised concerns about the term "professional" in reference to Board directors. Director Bayoumi provided context for the proposed language. The Board discussed whether ethics provisions should be addressed separately or referenced through existing WSSDA policies on Board director ethics.

The Board also reviewed proposed language addressing social media use. Members discussed clarifying that directors are not required to use personal social media but are expected to follow communication expectations when they choose to use it. The Board further discussed revising the reference to "the professional standards of conduct" to address concerns about implying a separate, established standard.

VII. Informational Items

A. Administrative Requirements Update

- September

B. Enrollment

Current Enrollment
For 2026-2027 School Year
Budgeted FTE: 2586
Current FTE: 2555.34

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

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

F. 2026-2027 Athletics & Activities Handbook

Revisions:

- SECTION ADDED: Academic Progress for Alternative Learning and Running Start Students

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 7:27 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- Board Report Template .pdf
- Highly Capable Program Report.pdf
- 2026_09_02_board_meeting_minutes.pdf
- 2026_09_09_board_meeting_minutes.pdf
- Board Report - 9.23.2026 Personnel.pdf
- Board Report - Contracts 9.23.2026.pdf
- CK Summaries 9.23.26.pdf
- PSD_TBIP_26_27.pdf
- Overnight Field Trip Request - PHS Orchestra 9.23.26.pdf
- Budget Status Report_August 2026 Preliminary.pdf
- 2026 09.23 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS FFA_Plant Sale 9.23.26.pdf
- ASB Fundraiser - PHS Orchestra_Disney-Desserts 9.23.26.pdf
- ASB Fundraiser - PHS FFA_Winter Ball 9.23.26.pdf
- ASB Fundraiser-PHS Orchestra_Popcorn 9.23.26.pdf
- ES 3115 Students Experiencing Homelessness 9.9.26.pdf
- 3115 Students Exp Homelessness- Enrollment Rights and Svcs 9.9.26.pdf
- ES Surplus Inventory Sale.pdf
- Surplus Sale Resolution 26-27 Updated.pdf
- ES 5401 Sick Leave 9.23.26.pdf
- 5401 Sick Leave 9.23.26.pdf
- ES 1825 Addressing School Director Violations 9.23.26.pdf

- 1825 Addressing School Director Violations 9.23.26.pdf
- ES 1101F2 Board Communication Protocols 9.23.26.pdf
- 1101F2 Board - Communication Protocols 9.23.26.pdf
- September Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2026-2027 Board Meeting Content Calendar 5.27.26.pdf
- 2026-27 Strategic Plan Goals_Priorities_Success Indicators.pdf
- 2026-27 Athletics & Activities Handbook (Revised) 9.18.26.pdf

DRAFT

Pullman School District

Minutes

Regular Board Meeting

Date and Time
Wednesday September 23, 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

Guests Present
Bob Maxwell, 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 Sep 23, 2026 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Changes to agenda:

- ASB Fundraisers - Added to consent agenda

Lisa Waananen Jones made a motion to approve the agenda as revised.
Craig Nelson seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Reports, Correspondence & Program

A. PHS ASB Report

The PHS ASB student representative provided an update on recent and upcoming ASB activities, including:

- Planning for Homecoming, with a “Masquerade” theme.
- Building school spirit through hallway decorating, Minton Mania, spirit days, and a school assembly.
- Recognized the PHS volleyball team for being ranked No. 1 in the state.
- PHS Hosted the WSU Marching Band at the previous week’s football game.
- Hosting an elementary Cheer Camp, with mini cheerleaders scheduled to perform at Friday’s football game.

B. Board Reports

- **Director Horn** reported that the Policy Committee met and continues work on several policies. At Sunnyside Elementary, staff received the Model PLC at Work School award, with a presentation by a Solution Tree representative and performances by PHS Band and Cheer students. Sunnyside also held its book fair and is preparing for STEAM Night. At PHS, Special Education Teacher Sam Fleener shared enthusiasm for the new curriculum and its benefits for staff and students.
- **Director Bayoumi** reported that the DEIB Task Force met on September 22 to establish formal roles and discuss plans for the upcoming year. The task force selected a chair and scheduled its next meeting for October 6. She also provided an overview of the General Assembly, which included 70 proposals and position changes, and outlined next steps in the process.
- **Director Nelson** provided a Finance Committee update, noting discussions regarding enrollment and budget balancing.

- **Director Waananen Jones** reported that the District remains on track to meet the 10% reserve target established in Board policy, despite ongoing financial uncertainty. In her JES update, she shared information about the fall fundraiser, which aims to fund a climbing wall in the gym. She also highlighted other projects supported by previous successful fundraisers and noted the ongoing need for volunteers.
- **Director Carter** reported that the KES PTA held a meeting and is conducting its membership drive while reviewing fundraising opportunities and ways for families to get involved. He also shared enthusiasm for progress on the playground slides and greenhouse. Regarding the upcoming PHS Booster Auction, he noted that the Board typically contributes a basket for the silent auction and planning will need to begin.

C. Superintendent's Report

Superintendent Maxwell provided a facilities update, noting that work is underway on the electrical foundation installation in the historic side of the District Office. He also shared that WSSDA Direct featured an article highlighting the District’s solar panel project.

Superintendent Maxwell discussed additional signage being installed throughout the District to remind community members that tracks are closed to the public during the school day and to address concerns about dog waste on school fields. He emphasized that dog waste poses a safety hazard to students and noted that continued issues could result in public access restrictions. The District Office preschool area is now closed to dogs.

D. Program Reports

Report: Highly Capable Program
Presenter: Joni Stevens, Instructional Coach

Joni provided an overview of the Highly Capable Program, including state requirements effective June 2026 that emphasize equitable identification, universal screening, and multiple pathways for qualification and noted that the new requirements align with the District’s current practices. The presentation covered referral and identification data, the CogAT screening process, classroom strategies focused on depth and complexity, and efforts to expand access through staff training, family outreach, and strengthened K–2 identification.

In response to Board questions, Joni explained that classroom strategies incorporate specialist subjects, such as music and movement, to provide students with creative ways to demonstrate learning. While the program does not have a dedicated curriculum, staff have access to curricular resources, and the District hopes to incorporate learning extensions into the PLC process. She also discussed opportunities to strengthen support

for secondary students by connecting families with extracurricular activities and community organizations.

E. A Community of Belonging - Update

- **Attendance:** The District is working with individual schools to develop attendance plans in support of the Board's attendance goal. Assistant Superintendent Mulvey and Courtney Hodge met with ParentSquare to explore Attendance Plus, a tool that offers automated, translated notifications to support family engagement while reducing administrative workload.
- **WSU Partnership:** District leadership have met with various WSU departments to explore opportunities to strengthen partnerships between the District and the university.
- **SEL K–12 Outreach:** Superintendent Maxwell and Assistant Superintendent Mulvey met with SEL K–12 Outreach to refine existing partnerships and explore opportunities for future collaboration.

III. Public Comment

A. Speaker(s)

No speakers.

IV. Consent Agenda

A. Minutes - September 2, 2026 Board Work Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Board Work Session on 09-02-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Minutes - September 9, 2026 Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 09-09-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Personnel Report

D. Professional/Personal Services Contract Report

E. 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.

Fund: ASB

Wire Transfer Payments 202600051 through 202600051, totaling $1,004.15
Check Numbers 26738410 through 26738411, totaling $1,096.85
Check Numbers 26738409 through 26738409, totaling $1,094.17
Check Numbers 26738397 through 26738403, totaling $19,065.65

Fund: Capital Projects

Wire Transfer Payments 202600051 through 202600051, totaling $49.25
Check Numbers 26738412 through 26738412, totaling $63,503.20

Fund: General

Wire Transfer Payments 202600051 through 202600051, totaling $589.46
Check Numbers 26738404 through 26738408, totaling $70,995.90
AP ACH Numbers 9000000081 through 9000000081, totaling $185.00
AP ACH Numbers 9000000082 through 9000000086, totaling $792,203.01
Check Numbers 26738413 through 26738414, totaling $300.00
Check Numbers 26738415 through 26738454, totaling $119,208.74

F. Transitional Bilingual Instruction Programs (TBIP) - FP 219

G. Overnight Field Trip Request

H. Budget Status Report

I. Student Transfer Requests

J. ASB Fundraisers

K. Consent Agenda Approval

Craig Nelson made a motion to approve the consent agenda (Items A-J).
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Action Items

A. 3115 Students Experiencing Homelessness

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last board meeting and there have been no questions received since it was last presented. WSSDA revised the policy to remove redundant language.

Craig Nelson made a motion to approve the revisions to Board Policy 3115 Students Experiencing Homelessness: Enrollment Rights and Services.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Resolution 26-27: 03 Declaration of Surplus Property

Presenter: Juston Pollestad, Executive Director of Operations
This item was presented at the last board meeting and there have been no questions received since it was last presented. There was a change to the resolution to include a mini-van since it was last presented.
Lisa Waananen Jones made a motion to approve by Resolution 26-27:03 declaration of surplus property with the addition of the surplus van.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Discussion Items

A. 5401 Sick Leave

Presenter: Dani Lynas, Finance Director
Policy 5401 Sick Leave has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised the model policy to clarify which of the statutory structures districts should use for their incentive programs and the notification requirements for program enrollment. This aligns with the district's current sick leave policies.

B. 1825 Addressing School Director Violations - NEW

Presenter: Arron Carter, Board President
The Board discussed proposed Policy 1825, Addressing School Director Violations, which is based on the WSSDA model policy and establishes a process for addressing director conduct concerns. The policy is intended to clarify ethical standards and provide a fair, neutral process for responding to potential violations.

The Board noted overlap with the revised Policy 1101F2 and would need to determine whether to move forward with Policy 1825 and remove any redundant provisions from Policy 1101F2. Director Waananen Jones commented that the policy would strengthen adherence to Board policies and provide a good-faith mechanism for addressing concerns. She noted some reservations about grouping policy and legal compliance with professional judgment but was comfortable with the language as written.

C.

1101F2 Board Communication Protocols

Presenter: Arron Carter, Board President

The Board discussed proposed revisions to Policy 1101F2, Board Communication Protocols, to clarify expectations for Board director communication, including social media use and ethical conduct. The revised draft, prepared by Director Bayoumi, reflects continued discussion from the annual retreat. The Policy Committee reviewed two versions and chose to begin with a more limited revision, with the option to consider a more extensive revision if desired.

Following the Board's discussion of Policy 1825, Director Waananen Jones expressed a preference for keeping the policies separate and removing the Board violation section from Policy 1101F2. Director Nelson questioned whether ethical conduct language belonged in the communication protocol and raised concerns about the term "professional" in reference to Board directors. Director Bayoumi provided context for the proposed language. The Board discussed whether ethics provisions should be addressed separately or referenced through existing WSSDA policies on Board director ethics.

The Board also reviewed proposed language addressing social media use. Members discussed clarifying that directors are not required to use personal social media but are expected to follow communication expectations when they choose to use it. The Board further discussed revising the reference to "the professional standards of conduct" to address concerns about implying a separate, established standard.

VII. Informational Items

A. Administrative Requirements Update

- September

B. Enrollment

Current Enrollment
For 2026-2027 School Year
Budgeted FTE: 2586
Current FTE: 2555.34

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

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

F. 2026-2027 Athletics & Activities Handbook

Revisions:

- SECTION ADDED: Academic Progress for Alternative Learning and Running Start Students

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 7:27 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- Board Report Template .pdf
- Highly Capable Program Report.pdf
- 2026_09_02_board_meeting_minutes.pdf
- 2026_09_09_board_meeting_minutes.pdf
- Board Report - 9.23.2026 Personnel.pdf
- Board Report - Contracts 9.23.2026.pdf
- CK Summaries 9.23.26.pdf
- PSD_TBIP_26_27.pdf
- Overnight Field Trip Request - PHS Orchestra 9.23.26.pdf
- Budget Status Report_August 2026 Preliminary.pdf
- 2026 09.23 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS FFA_Plant Sale 9.23.26.pdf
- ASB Fundraiser - PHS Orchestra_Disney-Desserts 9.23.26.pdf
- ASB Fundraiser - PHS FFA_Winter Ball 9.23.26.pdf
- ASB Fundraiser-PHS Orchestra_Popcorn 9.23.26.pdf
- ES 3115 Students Experiencing Homelessness 9.9.26.pdf
- 3115 Students Exp Homelessness- Enrollment Rights and Svcs 9.9.26.pdf
- ES Surplus Inventory Sale.pdf
- Surplus Sale Resolution 26-27 Updated.pdf
- ES 5401 Sick Leave 9.23.26.pdf
- 5401 Sick Leave 9.23.26.pdf
- ES 1825 Addressing School Director Violations 9.23.26.pdf

- 1825 Addressing School Director Violations 9.23.26.pdf
- ES 1101F2 Board Communication Protocols 9.23.26.pdf
- 1101F2 Board - Communication Protocols 9.23.26.pdf
- September Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2026-2027 Board Meeting Content Calendar 5.27.26.pdf
- 2026-27 Strategic Plan Goals_Priorities_Success Indicators.pdf
- 2026-27 Athletics & Activities Handbook (Revised) 9.18.26.pdf

Coversheet

Personnel Report

Section: IV. Consent Agenda
Item: C. Personnel Report
Purpose: FYI
Submitted by:
Related Material: Board Report - 10.14.2026 Personnel.pdf
Coaches & Activity Advisors (2026-2027).pdf

MEMORANDUM

TO: Board of Directors

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

DATE: October 14, 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:

Classified: **Christina Benitez,** core+ paraeducator at Kamiak Elementary School, resignation effective October 13, 2026

Chelsey Hall as special education paraeducator at Pullman High School

Heather Johnson as head cook at Kamiak Elementary School

Solomia Patrashko as certified nursing assistant

Anna Stutz as custodian at Kamiak Elementary School

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

Coaches/Student Activity Advisors for the 2026-2027 school year (see attached)

Kyle Cance as co-DECA advisor at Pullman High School

Kelci Gordon as assistant girls basketball coach at Pullman High School

Sherree Komp as senior class advisor at Pullman High School

Martin Mikkelsen as Magic the Gathering Club advisor at Lincoln Middle School

Jason Nollmeyer as ASB advisor at Lincoln Middle School

McKinzie Turner as co-DECA advisor at Pullman High School

John Willy as yearbook club advisor at Lincoln Middle School

For Your Information:

Colby West, fourth grade teacher at Jefferson Elementary School, has received approval to take two days of unpaid leave in January

PHS Coaches
2026-2027

Sport	Coach	Type	Placement
Football	Kevin Agnew	Head	Head - Level 1
	Nick Darling	Assistant	Assistant - Level 1
	Chris Engle	Assistant	Assistant - Level 1
	Sam Fleener	Assistant	Assistant - Level 1
	Brian Foote	Assistant	Assistant - Level 1
	Cotton Sears	Assistant	Assistant - Level 1
Volleyball	Megan McNannay	Head	Head - Level 2
	Natalie Camerino	Assistant	Assistant - Level 2
	Kelci Gordon	Assistant	Assistant - Level 2
Cross Country	Allix Potratz-Lee	Head	Head - Level 3
	Hannah Kiser	Assistant	Assistant - Level 3
Soccer - Girls	Hannah Fields	Head	Head - Level 3
	Scott Thompson	Assistant	Assistant - Level 3
Swimming - Girls	Karen Eldred	Head	Head - Level 2
	Brittney Moore	Assistant	Assistant - Level 2
Swimming - Boys	Isaac Ries	Head	Head - Level 2
		Assistant	Assistant - Level 2
Basketball - Boys	Craig Brantner	Head	Head - Level 1
	Travis Brown	Assistant	Assistant - Level 1
	Mark Imler	Assistant	Assistant - Level 1
Basketball - Girls	Seth Paine	Head	Head - Level 1
	Nick Darling	Assistant	Assistant - Level 1
	Kelci Gordon	Assistant	Assistant - Level 1
Wrestling	Angel Acosta	Head	Head - Level 2
	Colton Peterson	Assistant	Assistant - Level 2
		Support Assistant	Assistant - Level 7
Bowling - Girls	Haylee Fishback	Head	Head - Level 5
Soccer - Boys	Doug Winchell	Head	Head - Level 3
	Scott Thompson	Assistant	Assistant - Level 3
	Hannah Fields	Support Assistant	Assistant - Level 7
Softball	Haylee Fishback	Head	Head - Level 2
	Nick Darling	Assistant	Assistant - Level 2
	Ryan Hodge	Support Assistant	Assistant - Level 7
Baseball	Kevin Agnew	Head	Head - Level 2
	Nathan Clark	Assistant	Assistant - Level 2
	Matt Coulter	Support Assitant	Assistant - Level 7
Tennis - Boys	Cody Wendt	Head	Head - Level 2 (GF)
		Assistant	Assistant - Level 3
Tennis - Girls	Dan Vollmer	Head	Head - Level 2 (GF)
	Kelci Gordon	Assistant	Assistant - Level 3

PHS Coaches
2026-2027

Sport	Coach	Type	Placement
Golf		Head Boys	Head - Level 3
	John Willy	Head Girls	Head - Level 3
	McKenna Kendall	Support Assistant	Assistant - Level 7
Track	Roberto Flores	Head Boys	Head - Level 2
	Allix Potratz-Lee	Head Girls	Head - Level 2
	Braydon Maier	Assistant	Assistant - Level 2
	Mary Marsh	Assistant	Assistant - Level 2
Cheer	Erin Willy	Head (Fall Season)	Head - Level 4
	Altaira Bogle	Assistant (Fall Season)	Assistant - Level 4
Game Management	Mary Marsh	Fall	Time Slip
	Mary Marsh	Winter	Time Slip
	Rachel Lewis	Spring	Time Slip

PHS Activity Advisors
2026-2027

Activity	Advisor	Placement
Competitive		
DECA	Kyle Cance	CTE Stipend
	McKinzie Turner	CTE Stipend
Knowledge Bowl	Matt Coulter	Level 7 - Assistant
Math Team	Bryce Gravel	Level 8
Science Bowl	Bryce Gravel	Level 8
Science Olympiad Advisor	Marla Haugen	Level 8
Non-Competitive		
ASB Advisor	Erin Willy	Level 4 - Head
Auditorium Manager	Andy Mielke	Level 5 - Head
Drama Club (3 seasons)	Andy Mielke	Level 4 - Head
Asst Drama Club (3 seasons)	Aryn Vance	Level 4 - Assistant
Asst Drama Club II (3 seasons)	Randy Emerson	Level 10 - Advisor II
Debate Club	Raeiah Currier	Level 8
Key Club	Kayla Brown	Level 8
Spirit Club	Betty Klover	Level 7 - Head
Class Advisors		
Freshman Class	Olivia Craine	Level 14 - Advisor IV
Sophomore Class	Hailee Speir	Level 14 - Advisor IV
Junior Class	Kate Agnew	Level 10 - Advisor II
Senior Class	Sherree Komp	Level 10 - Advisor II

LMS Coaches
2026-2027

Sport	Name	Type	Placement
Cross Country	Johanna Erickson	Head	Head - Level 6
	Russ Fitts	Assistant	Assistant - Level 6
Volleyball	Kim Turner	Head - 8th gr varsity	Head - Level 6
	Destiny Barker	Assistant - 7th gr varsity	Assistant - Level 6
	Cyndi Vollmer	Assistant	Assistant - Level 6
	Dan Vollmer	Assistant	Assistant - Level 6
Football	Rick Wood	Head	Head - Level 6
	Josh Cheslek	Assistant	Assistant - Level 6
	Keymarione Croft	Assistant	Assistant - Level 6
	Jaron Hodge	Assistant	Assistant - Level 6
	Ryan Hodge	Assistant	Assistant - Level 6
Basketball - Boys	Josh Bray	Head - 8th gr varsity	Head - Level 6
	Brian Dailey	Assistant	Assistant - Level 6
	Jaron Hodge	Assistant	Assistant - Level 6
	Ryan Hodge	Assistant	Assistant - Level 6
	Riley Huddleston	Assistant	Assistant - Level 6
	Cotton Sears	Assistant	Assistant - Level 6
Basketball - Girls	Chris Engle	Head - 8th gr varsity	Head - Level 6
	Jaron Hodge	Assistant	Assistant - Level 6
	Ryan Hodge	Assistant	Assistant - Level 6
		Assistant	Assistant - Level 6
		Assistant	Assistant - Level 6
Wrestling	David Lopez	Head	Head - Level 6
	Cotton Sears	Assistant	Assistant - Level 6
Track	Johanna Erickson	Head Girls Coach	Head - Level 6
	Cotton Sears	Head Boys Coach	Head - Level 6
	Russell Fitts	Assistant	Assistant - Level 6
	Jaron Hodge	Assistant	Assistant - Level 6
	Riley Huddleston	Assistant	Assistant - Level 6
	Emily Leinweber	Assistant	Assistant - Level 6
		Assistant	Assistant - Level 6
INTRAMURALS			
Girls Bowling		Coordinator	Head - Level 7
Game Management	Chuck Caessens	Game Manager	Time Slip

LMS Activity Advisors
2026-2027

Activity	Advisor	Placement
Competitive:		
Math Team	Min-Kyu Song	Level 6 - Advisor I - Head
Science Bowl	Marla Haugen	Level 8
Science Olympiad	Marla Haugen	Level 8
Non-Competitive:		
Art Club	Kealan Emerson	Level 12 - Advisor III
ASB Advisor	Jason Nollmeyer	Level 6 - Assistant
Assistant Activities Manager	Chuck Caessens	Level 4 - Head
Builder's Club Advisor		Level 8
Channel 3	John Willy	Level 10 - Advisor II
Chess Club	Emma Haug	Level 12 - Advisor III
Drama Club	Sadie Lenssen	Level 10 - Advisor II
Garden Club	Marla Haugen	Level 12 - Advisor III
Gender and Sexuality Alliance Club	Desiree Greystone	Level 12 - Advisor III
Jazz Band	Joe Covill	Level 6 - Advisor I - Assistant
Jazz Choir	Tricia James	Level 6 - Advisor I - Assistant
Jazz Ensemble I	Joe Covill	Level 12 - Advisor III
Jazz Ensemble II	Joe Covill	Level 12 - Advisor III
Magic the Gathering Club	Open Position (M. Dissmore)	Level 12 - Advisor III
Pokémon Club	Martin Mikkelsen	Level 13
Spirit Club		Level 7 - Assistant
Students of Color Alliance Club	Brian Green	Level 12 - Advisor III
Yearbook Club	John Willy	Level 7 - Head

Coversheet

Professional/Personal Services Contract Report

Section: IV. Consent Agenda
Item: D. Professional/Personal Services Contract Report
Purpose:
Submitted by:
Related Material: Board Report - Contracts 10.14.2026.pdf

MEMORANDUM

TO: Board of Directors

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

DATE October 14, 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:

Scott Backovich Communications to provide ENVOLVE leadership training and 2026-2027 school year resources for students at Pullman High School, February 5, 2027 through February 6, 2027, $3,500.00.

Coversheet

Warrants

Section: IV. Consent Agenda
Item: E. Warrants
Purpose: FYI
Submitted by:
Related Material: Payroll Warrant Authorization Form_September 2026.pdf
CK Summaries 10.14.26.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 26738455 to 26738485 inclusive, with payroll amounting to $3,663,588.77 issued 09/30/2026 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: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $287,684.02, 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 26738503 through 26738562, totaling $287,684.02

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738503	Ahimsa Kids, INC	$2,190.00
26738504	Airway Hills Golf Center, Trent Goetze	$144.00
26738505	Amable Consulting LLC, Megan Itani	$3,000.00
26738506	Amend Music Center	$790.98
26738507	Amplify Education Inc	$53.02
26738508	Bargreen Ellingson	$70.29
26738509	Bethany Shin Speech Therapy LLC	$6,375.00
26738510	Bobs Fire Equipment	$108.00
26738511	Broughton, Alexandra D	$3,217.50
26738512	Bryson Sales & Service	$279.52
26738513	Building Blocks Pediatric Therapy	$1,656.00
26738514	Ccooper Services	$570.00
26738515	Charlies Produce	$1,008.55
26738516	City of Pullman Water	$37,504.48
26738517	Coleman Oil Company LLC	$21,278.99
26738518	Community Child Care Center	$2,055.89
26738519	Dunlap, Ryan D	$50.00
26738520	Electrical Contractors NW Inc.	$2,687.27
26738521	Energy Eval Group	$9,435.60
26738522	Envoy Plan Services, Inc.	$12.50
26738523	Ferguson Enterprises Inc	$2,047.29
26738524	Four Star Supply Co., Inc	$349.05
26738525	Gerena, William	$321.03
26738526	Golden Waffles	$83.20
26738527	HD SUPPLY	$2,838.38
26738528	Health-e Pro	$1,376.30
26738529	Hilliard's Htg & Plumbing, Inc.	$271.55
26738530	J & H Printing Inc.	$84.40

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738531	Kimball Midwest	$337.32
26738532	King County Director's Assoc	$5,773.75
26738533	Kuhl Auto Parts, LLC	$1,033.29
26738534	Level 3 Communications, LUMEN	$370.30
26738535	Lexia Learning Systems LLC	$149.32
26738536	LinkIt!	$23,697.50
26738537	Lionbridge Technologies Inc.	$9.69
26738538	Marenem Inc	$239.69
26738539	Math Learning Center	$232.09
26738540	Moscow-Pullman Bldg. Supply	$184.07
26738541	NEWESD 101	$39,127.27
26738542	OFFICE DEPOT	$351.32
26738543	Otis Elevator Co	$362.01
26738544	Overhead Door, Inc	$334.80
26738545	Penland, Sarah	$828.24
26738546	Pioneer Manufacturing Co	$2,249.88
26738547	Pollestad, Juston B	$150.00
26738548	Pullman Disposal	$7,348.72
26738549	Pullman School Dist - Revolving Fund	$33.75
26738550	Rodriquez, Rozina	$20.01
26738551	RWC Group	$5,307.23
26738552	Shar Music	$1,823.09
26738553	SolvePath LLC, TSCO	$10,132.50
26738554	Stevens - Clay PS	$38,484.40
26738555	The OT Toolbox	$252.00
26738556	TK Elevator Corporation	$1,572.66
26738557	True Measure Collaborative	$6,000.00
26738558	US Foods, Inc.	$21,976.86

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738559	Walter E Nelson Co	$1,933.44
26738560	Wards Science, VWR Funding	$2,102.60
26738561	Whitman County Landfill	$22.85
26738562	WSIPC	$15,384.58
	Regular Checks: 60	$287,684.02
	Total: **60**	**$287,684.02**

Powered by BoardOnTrack

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$33.75	$287,650.27	$287,684.02

AP Check Register

GF REIM

Accounts Payable Run: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $217.00, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS

Check Numbers 26738499 through 26738502, totaling $217.00

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF REIM 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738499	Bromley, Daniel Patrick	$37.22
26738500	Lopez, Autumn M	$51.30
26738501	Peppel, Duane A	$118.00
26738502	SaintPierre, Carrie Elizabeth	$10.48

Regular Checks:	4	$217.00
Total:	**4**	**$217.00**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$217.00	$217.00

AP Check Register

CAP

Accounts Payable Run: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $13,552.30, 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 26738498 through 26738498, totaling $13,552.30

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: CAP 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738498	Electrical Contractors NW Inc.	$13,552.30

Regular Checks:	1	$13,552.30
Total:	**1**	**$13,552.30**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
20 - Capital Projects	$0.00	$0.00	$13,552.30	$13,552.30

AP Check Register

DSF

Accounts Payable Run: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $1,400.00, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS

Check Numbers 26738497 through 26738497, totaling $1,400.00

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: DSF 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738497	US Bank	$1,400.00

Regular Checks:	1	$1,400.00
Total:	**1**	**$1,400.00**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
30 - Debt Service Fund	$0.00	$0.00	$1,400.00	$1,400.00

AP Check Register

GF ACH

Accounts Payable Run: 10/15/2026

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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $21,961.79, 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 9000000489 through 9000000500, totaling $21,961.79

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF ACH 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000489	Gordon, Alexander J	$50.00
9000000490	H & H Business Systems	$6,592.37
9000000491	Haramoto, Kameron	$50.00
9000000492	Heiszler, Matthew David	$50.00
9000000493	IML Security Supply	$2,070.04
9000000494	M Gold Dairy/ DFA MILK	$4,353.85
9000000495	Maxwell, Robert L	$475.00
9000000496	Mulvey, Ryan Alan	$150.00
9000000497	NCS Pearson, INC	$1,293.49
9000000498	United Schools Insurance Program	$5,068.44
9000000499	US Linen and Uniform	$1,698.60
9000000500	Ventresco, Dominick Richard	$110.00
	ACH Payments: 12	$21,961.79
	Total: **12**	**$21,961.79**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$21,961.79	$21,961.79

AP Check Register

GF REIM ACH

Accounts Payable Run: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $70.48, 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 9000000486 through 9000000488, totaling $70.48

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF REIM ACH 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000486	Claassen, Katelyn Jamie	$30.55
9000000487	El Chabib, Zena	$10.22
9000000488	Lee, Ann Marie	$29.71
	ACH Payments: 3	$70.48
	Total: **3**	**$70.48**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$70.48	$70.48

Ap-pHSAsB 10.15.26

AP Check Register

Accounts Payable Run: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $33,031.22, 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 26738487 through 26738496, totaling $33,031.22

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: AP PHS ASB 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738487	City of Pullman Police	$231.54
26738488	Coachcomm	$2,240.00
26738489	District VI FFA	$100.00
26738490	Electrical Contractors NW Inc.	$17,062.06
26738491	Game One	$3,413.12
26738492	Gonzaga Preparatory School	$75.00
26738493	Pullman School Dist - Revolving Fund	$735.00
26738494	Smash Fundraising	$6,712.00
26738495	Washington Science Olympiad	$900.00
26738496	Wild at Heart Photo Booth, Kristin Legg	$1,562.50
	Regular Checks: 10	$33,031.22
	Total: **10**	**$33,031.22**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$33,031.22	$33,031.22

Ap_LHSAsB 10.15.26

AP Check Register

Accounts Payable Run: 10/15/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $900.00, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS

Check Numbers 26738486 through 26738486, totaling $900.00

☐ 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: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: AP LMS ASB 10.15.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738486	Washington Science Olympiad	$900.00

Regular Checks:	1	$900.00
Total:	**1**	**$900.00**

AP Check Register

Accounts Payable Run: 10/15/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$900.00	$900.00

BMO GF 10.9.26

AP Check Register

Accounts Payable Run: 10/09/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $40,742.46, 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 9000000485 through 9000000485, totaling $40,742.46

☐ 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 _____

Powered by BoardOnTrack

AP Check Register

Accounts Payable Run: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO GF 10.9.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000485	BMO Corporate Mastercard	$40,742.46

ACH Payments:	1	$40,742.46
Total:	**1**	**$40,742.46**

AP Check Register

Accounts Payable Run: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$40,742.46	$40,742.46

BMO PHS AsB 10.9.26

AP Check Register

Accounts Payable Run: 10/09/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $14,709.62, 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 9000000483 through 9000000483, totaling $14,709.62

☐ 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: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO PHS ASB 10.9.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000483	BMO Corporate Mastercard	$14,709.62

ACH Payments:	1	$14,709.62
Total:	**1**	**$14,709.62**

AP Check Register

Accounts Payable Run: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$14,709.62	$14,709.62

DMD AP- LH s A s B 10.9.26

AP Check Register

Accounts Payable Run: 10/09/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $243.28, 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 9000000482 through 9000000482, totaling $243.28

☐ 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: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO LMS ASB 10.9.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000482	BMO Corporate Mastercard	$243.28

ACH Payments:	1	$243.28
Total:	**1**	**$243.28**

AP Check Register

Accounts Payable Run: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$243.28	$243.28

Bmo CAp 10.9.26

AP Check Register

Accounts Payable Run: 10/09/2026 **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 October 14, 2026, the Board, by a _____ vote, approves payments, totaling $865.60, 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 9000000484 through 9000000484, totaling $865.60

☐ 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: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO CAP 10.9.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000484	BMO Corporate Mastercard	$865.60

ACH Payments:	1	$865.60
Total:	**1**	**$865.60**

AP Check Register

Accounts Payable Run: 10/09/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
20 - Capital Projects	$0.00	$0.00	$865.60	$865.60

Coversheet

Student Transfer Requests

Section: IV. Consent Agenda
Item: F. Student Transfer Requests
Purpose:
Submitted by:
Related Material: 2026 10.14 Regular Board Meeting - Student Transfer Requests.pdf

SCHOOL BOARD REPORT
Student Transfer Requests
October 14, 2026

Transfer Requests 2026-2027

Released to PSD

- No new requests at this time

Released from PSD

- L. Forman, Grade 8, Released to Insight School of Washington in the Quillayute Valley School District – New
- J. Moreno, Grade 1, Released to Insight School of Washington in the Quillayute Valley School District – New
- L. Kelly, Grade 10, Released to Washington Connections Academy in the Goldendale School District – Renewal
- M. Vaughn, Grade 9, Released to Washington Digital Academy in the South Bend School District
- J. Baldwin, Grade TK, Released to Colton Schools in the Colton School District – New
- D. Chivers, Grade 12, Released to Washington Online School in the South Bend School District – New

Rescinded Transfer Requests

- C. Lozaga, Grade 11, Rescinded from Pacific Crest Online Academy in the Richland School District
- M. Heilman, Grade 11, Rescinded from Washington Connections Academy in the Goldendale School District

Coversheet

Records Destruction Logs

Section: IV. Consent Agenda
Item: G. Records Destruction Logs
Purpose:
Submitted by:
Related Material: Records Destruction Logs - IPrograms 10.14.26 Updated.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*)
6.4.Special Education Program Special Education Program - Student History Fjile	SD51-051-02	School Districts & Educational Service Districts Records	Retain for 6 years after notification & separation from program	(13) Banker Boxes	9/1/2013 - 8/31/2015	9/1/2020 9/1/2021	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: _____ Printed Name: Tauna Johnson Division: Instructional Programs

Records Manager Signature: _____ Printed Name: Ryan Mulvey

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*)
Special Education Program - Student Testing Protocols (Completed)	SD2025-018 Rev. 0	6.4 Special Education Program	3 years after conclusion of testing	exit/move protocols - 9 boxes	2019-2020 2020-2021 2021-2022	9-1-2023 9-1-2024 9-1-2025	Secure Shred
					2022-2023	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: Tauna Johnson Printed Name: Tauna Johnson Division: Special Education

Records Manager Signature: RM Printed Name: Ryan Mulvey

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*)
4.3. Student Discipline Student Discipline - Founded HIB	SD2026-001 Rev. 0	Public Schools (K-12) Records Retention Sched	Retain for 6 years after matter resolved then destroy	3 files of HIB reports	2017-2018 2018-2019 2019-2020	9-1-2024 9-1-2025 9-1-2026	secure 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: _____ Printed Name: Tauna Johnson Division: Instructional Programs

Records Manager Signature: _____ Printed Name: Ryan Mulvey

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

Budget Status Report

Section: IV. Consent Agenda
Item: H. Budget Status Report
Purpose:
Submitted by:
Related Material: September 2026_Budget Status Report.pdf

Budget Status Report

2026-2027 **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 10

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** General Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	6,237,000	112,632.36	112,632.36		6,124,367.64	1.81
2000 LOCAL SUPPORT NONTAX	981,650	70,710.58	70,710.58		910,939.42	7.20
3000 STATE - GENERAL PURPOSE	28,574,287	2,533,427.21	2,533,427.21		26,040,859.79	8.87
4000 STATE - SPECIAL PURPOSE	8,369,484	727,838.96	727,838.96		7,641,645.04	8.70
5000 FEDERAL - GENERAL PURPOSE	0	0.00	0.00		0.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	2,536,471	14.39	14.39		2,536,456.61	0.00
7000 REVENUES FR OTH SCH DIST	26,000	0.00	0.00		26,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	510,500	0.00	0.00		510,500.00	0.00
9000 OTHER FINANCING SOURCES	100,000	0.00	0.00		100,000.00	0.00
Total	**47,335,392**	**3,444,623.50**	**3,444,623.50**		**43,890,768.50**	**7.28**

B. EXPENDITURES						
00 Regular Instruction	24,867,955	2,400,290.33	2,400,290.33	19,846,949.62	2,620,715.05	89.46
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	6,460,391	577,585.90	577,585.90	5,606,782.25	276,022.85	95.73
30 Voc. Ed Instruction	1,884,461	130,479.05	130,479.05	1,245,136.73	508,845.22	73.00
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	2,521,919	213,313.03	213,313.03	1,731,507.86	577,098.11	77.12
70 Other Instructional Pgms	652,040	6,020.44	6,020.44	66,111.70	579,907.86	11.06
80 Community Services	15,600	0.00	0.00	0.00	15,600.00	0.00
90 Support Services	10,933,025	1,635,823.84	1,635,823.84	7,615,742.44	1,681,458.72	84.62
Total	**47,335,391**	**4,963,512.59**	**4,963,512.59**	**36,112,230.60**	**6,259,647.81**	**86.78**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**1**	**(1,518,889.09)**	**(1,518,889.09)**		**(1,518,890.09)**	**(151,889,**
H. TOTAL BEGINNING FUND BALANCE	**4,750,250**		**5,273,178.99**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**4,750,251**		**3,754,289.90**			

Budget Status Report

2026-2027 **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 10

Reporting Month: September **Budget Type:** Revised **Fund Description:** General Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 815 Restric Unequalized Deduct Rev	0		0.00			
G/L 821 Restrictd for Carryover	(318,790)		(130,224.98)			
G/L 823 Restricted for Carryover of Transition to Kindergarten	0		0.00			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 828 Restricted for C/O of FS Rev	(1,300,189)		(127,459.55)			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	7,550		647.91			
G/L 845 Restricted for Self-Insurance	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 872 Committd to Econmc Stabilizatn	0		0.00			
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0		0.00			
G/L 875 Assigned Contingencies	0		0.00			
G/L 884 Assigned to Other Cap Projects	0		0.00			
G/L 888 Assigned to Other Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	1,628,141		1,866,606.09			
G/L 891 Unassigned Min Fnd Bal Policy	4,733,539		2,144,720.43			
Total	**4,750,251**		**3,754,289.90**			

Differences **0** **0.00**

Budget Status Report

2026-2027 | **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 20

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** Capital Projects

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	297,000	5,357.63	5,357.63		291,642.37	1.80
2000 Local Support Nontax	421,000	15,954.70	15,954.70		405,045.30	3.79
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**718,000**	**21,312.33**	**21,312.33**		**696,687.67**	**2.97**
B. EXPENDITURES						
10 Sites	290,000	0.00	0.00	13,552.30	276,447.70	4.67
20 Buildings	3,100,000	0.00	0.00	0.00	3,100,000.00	0.00
30 Equipment	337,118	63,503.20	63,503.20	2,769.92	270,844.88	19.66
40 Energy	0	0.00	0.00	0.00	0.00	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	4,500	0.00	0.00	0.00	4,500.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**3,731,618**	**63,503.20**	**63,503.20**	**16,322.22**	**3,651,792.58**	**2.14**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**100,000**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(3,113,618)**	**(42,190.87)**	**(42,190.87)**		**3,071,427.13**	**(98.64)**
H. TOTAL BEGINNING FUND BALANCE	**3,477,960**		**3,457,883.30**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**364,342**		**3,415,692.43**			

Budget Status Report

2026-2027 **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance **Account Codes:** Agency **Fund Code:** 20

Reporting Month: September **Budget Type:** Revised **Fund Description:** Capital Projects

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	0	(740.53)
G/L 862 Committed from Levy Proceeds	0	(142,198.05)
G/L 863 Restricted from State Proceeds	0	1,714,679.22
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	0	0.00
G/L 867 Restricted from Mitigation Fees	0	0.00
G/L 868 Restricted from CTE Carryover Resources	0	0.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	364,342	1,843,951.79
G/L 890 Unassigned Fund Balance	0	0.00
Total	**364,342**	**3,415,692.43**

Differences **0** **0.00**

Budget Status Report

2026-2027 **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 30

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	7,236,690	129,244.22	129,244.22		7,107,445.78	1.79
2000 Local Support Nontax	90,000	12,477.64	12,477.64		77,522.36	13.86
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**7,326,690**	**141,721.86**	**141,721.86**		**7,184,968.14**	**1.93**
B. EXPENDITURES						
Matured Bond Expenditures	5,000,000	0.00	0.00	0.00	5,000,000.00	0.00
Interest On Bonds	2,111,316	0.00	0.00	0.00	2,111,316.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	0	0.00	0.00	0.00	0.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	10,000	0.00	0.00	0.00	10,000.00	0.00
Total	**7,121,316**	**0.00**	**0.00**	**0.00**	**7,121,316.00**	**0.00**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**205,374**	**141,721.86**	**141,721.86**		**(63,652.14)**	**(30.99)**
H. TOTAL BEGINNING FUND BALANCE	**3,850,661**		**4,108,445.18**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**4,056,035**		**4,250,167.04**			
K. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	4,056,035		4,250,167.04			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,056,035**		**4,250,167.04**			

Budget Status Report

2026-2027 | **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 40

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	350,305	43,783.14	43,783.14		306,521.86	12.50
2000 Athletics	239,687	74,392.68	74,392.68		165,294.32	31.04
3000 Classes	51,250	0.00	0.00		51,250.00	0.00
4000 Clubs	368,761	48,375.67	48,375.67		320,385.33	13.12
6000 Private Moneys	11,500	20.00	20.00		11,480.00	0.17
Total	**1,021,503**	**166,571.49**	**166,571.49**		**854,931.51**	**16.31**
B. EXPENDITURES						
1000 General Student Body	392,602	3,178.91	3,178.91	15,320.00	374,103.09	4.71
2000 Athletics	308,218	32,000.06	32,000.06	19,076.68	257,141.26	16.57
3000 Classes	48,482	0.00	0.00	0.00	48,482.00	0.00
4000 Clubs	432,867	5,993.30	5,993.30	28,190.07	398,683.63	7.90
6000 Private Moneys	11,500	0.00	0.00	0.00	11,500.00	0.00
Total	**1,193,669**	**41,172.27**	**41,172.27**	**62,586.75**	**1,089,909.98**	**8.69**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(172,166)**	**125,399.22**	**125,399.22**		**297,565.22**	**(172.84)**
D. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
E. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. NET CHANGE IN FUND BALANCE (C+D-E)	**(172,166)**	**125,399.22**	**125,399.22**		**297,565.22**	**(172.84)**
G. TOTAL BEGINNING FUND BALANCE	**538,777**		**582,805.62**			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
I. TOTAL ENDING FUND BALANCE (F + G ± H)	**366,611**		**708,204.84**			
J. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 819 Restricted for Fund Purposes	366,611		702,751.02			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**366,611**		**702,751.02**			

Budget Status Report

2026-2027 **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance
Reporting Month: September
Account Codes: Agency
Budget Type: Revised
Fund Code: 90
Fund Description: Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	30,000	3,484.96	3,484.96		26,515.04	11.62
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	279,387	0.00	0.00		279,387.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**309,387**	**3,484.96**	**3,484.96**		**305,902.04**	**1.13**
B. EXPENDITURES						
Type 30 Equipment	730,000	0.00	0.00	0.00	730,000.00	0.00
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**730,000**	**0.00**	**0.00**	**0.00**	**730,000.00**	**0.00**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(420,613)**	**3,484.96**	**3,484.96**		**424,097.96**	**(100.83)**
H. TOTAL BEGINNING FUND BALANCE	**1,133,015**		**1,131,742.11**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**712,402**		**1,135,227.07**			

Budget Status Report

2026-2027 **PULLMAN SCHOOL DISTRICT**

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 90

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** Transportation Vehicle Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 819 Restricted for Fund Purposes	712,402		1,135,227.07			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**712,402**		**1,135,227.07**			
Differences	**0**		**0.00**			

Coversheet

ASB Fundraisers

Section: IV. Consent Agenda
Item: I. ASB Fundraisers
Purpose:
Submitted by:
Related Material: ASB Fundraiser - PHS Sci Olympiad 10.14.26.pdf

Fundraising/Activity Form

REC'D OCT 12 2026

☐ ASB ☐ ASB Charitable ☐ General Fund

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

School: Pullman High school Group Name: Science Olympiad Account #: 4083

Proposed Fundraising Activity: Chipotle Fundraiser

Intended Use of Proceeds: Transportation costs to competitions and building materials

Estimated Revenues:$ 500 Estimated 0

Expenses: $ Estimated Revenues-Estimated Expenses=Estimated Profit: $500

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

Dates of the Fundraiser: Start: 12/05/26 5pm End: 12/05/26 9pm

Team/Club Leader (student): [signature] 9/26/26 *(Signature & Date)* ASB Bookkeeper (staff): [signature] *(Signature & Date)*

Coach/Club Advisor (staff): [signature] 9/26/26 *(Signature & Date)* Principal's ***Pre-Approval***: [signature] 10/9/26 *(Signature & Date)*

Student Leadership(student): [signature] *(Signature & Date)* Activity Coordinator: [signature] *(Signature & Date)*

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

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

C. Accounting Summary of Fundraiser (Reconciliation)

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

D. Final Approval of Reconciliation

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

Team/Club Leader (student): [signature] 9/26/26 *(Signature & Date)* ASB Bookkeeper (staff): *(Signature & Date)*

Coach/Club Advisor (staff): *(Signature & Date)* Principal: *(Signature & Date)*

Activity Coordinator: *(Signature & Date)*

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

Coversheet

5401 Sick Leave

Section: V. Action Items
Item: A. 5401 Sick Leave
Purpose:
Submitted by:
Related Material: ES 5401 Sick Leave 9.23.26.pdf
5401 Sick Leave 9.23.26.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

5401 Sick Leave

Executive Summary

September 23, 2026

Dani Lynas

Finance Director

Background:

Policy 5401 Sick Leave has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised the model policy to clarify which of the statutory structures districts should use for their incentive programs and the notification requirements for program enrollment.

Recommended Board Action:

Approval of Board Policy 5401 Sick Leave.

Motion to Approve

I move to approve the revisions to Board Policy 5401 Sick Leave.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 5401

PERSONNEL

Sick Leave

I. Compliance with RCW 28A.400.300

The district will grant each certificated and classified employee of the district sick leave in accordance with RCW 28A.400.300 and applicable collective bargaining agreements.

II. Attendance Incentive Program

Eligible employees under RCW 28A.400.210 may cash out accumulated sick leave on an annual basis in accordance with WAC 392-136-015 and WAC 392-136-020. If an eligible employee elects to cash out their unused sick leave that has accrued beyond 60 days of sick leave, they must notify their employer of their election during the month of January of the following year.

III. Employees Covered by RCW 49.46.210

For employees covered by RCW 49.46.210, the district will comply with that statute and the regulations that implement it. The superintendent or designee may adopt a procedure that addresses sick leave use by employees covered by RCW 49.46.210.

IV. Verification

For employees not covered by RCW 49.46.210, the district may require those employees to provide verification for the need to take sick leave when they take more than three consecutive days of sick leave.

V. Unpaid Leave

Employees who exhaust their paid sick leave may request unpaid leave. At its discretion, the district will determine whether to grant unpaid leave. If an employee does not receive approval for unpaid leave, but, nonetheless, does not attend work, they will be considered absent without leave and may be subject to discipline to the point of, but not excluding termination.

Cross Reference:
Board Policy 5021~~,~~ Applicability of Personnel Policies
Board Policy 5406~~,~~ Leave Sharing

Legal References:

RCW 49.46.200	Paid Sick Leave
RCW 49.46.210	Paid sick leave – Authorized purposes – Limitations – "Family member" defined
Chapter 296-128 WAC	Minimum Wages
RCW 28A.400.210	Employee attendance incentive program--Remuneration or benefit plan for unused sick leave
RCW 28A.400.300	Hiring and discharging of employees--Written leave policies--Seniority and leave benefits, of employees transferring between school districts and other educational employers
~~WAC~~ Chapter 392-136 WAC	Finance – Conversion of Accumulated Sick Leave
AGO 1964 No. 98	Sick leave for certificated and non-certificated employees
AGO 1980 No. 22	Limitation on compensated leave for school district employees

Management Resources
Policy and Legal News, December 2017
Policy and Legal News, March 2026
Policy and Legal, News, July 2026

Classification: Critical

Adoption date: August 26, 1998

Pullman School District Board Policy 5401

Revised date: September 20, 2000
Revised date: May 23, 2018
Revised Date: April 15, 2026

Coversheet

1825 Addressing School Director Violations - NEW

Section: V. Action Items
Item: B. 1825 Addressing School Director Violations - NEW
Purpose:
Submitted by:
Related Material: ES 1825 Addressing School Director Violations 9.23.26.pdf
1825 Addressing School Director Violations 9.23.26.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

1825 Addressing School Director Violations - NEW

Executive Summary

September 23, 2026

Arron Carter

Board President

Background:

To support school boards in articulating the core ethical standards and in establishing a fair and neutral process for responding when behavior becomes problematic, WSSDA developed model policy 1825 Addressing School Director Violations.

Recommended Board Action:

Adoption of Board Policy 1825 Addressing School Director Violations.

Motion to Approve

I move to approve the adoption of Board Policy 1825 Addressing School Director Violations.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 1825

BOARD OF DIRECTORS

Addressing School Director Violations

The Pullman School Board and each of its school directors are committed to faithful compliance with the law, provisions of the Board's policies, and exercising good judgment.

The Board recognizes that failure to deal with deliberate or continuing violations of the law, Board policies, or lapses in good judgment by its school board members risks the loss of community confidence and damages the Board's ability to govern effectively. Therefore, in the event of a Board member's willful and/or continuing violation of law, policy, or judgment the Board will address the issue through the following process, which is intended to escalate only as necessary:

1. Conversation in a private setting between the offending School Director and the Board Chair or another individual School Director, identified by the Board;
2. Discussion in a properly convened executive session between the offending School Director and the full Board;
3. Possible removal of the offending School Director from any leadership or committee positions to which the offending School Director has been appointed or elected to by the Board;
4. Censure of the offending School Director by adopting a resolution in an open meeting as a means of separating the Board's focus and intent from those of the offending School Director.

Cross References

Board Policy, 1111	Oath of Office
Board Policy, 1220	Board Officers and Duties of Board Members
Board Policy 1610	Conflicts of Interest

Legal References

RCW 28A.320.040	Bylaws for board and school government
RCW 28A.635.050	Certain corrupt practices of school officials

Management Resources

2021 - October Issue

Classification: Discretionary

Adopted Date:

Pullman School District Board Policy 1825

Legal Reference:
RCW 28A.343.360 Oath of Office

Adoption Date: June 19, 1990
Revised: April 22, 1998
Revised: October 18, 2000
Revised: January 27, 2016
Revised: August 13, 2025

Coversheet

2026-2027 Board Professional Development Plan

Section: VI. Discussion Items
Item: A. 2026-2027 Board Professional Development Plan
Purpose:
Submitted by:
Related Material: ES 2026-27 Board Professional Development Plan 10.14.26.pdf
2026-2027 PSD Board of Directors Professional Development Plan.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 Board Professional Development Plan

Executive Summary

Board of Directors

October 14, 2026

Background:

Annually, the board establishes professional development goals for the school year. Presented is the professional development plan for the 2026-2027 school year as determined by the Board of Directors. The content of the plan is subject to change.

Recommended Board Action:

Approval of the Board Professional Development Plan for the 2026-2027 school year.

Motion to Approve

I move that we approve the Board Professional Development Plan for the 2026-2027 school year.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

PULLMAN PUBLIC SCHOOLS

SCHOOL BOARD GOALS

SCHOOL YEAR: 2026-2027

The Pullman School District Board of Directors operates under the guidance of a comprehensive set of standards from the Washington State School Directors' Association (WSSDA). For the 2025-2026 school year, the Board of Directors selected school board standards 3 and 5 as a focus.

WSSDA School Board Standard 3: Create conditions district-wide for student and staff success by:

a. *Providing for the safety and security of all students and staff.*
b. *Employing and supporting quality teachers, administrators and other staff and providing for their professional development.*
c. *Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.*
d. *Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.*
e. *Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.*

WSSDA School Board Standard 5: Engage local community and represent the values and expectations they hold for their schools by:

a. *Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.*
b. *Ensuring school board and district transparency through a process that is open and accountable.*
c. *Ensuring district information and decisions are communicated community-wide.*
d. *Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.*

SCHOOL IMPROVEMENT PLANS – AREAS OF FOCUS

2026-2027 SCHOOL YEAR

- 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

PROFESSIONAL DEVELOPMENT PLAN

WSSDA Educational Equity Training

Initial State Requirement: *Each school director must take any two of WSSDA's educational equity courses. Newly elected or appointed directors must meet the initial professional development requirement within two years of taking office.*

Continuing State Requirement: *In subsequent terms of office after completing the initial professional development requirement, directors will need to take one elective course per term.*

Requirement:

- Initial Requirement: 5 hours – Two trainings
- Continuing Requirement: 2.5 hours – One training

WSSDA Open Government Training

***State Requirement**: Complete Open Government, Public Records Act, and Public Records Retention Training within 90 days of taking the Oath of Office or appointment following appointment or election. They must also receive refresher training at intervals of no more than 4 years.*

WSSDA Tribal Consultation Training (Optional for Board Directors)

*These trainings are produced and delivered by OSPI's Office of Native Education. **Starting September 1, 2024**, school directors, superintendents, and any other staff at school districts that are required to perform tribal consultation under Title VI of the federal Every Student Succeeds Act must take and certify completion of tribal consultation training.*

This impacts districts with enrollment over 50% and/or Title VI Indian Education Grants over $40,000. Currently this does not apply to PSD, as a result this training is optional.

Board Professional Development Schedule

Standing Goal: "Adjusting resources for the purpose of closing achievement gaps among students and measuring the effectiveness of strategies."

- **August 5, 2026 Work Session**
  - *Board Goals & Professional Development Plan Review*
- **September 2, 2026 Work Session**
  - *Career and Technical Education (CTE) Audit Review*
  - *Strategic Plan Review*
- **October 7, 2026 Work Session**
  - *Review Elementary School Improvement Plans with Elementary Principals*
- **November 4, 2026 Work Session**
  - *Review Secondary School Improvement Plans with Secondary Principals*
  - *Strategic Plan Review*
- **November 19-21, 2026 Annual WSSDA Conference**
- **December 2, 2026 Work Session**
  - *Board Goals & Strategic Plan Review/Mid-Year Update*
  - *WSSDA Conference Reflections*

- **February 3, 2027**
  - *Strategic Plan Review (if needed)*
  - *Board Policy and/or Professional Development: Topic TBD*
- **March 3, 2027**
  - *Board Policy and/or Professional Development: Topic TBD*
  - *Strategic Plan Review (if needed)*
- **May 5, 2027**
  - *Board Self-Assessment Review Workshop*
  - *Strategic Plan Review (if needed)*
- **June 16, 2027 Work Session**
  - *Summary of 2026-2027 School Improvement Plan Progress*

Diversity, Equity, Inclusion & Belonging (DEIB)
Continue our work with belonging, equity, diversity, and inclusion.

Training provided during the staff professional learning days:

- *October 9, 2026*
- *February 12, 2027*
- *March 22, 2027*

Coversheet

3205 Sexual Harassment of Students Prohibited

Section: VI. Discussion Items
Item: B. 3205 Sexual Harassment of Students Prohibited
Purpose:
Submitted by:
Related Material: ES 3205 Sexual Harassment of Students Prohibited 10.14.26.pdf
3205 Sexual Harassment of Students Prohibited 10.14.26.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

3205 Sexual Harassment of Students Prohibited

Executive Summary

October 14, 2026

Ryan Mulvey

Assistant Superintendent

Background:

Policy 3205 Sexual Harassment of Students Prohibited has been revised by WSSDA and was highlighted in the September Policy and Legal News. WSSDA has revised the model policy to address new regulations in chapter 392-190 WAC. Some of those changes impact the state process for handling sexual harassment complaints. For example, when determining whether sexual harassment has occurred, a school district must apply the preponderance of the evidence standard per WAC 392-190-065(3)(b). Additionally, a new regulation addresses retaliation. See WAC 392-190-064. Therefore, 3205 was updated to reflect those changes.

Recommended Board Action:

Approval of Board Policy 3205 Sexual Harassment of Students Prohibited.

Motion to Approve

I move to approve the revisions to Board Policy 3205 Sexual Harassment of Students Prohibited.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 3205

STUDENTS

Sexual Harassment of Students Prohibited

The Pullman School District Board of Directors is committed to providing a positive and productive education environment free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

I. Definitions

For purposes of this policy and procedure, the term "sexual harassment" has the same meaning as provided under state and federal law. Under state law, "sexual harassment" is defined in RCW 28A.640.020(2)(f) and WAC 392-190-008(4). Under Title IX, "sexual harassment" is defined in 34 CFR 106.30. ~~For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.~~

~~The term "sexual harassment" may include:~~

- ~~acts of sexual violence~~
- ~~unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;~~
- ~~unwelcome sexual advances;~~
- ~~Unwelcome requests for sexual favors;~~
- ~~Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;~~
- ~~Sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.~~

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

II. ~~Investigation and~~ Response to Sexual Harassment

If the district knows, or reasonably should know, that sexual harassment has occurred ~~created a hostile environment~~, it will promptly investigate and take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment (as defined in WAC 392-190-0555(1)(b)) if one exists, prevent the harassment from recurring, and remedy the effects of the harassment, as appropriate. ~~to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or~~

~~informally. The district will take these steps every time a complaint alleging sexual harassment comes to the attention of the district, either formally or informally.~~

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

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

III. Retaliation and False Allegations

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a sexual harassment complaint under the district's sexual harassment complaint procedure or have the effect of discouraging any person from using the complaint procedure. The district must not intimidate, threaten, coerce, or discriminate against any person for the purpose of interfering with any right secured by this policy and its accompanying procedure or because the individual has made a complaint or participated in an investigation under the district's sexual harassment complaint procedure.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

IV. Staff Responsibilities

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

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

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

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

V. ~~Notice and Training~~Notification

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

~~At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation.~~

~~This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. Information about the~~ This policy and its accompanying procedure will be ~~clearly stated and~~ conspicuously posted in~~-~~ each school building and~~,~~ provided to each employee. Information about the policy and its accompanying procedure will be included in any district or school publication that sets forth the rules, regulations, procedures, and standards of conduct. ~~and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.~~ The district must publish the information in handbooks and on school and district websites consistent with the requirements in RCW 28A.300.286.

The superintendent or designee will develop a process for discussing this policy and its accompanying procedure. The discussion will, at minimum, address the definition of sexual harassment and issues covered by this policy and its accompanying procedure.

VI. Policy Review

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

Cross References:

Board Policy, 3207/P	Prohibition of Harassment, Intimidation, and Bullying of Students
Board Policy, 3210/P	Nondiscrimination
Board Policy, 3211/P	Gender-Inclusive Schools
Board Policy, 3241/P	Student Discipline
Board Policy, 5010/P	Nondiscrimination and Affirmative Action
Board Policy, 5011/P	Sex Discrimination and Sex-Based Harassment of District Staff Prohibited

Legal Reference:

20. U.S.C. 1681-1688	Title IX of the Education Amendments of 1972
WAC 392-190-008	Definitions
WAC 392-190-0555	Discriminatory Harassment
WAC 392-190-057	Sexual Harassment policy – Required criteria
WAC 392-190-058	Sexual Harassment – Notification
WAC 392-190-064	Protections against retaliation
WAC 392-190-065	Complaint procedure—Level I complaint to school district
WAC 392-190-070	Complaint procedure—Level II appeal to school board
WAC 392-190-075	Complaint procedure—Level III complaint to OSPI
RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
RCW 28A.300.286	Discrimination, harassment, intimidation, and bullying—Policies and complaint procedures—Posting of model student handbook language
34 C.F.R. Part 106 ~~—106 et seq.~~	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

Management Resources

Policy & Legal News, September 2026
Policy & Legal News, August 2024
Policy & Legal News, August 2020
Policy alert, July 2015
Policy & Legal News, December 2014
Policy & Legal News, October 2010

Pullman School District Board Policy 3205

Classification: ~~Essential~~ Critical

Adoption Date: December 11, 2019
Revised Date: September 9, 2020
Revised Date: January 8, 2025
Revised Date: February 26, 2025

Coversheet

3246 Restraint and Isolation

Section: VI. Discussion Items
Item: C. 3246 Restraint and Isolation
Purpose:
Submitted by:
Related Material: ES 3246 Restraint and Isolation 10.14.26.pdf
3246 Restraint and Isolation 10.14.26.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

3246 Restraint and Isolation

Executive Summary

October 14, 2026

Ryan Mulvey

Assistant Superintendent

Background:

Policy 3246 Restraint and Isolation, has been revised by WSSDA and highlighted in the July Policy and Legal News. The revisions address new requirements under HB 1795, including prohibited restraint practices, restrictions on isolation rooms, and expanded incident reporting and oversight.

Recommended Board Action:

Approval of Board Policy 3246 Restraint and Isolation.

Motion to Approve

I move to approve the revisions to Board Policy 3246 Restraint and Isolation.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 3246

STUDENTS

Restraint~~,~~ and Isolation ~~and Other Uses of Reasonable Force~~

It is the policy of the Pullman School District board of directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint~~,~~ and ~~restraint devices,~~ isolation~~, and other uses of physical force~~. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint~~,~~ or isolation~~, and other forms of reasonable force~~ may only be used on ~~any~~ a student when reasonably necessary to control spontaneous behavior that poses an ~~"~~imminent likelihood of serious harm~~"~~ as defined by ~~RCW 71.05.020 and Chapter 392-172A WAC~~ RCW 28A.600.485 and explained in the procedure accompanying this policy. ~~Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.~~

The superintendent or a designee will develop procedures to implement this policy and ensure that the district complies with laws governing restraint and isolation of students. ~~, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.~~

Cross References:
Board Policy, 2161/P - Special Education and Related Services for Eligible Students
Board Policy, 2162/P - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

RCW 28A.150.300	Corporal Punishment Prohibited – Adoption of Policy
RCW 9A.16.020	Use of Force — When lawful
RCW 9A.16.100	Use of Force on Children — Policy — Actions presumed unreasonable
RCW 28A.155.210	Use of restraint or isolation — Requirement for procedures to notify parent or guardian ~~— Additional procedures for compliance~~
~~RCW 28A.600.485~~	~~Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Summary of incidents of isolation or restraint—Publishing to web site~~
RCW 28A.600.485	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 or restraint—Publishing to website
~~RCW 71.05.020~~	~~Definitions~~
~~WAC 392-172A~~	~~Provision of Special Education Services~~
WAC 392-172A-01092	Imminent
WAC 392-172A-01107	Isolation
WAC 392-172A-01109	Likelihood of serious harm
WAC 392-172A-01162	Restraint
WAC 392-172A-02076	Prohibited practices
WAC 392-172A-02110	Isolation or restraint—Conditions

Management Resources:

2026 – July Issue
2024 – August Issue
2021 – December Issue
2016 - March Issue
2015 - July Policy Alert

Pullman School District Board Policy 3246

2013 - December Issue
2013 - July Issue
Policy News, December 2008 Use of Reasonable Force Policy

Classification: ~~Essential~~Critical

Adoption Date: **November 14, 2000**
Revised: **October 23, 2013**
Revised: **August 9, 2017**
Revised: **January 26, 2022**
Revised: **December 11, 2024**

Coversheet

4020 Confidential Communications - RETIRED

Section: VI. Discussion Items
Item: D. 4020 Confidential Communications - RETIRED
Purpose:
Submitted by:
Related Material: ES 4020 Confidential Communications - RETIRE 10.14.26.pdf
4020 Confidential Communications 10.14.26 RETIRED.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

4020 Confidential Communications - RETIRE

Executive Summary

October 14, 2026

Bob Maxwell

Superintendent

Background:

WSSDA retired Policy 4020 in its July Policy and Legal News because its language was unclear and its subject matter is addressed in other existing policies and procedures, including Policy 5253 – Maintaining Professional Staff/Student Boundaries, Policy 3231 – Student Records, and Policy 3421 – Child Abuse and Neglect. As a result, the District is recommending the retirement of Policy 4020.

Recommended Board Action:

Approval to retire Board Policy 4020 Confidential Communications.

Motion to Approve

I move to approve the retirement of Board Policy 4020 Confidential Communications.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 4020

COMMUNITY RELATIONS

Confidential Communications

The Pullman School District Board of Directors recognizes that school staff must exercise a delicate balance regarding the treatment of information that was revealed in confidence. A staff member may, in his/her professional judgment, treat information received from a student as confidential while at other times decide to disclose what was learned to the school administration, law enforcement officers (including child protective services), other staff members or the student's parents. The staff member should advise the student regarding the limitations and restrictions regarding confidentiality. The student should be encouraged to reveal confidences to his/her parents. If the staff member intends to advise the parents, the student should be informed prior to such action.

The following guidelines are established to assist staff members in making appropriate decisions regarding confidential information and/or communications:

1.0 Information contained in the student's cumulative record folder is confidential and is only accessible through the custodian of student records. Information secured through the authorization of the records custodian shall remain confidential and shall be used only for the purpose that its access was granted. (Policy 3231)

2.0 While certain professionals may have a legal confidential relationship as in attorney-client communications, school staff members including counselors (except licensed psychologists) do not possess a confidentiality privilege.

3.0 A staff member is expected to reveal information given by a student when there is a reasonable likelihood that a crime has or will be committed or that a student's physical welfare may be endangered, (e.g. child abuse, sale of drugs, suicidal ideation).

4.0 A staff member should exercise professional judgment regarding the sharing of student disclosed information when there is reasonable likelihood that the student's general welfare may be endangered.

5.0 If district officials determine there is a specific threat to the health or safety of a student or any other individual, it may disclose otherwise confidential student information to appropriate parties, as allowed by the Family Educational Rights and Privacy Act (FERPA).

6.0 A staff member is encouraged to assist the student by offering suggestions regarding the availability of community services to assist a student in dealing with personal matters, (e.g. sexual activity, sexually transmitted diseases, pregnancy). The staff member should encourage the student to discuss such matters with his/her parents. Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others.

Cross Reference:
Board Policy 2121 Substance Abuse Program
Board Policy 2140 Guidance and Counseling
Board Policy 3231 Student Records
Board Policy 4340 Public Access to District Records
Board Policy 5260 Personnel Records

Legal References:
RCW 26.44.030 Reports - Duty and authority to make - Duty of receiving agency

Adoption Date: 3-13-91
Revised Date: 2-8-95
Revised Date: October 18, 2000
Revised Date: September 22, 2010
Revised Date: March 14, 2018

Coversheet

5001 Hiring of Retired School Employees

Section: VI. Discussion Items
Item: E. 5001 Hiring of Retired School Employees
Purpose:
Submitted by:
Related Material: ES 5001 Hiring of Retired School Employees 10.14.26.pdf
5001 Hiring of Retired School Employees 10.14.26.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

5001 Hiring of Retired School Employees

Executive Summary

October 14, 2026

Bob Maxwell

Superintendent

Background:

Policy 5001 Hiring of Retired School Employees has been revised by WSSDA and was highlighted in the September Policy and Legal News. WSSDA has made minor updates to the model policy to reflect the 2025 revisions to the RCWs. For example, WSSDA revised the rehiring time caps from July 1, 2025, to January 1, 2030, and also addressed statutory notices regarding the loss of benefit accrual if the employee opts to reestablish membership under TRS plans 2 and 3, SERS plans 2 and 3, and PERS plan 1.

Recommended Board Action:

Approval of Board Policy 5001 Hiring of Retired School Employees.

Motion to Approve

I move to approve the revisions to Board Policy 5001 Hiring of Retired School Employees.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 5001

PERSONNEL

Hiring of Retired School Employees

The Pullman School District Board of Directors directs the district to recruit, select, and employ the best-qualified individuals as employees. The district may employ persons retired from the Teachers' Retirement System (TRS), the School Employees' Retirement System (SERS), or the Public Employees' Retirement System (PERS). A retired employee will only be rehired pursuant to this district policy.

I. TRS Plan 1 Retirees

TRS Plan 1 retirees who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative position for up to 867 hours in a school year without suspension of their pension benefits.

Until ~~July 1, 2025~~January 1, 2030, TRS Plan 1 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a school year and continue to receive their pension payments.

II. TRS Plan 2 & Plan 3 Retirees

TRS Plan 2 and Plan 3 retirees who reenter employment more than one calendar month after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

TRS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) and who reenter employment more than one calendar month after their accrual date and after June 9, 2016, may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until ~~July 1, 2025~~January 1, 2030, TRS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

III. SERS Plan 2 & 3 Retirees

SERS Plan 2 and Plan 3 retirees who reenter employment more than one calendar month after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

~~SERS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) and who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.~~

Until ~~July 1, 2025~~January 1, 2030, SERS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

If a rehired retiree under SERS plan 2 or plan 3, opts to reestablish SERS membership under RCW 41.35.030 they will no longer be eligible to retirement benefit accrual and shall make contributions to receive membership credit.

IV. PERS Retirees

PERS retirees who reenter employment more than one calendar month after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

Until ~~July 1, 2025~~January 1, 2030, PERS retirees who enter reemployment more than 100 days after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.40.630(3)(b) or 41.40.820(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

If a rehired retiree under PERS plan 1, opts to reestablish PERS membership under RCW 41.40.023(12), they will no longer be eligible to retirement benefit accrual and shall make contributions to receive membership credit.

V. District Responsibilities

The district will abide by the following process when considering a retiree for employment:

A. The board of directors will approve a process for recruitment and selection of employees, including those vacancies for which a retiree applicant may be considered;

B. Applicant(s) will be evaluated and considered equally, selecting the candidate who best meets the needs of the district;

C. There will be no prearranged employment agreement or commitment to rehire an employee after retirement. Mere inquiries about post-retirement employment do not constitute an agreement;

D. Employment will be limited to a maximum of a one-year, non-continuing contract or appointment;

E. Subject to any applicable bargaining agreements, vacancies filled by retirees will be annually reviewed by the board to determine whether the retiree will be rehired for another year of employment;

F. The district will provide the retiree with the same terms and conditions of employment as other appointees or employees in comparable positions with the exception of sick-leave cash-out; and

G. The district will report the number of hours worked by the retiree to DRS.

VI. Retired Employee Responsibilities

The following conditions of employment will apply to retirees that are re-employed:

A. Retired applicants will disclose to the district whether they are retired from a Washington state retirement plan.

B. Employees must satisfy the DRS requirement for separation and retirement from service prior to accepting a retire/rehire position with the district.

C. Retirees are subject to the same collective bargaining membership as other one-year temporary employees.

D. Retirees are responsible for tracking service hours during post-retirement employment among multiple employers.

Cross References:

Board Policy ~~5610~~5610	Substitute Employment
Board Policy ~~5612~~5612	Temporary Administrators
Board Policy ~~5050~~5050	Contracts

Legal References:

RCW 28A. 405.900	Certain certificated employees exempt from chapter provisions
Chapter 41.32 RCW	Teachers' retirement
RCW 41.32.570	Post-retirement employment – Reduction or suspension of pension payments
RCW 41.32.802	Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400- Reestablishment of membership
RCW 41.32.862	Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400- Reestablishment of membership
Chapter 41.35 RCW	Washington school employees' retirement system
RCW 41.35.060	Reduction of retirement allowance upon reemployment or if covered by plan under RCW 28B.10.400- Reestablishment of membership
Chapter 41.40 RCW	Washington public employees' retirement system
RCW 41.40.037	Service by retirees – Break in employment requirement – Reduction of retirement allowance upon reemployment- Reestablishment of membership

Management Resources:

2026 – September Issue
2023 – April Issue
2022 – June Issue
2016 - July Issue
2011 - August Issue
Policy News, June 2007 Revisions to Retire/Rehire Law

Classification: ~~Essential~~Critical

Adoption Date: March 28, 2012
Revised Date: June 28, 2017
Revised Date: August 10, 2022
Revised Date: April 26, 2023

Coversheet

1815 Ethical Conduct for School Directors - NEW

Section: VI. Discussion Items
Item: F. 1815 Ethical Conduct for School Directors - NEW
Purpose:
Submitted by:
Related Material: ES 1815 Ethical Conduct for School Directors 10.14.26.pdf
1815 Ethical Conduct for School Directors 10.14.26.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

1815 Ethical Conduct for School Directors - NEW

Executive Summary

October 14, 2026

Arron Carter

Board President

Background:

In response to previous board discussion, 1815 Ethical Conduct for School Directors is being presented and is aligned with the most recent WSSDA sample model policy. WSSDA established this policy to support school boards in articulating the core ethical standards and in establishing a fair and neutral process for responding when behavior becomes problematic.

Recommended Board Action:

Approval to adopt Board Policy 1815 Ethical Conduct for School Directors.

Motion to Approve

I move to approve the adoption of Board Policy 1815 Ethical Conduct for School Directors.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 1815

BOARD OF DIRECTORS

Ethical Conduct for School Directors

Each board member has taken an oath of office to support the constitutions of the United States and Washington state, and the laws of Washington state. Further, each board member is subject to the Code of Ethics for Municipal Officers, chapter 42.23 RCW.

The board and each of its members are committed to upholding the oath of office and to ethical behavior.

Ethical behavior is an individual responsibility.

Each board member and the board as a whole will base their conduct on these core ethical principles:

- Objectivity – Board members must place the public's interest before any private interest or outside obligation. Choices need to be made on the merits.
- Selflessness – Board members should not take actions or make decisions in the performance of their position to gain financial or other benefits for themselves, their family, or their friends.
- Stewardship – Board members should conserve public resources and funds against misuse and abuse.
- Transparency – Board members must practice open and accountable government. They should be as open as possible about their decisions and actions, while protecting truly confidential information.
- Integrity – Board members should not place themselves under any financial or other obligation to outside individuals or organizations that might inappropriately influence them in the performance of their official duties.

Failure to adhere to these core ethical principles or failure to comply with other policies adopted by the board or the law may result in the school board taking formal censure of the offending school director in accordance with 1825 – Addressing School Board Director Violations. In addition, willful or negligent noncompliance with state law may result in further consequences, such as individual civil penalties, recall petitions, and forfeiture of office.

Cross References:

Board Policy, 1111	Oath of Office
Board Policy, 1220	Board Officers and Duties of Board Members
Board Policy, 1610	Conflicts of Interest 2nd Class Districts
Board Policy, 5271	Reporting Improper Governmental Action (Whistleblower Protection)

Legal References:

RCW 28A.320.040	Bylaws for board and school government
RCW 28A.635.050	Certain corrupt practices of school officials - Penalty
RCW 42.20	Misconduct of Public Officers
RCW 28A.343.360	Oath of Office
Engrossed Substitute House Bill 1296 (2025), Section 305(2)	
RCW 29A.56.110	Initiating proceedings - Statement - Contents - Verification - Definitions

Management Resources:

Pullman School District Board Policy 1815

2025 - July Issue
2021 - October Issue

Classification: Discretionary

Adopted Date:

Coversheet

1101F2 Board Communication Protocols

Section: VI. Discussion Items
Item: G. 1101F2 Board Communication Protocols
Purpose:
Submitted by:
Related Material: ES 1101F2 Board Communication Protocols 9.23.26.pdf
1101F2 Board - Communication Protocols 10.14.26.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

1101F2 Board Communication Protocols

Executive Summary

September 23, 2026

Arron Carter

Board President

Background:

Updates to the Board communication policy to include clarifications on the use of social media, and the ethical conduct of Board directors to be used during communication. This continues our discussion from our annual retreat to work toward improved communication and clarify policy.

Recommended Board Action:

Approval of revisions to 1101F2 Board Communication Protocols.

Motion to Approve

I move to approve the revisions to 1101F2 Board Communication Protocols.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

BOARD OF DIRECTORS

BOARD COMMUNICATION PROTOCOLS

Effective communication is essential for building trust, collaboration, and transparency. These protocols are intended to guide how board members engage in communication, both internally within the district and externally with the community and partner organizations. These are not intended to restrict communication but to ensure appropriate channels, responsibilities, and follow-up processes are clear.

I. Open Public Meetings Act Requirements

Board members will ensure that they are complying with the Open Public Meetings Act (the "OPMA") when they communicate with one another. Any time a quorum of the board discusses or considers official district business, that constitutes a meeting under the OPMA and must comply with its requirements, including being open to the public. For example, a meeting could occur if a quorum of the board exchanges emails or texts with one another about official business. Accordingly, board members must be painstakingly vigilant about their communications with one another to ensure compliance with the OPMA.

Board members who have questions about what communications are permissible under the OPMA should contact the Superintendent or the district's legal counsel.

II. Communication Procedures

Board members are expected to follow the communication procedures described in Policy 1620P (The Board-Superintendent Relationship). Those procedures are reproduced here for convenience:

a. **Staff Communications to the Board:** All communications or reports to the board or individual board members from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. This will not deny any staff member's right to appeal to the board regarding administrative decisions, provided that the superintendent will have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances.

b. **Board Communications to Staff:** All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will employ all such media as are appropriate to keep staff fully informed of the board's priorities, concerns and actions.

c. **Visits to Schools:** Individual board members interested in visiting schools or classrooms will make arrangements for visitations through the principals of the various schools. Such visits will be regarded as expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by board members will be carried on only under board authorization and with the full knowledge of staff, including the superintendent, principals and other supervisors.

d. **Social Interaction:** Staff and board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations can be anticipated. Discussions of personalities or staff grievances are not appropriate.

III. Communicating Concerns or Complaints

Issue Type	**Initial Point of Contact**	**Next Level** *(if unresolved)*	**Final Level**
1. Complaints	The district has adopted several complaint procedures. Some of those include the following: • 3205/P Sexual Harassment of Students Prohibited • 3207/P Prohibition of Harassment, Intimidation and Bullying of Students • 3210/P Non-Discrimination • 3211/P Gender-Inclusive Schools • 3241/P Student Discipline • 4220/P Complaints Concerning Staff or Programs • 5010/P Non-Discrimination and Affirmative Action • 5011/P Sex Discrimination and Sex-Based Harassment of Staff Prohibited • 5270/P Resolution of Staff Complaints • 5271/P Reporting Improper Governmental Action *Policies and Procedures can be found at: https://app2.boardontrack.com/public/t6gNEZ/documents?categoryId=49252* Staff, administrators, and board members are expected to follow the complaint procedures described in district polices and procedures. Not all complaints will fall within an established complaint procedure. In those instances when a complaint doesn't fall within an established complaint procedure, the board expects administrators to use their professional judgment to address those complaints If a board member receives a complaint or criticism about district personnel, the information is to be referred to the superintendent. *(Policy 1101 and the superintendent contract)* As a reminder, if the board receives a complaint in executive session, any personnel action that it takes in response to the complaint must be made in open session. If there is a complaint against a school board member, file a written complaint with the district superintendent. If not resolved, file a written citizen's complaint with the Washington Office of Superintendent of Public Instruction (OSPI).		
2. Concerns (Building-level)	Building Administrator	Superintendent or designee	A building administrator or the superintendent can address almost all building-level concerns. The Board will only address these concerns if necessary.
2. Concerns (District-level)	Superintendent or designee	N/A	Board Chair & Board Policy Representative *(if needed for policy-level concern)* The superintendent should be allowed to address district-level concerns. The Board will only address

			these concerns if necessary.
3. Resource Requests (Supplies/Materials)	Building Administrator Asst. Superintendent and/or Applicable Program Director	Superintendent & Finance Director	Applicable District Committee Discussion. If needed, a Program Report can be provided at a Regular Board meeting
4. Program/Facilities Needs/Improvements	Building Administrator Asst. Superintendent and/or Applicable Program Director	Superintendent and Finance Director *(if applicable)*	Applicable District Committee Discussion. If needed, a Program Report can be provided at a Regular Board meeting
5. Advocacy – Internal (Gov't relations, legislative)	Board Chair	N/A	Board Chair & Superintendent *(to align with legislative priorities)*
6. Emergency (911 calls, urgent situations)	Staff follow district emergency protocols	Superintendent is notified	Board is notified by Superintendent or their designee
7. Concerns or Complaints About Board Director Ethics: The Board follows policy 1815 regarding ethical conduct for School Directors.			
8. Addressing School Board Director Violations: Failure to adhere or comply with policies adopted by the Board may result action taken in accordance with policy 1825.			

IV. External Communication Protocols

Communication with external stakeholders should reflect adopted board policy, district values, and the strategic direction established by the board and superintendent.

Communication Type	Protocols
The president will be the official recipient of correspondence directed to the board and will provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board. *(Policy 1220)* In dealing with the media and with matters from the public in general directed to the board, the president or their designee will serve as the spokesperson of the board. The president is authorized to report and discuss the board's past actions and decisions but will avoid discussion or speculation about the board's potential future actions or decisions. *(Policy 1220)*	

Advocacy – External (Federal, State, Local)	The legislative representative, board president, or other board designee will represent the board at WSSDA's General Assembly conveying local views and concerns to that body. The legislative representative will monitor proposed school legislation, and provide legislative updates periodically at board meetings. *(Policy 1220)* The legislative representative may also serve as the liaison between local government agencies and the board.
Civic Organizations	Board members are encouraged to attend and represent the district. Formal presentations or statements should be coordinated with the Board Chair or their designee and the Superintendent.
Attending Events as School Board Representatives	Attend events to support school programs and strengthen community relationships. If speaking in an official capacity, coordinate remarks with the Board Chair or their designee and the Superintendent. Avoid discussion of confidential matters or items not yet before the board
Students, Families and Community Members	Listen respectfully and encourage use of the appropriate communication, reporting or complaint processes outlined in board policies/procedures. Refer unresolved concerns as outlined in the internal communication protocols above.

V. Communication Using Social Media:

The district maintains official social media accounts to communicate district information to the public. Board members may use personal social media accounts to express individual views, discuss public education, and share publicly available district information. Personal accounts may not be used to conduct board business, exercise board authority, act in a board member's official capacity, or solicit public input as part of an official board process outside established governance procedures.

Board members must distinguish their personal expression from their official conduct as board members. A board member may speak on behalf of the district or board only when authorized to do so. (See Policy 1220). Board members should clarify that views expressed on personal accounts are their own and do not represent the district's or board's official views or positions. Board members should refer the public to the district's official communication channels for announcements of district actions or positions. A disclaimer does not change the nature of a communication that otherwise constitutes official district or board business.

Board member communication must comply with applicable law and district policies, including Policies 1220, 1620, 1815, and 1825, protect confidential and legally protected information, and refrain from using public resources or district email accounts to post on personal social media accounts. Nothing herein is intended to restrict a board member's personal expression or to treat all communications about public education or district matters as official board communications.

~~The district maintains official social media accounts to share news, alerts, and special recognition for students and staff. Directors may use personal social media accounts to communicate with the public and share official posts; however, they must follow the guidelines below to comply with the Open Public Meetings Act, Chapter 42.30 RCW (OPMA), and the Public Records Act, Chapter 42.56 RCW (PRA).~~

~~Acceptable use of Directors' personal social media accounts includes:~~

- ~~Sharing publicly available information about District meetings, events, or decisions.~~
- ~~Providing general educational content or personal viewpoints on general education issues.~~
- ~~Encouraging community input and engagement.~~
- ~~Directing constituents to official district channels if seeking information, formal response, or public comment.~~

~~When using social media, Board Directors are expected to promote trust, transparency, and effective governance while complying with applicable laws and Board policies. Personal social media accounts remain the property of~~

~~the individual Board Director, but under the PRA, any social media posts and comments related to district matters are part of the public record. Directors must retain these posts and produce them in response to public records requests.~~

~~Board Directors are encouraged to consider how students, families, employees, and community members may perceive social media posts. The content and tenor of online conversations, discussions, and posts should adhere to professional standards of conduct and respectful discourse displayed during school board meetings and school district events.~~

~~***Board Directors must refrain from:***~~

- ~~Conducting any district business, including matters related to governance (e.g., policy decisions), official public notice, or legal or fiscal significance that have not been voted upon by the school board.~~
- ~~Engaging or interacting in any way with other Board Directors that may be perceived as deliberation or about pending items that could constitute a "meeting" under OPMA.~~
- ~~Disclosing confidential or protected information, including student information, personnel matters, discussions occurring during Executive Session, collective bargaining, or pending litigation.~~
- ~~Interfering with administration of district operations or otherwise undermining Superintendent authority by directing employees or influencing staffing decisions.~~
- ~~Misrepresenting Board authority or posting anything that implies social media posts represent the official positions of the Pullman School District Board of Directors. To avoid confusion, Board Directors should include a disclaimer clarifying that the individual views expressed on personal accounts do not represent the official views or positions of the PSD Board of Directors.~~
- ~~Posting any content that promotes or advertises commercial services, entities, or products.~~
- ~~Influencing a school district election or ballot measures.~~

VI. Two-Way Communication Protocols

The **Washington School Board Standards for Effective School Board Governance** *and* **WSSDA's Guide for Effective School Board Members** *outline the best practices and expectations for school board directors.* School board directors should actively listen to parents, students, and community members, and share input and feedback with the superintendent and other relevant parties. Here are ways the board can do that:

1. Encourage active feedback and questions from the community, fostering open dialogue and collaboration.
2. Make sure the community understands how and why decisions are made, and invite their input before finalizing major decisions.
3. Ensure communication not only reaches but also engages all groups within the community.
4. Anticipate issues that may concern the community and engage stakeholders early to collaboratively address potential challenges.

~~VI.~~ VII. Board Liaisons

Board liaisons serve as a communication bridge between the board and specific stakeholder groups (e.g., schools, parent groups, district committees, civic organizations).

Expectations for liaison two-way communication:

1. **Listening and gathering input**: Attend liaison meetings to hear concerns, ideas, and questions. Remain neutral

and avoid advocating personal positions. Be clear that the liaison role does not include decision-making authority.

2. **Information sharing**: Share relevant district information, board decisions, and updates aligned with board policy and the district's strategic plan. Ensure information is accurate and up to date.
3. **Clarifying Governance Roles**: Help stakeholders understand the distinction between board governance and administrative operations. Encourage concerns to be routed through the appropriate administrative channels. Avoid taking positions or making statements that suggest individual board authority. Board members only have authority when acting as part of the board at a legally convened meeting.
4. **Reporting Back**: Summarize key input or themes and report to the full board and Superintendent as appropriate. Avoid attributing comments to individuals or disclosing confidential information.

Liaisons	**Organization/Committee/School**
For school/district representative/committee appointments, please refer to the district website: https://www.pullmanschools.org/meet-board-members	
Local Civic Organizations: *(List all that are assigned a board liaison)*	
Kiwanis Club of Pullman	
Pullman Rotary Club	
Pullman Lions Club	
League of Women Voters	
Pullman Education Foundation	
WSU Center for Civic Engagement	
Pullman Chamber of Commerce	

We, the members of, the Pullman School District Board of Directors hereby commit to these communication policies, procedures, and protocols:

Board Member

Board Member

Board Member

Board Member

Board Member

Superintendent

Date

Adopted by Board on August 27, 2025
Revised Date:

Coversheet

Administrative Requirements Update

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

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

Monthly Administrative Requirements

October

- ☐ F196 – Budget Year End
  - *Person(s) Responsible: Finance Director*
- ☐ Ridership Report 1022
  - *Person(s) Responsible: Exec Dir of Operations & Transportation Supervisor*
- ☐ Annual Report to board "State of the District"
  - *Person(s) Responsible: Superintendent*
- ☐ Home Based Instruction Report
  - *Person(s) Responsible: Transfers Coordinator*
- ☐ Disability Awareness Month
  - *(during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. The activities may include, but not be limited to, school assemblies or guest speaker presentations.)*
  - *Person(s) Responsible: Principals*
- ☐ Post School Survey for Special Education Leavers
  - *Person(s) Responsible: Director/Asst Dir of Special Services*
- ☐ Elementary Principals Present School Improvement Plans to Board
  - *Person(s) Responsible: Elementary Principals*
- ☐ District Choice Report
  - *Person(s) Responsible: Transfers Coordinator*

November:

- ☐ Special Education Report Prep – *Due:*
  Person(s) Responsible: Director/Asst Dir of Special Services
  - IDEAB Child Count
  - November 1st Special Education Count
  - Least restrictive environment IDEAB
- ☐ Levy Certification to County
  - *Person(s) Responsible: Finance Director*
- ☐ Home Based Instruction Report
  - *Person(s) Responsible: Choice/Transfers Coordinator*
- ☐ Verify Free & Reduced
  - *Person(s) Responsible: Nutrition Services Supervisor*
- ☐ Initial submission of S275/277 Report
  - *Person(s) Responsible: Human Resources Manager*
- ☐ Review winterization prep with Maintenance and Custodians
  - *Person(s) Responsible: Executive Director of Operations*

- ☐ Veterans' Day:
  RCW 28A.230.160 requires that all Washington public schools observe Veterans Day by providing educational activities during the school week preceding the 11th day of November of each year. The responsibility for the preparation and presentation of the activities will be with the principal or head teacher of each school building. The laws dictates that activities be at least 60 minutes total throughout the week and will embrace topics tending to instill a loyalty and devotion to the institutions and laws of this state and nation.
    - *Person(s) Responsible: Principals*
- ☐ Secondary Principals Present School Improvement Plans to Board
    - *Person(s) Responsible: Secondary Principals*
- ☐ School Improvement Plans – to Board for Approval

Coversheet

Expense Claim Audit - Community Update Board Schedule

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

BOARD DIRECTOR SCHEDULES

Expense Claim Audit Schedule

Month	Reviewer
August 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: D. 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

Non-Substantive Policy Updates

Section: VII. Informational Items
Item: E. Non-Substantive Policy Updates
Purpose:
Submitted by:
Related Material: 3420 Anaphylaxis Prevention and Response 10.14.26.pdf

Pullman School District Board Policy 3420

STUDENTS

Anaphylaxis Prevention and Response

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

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

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

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

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

In the event a student with a current prescription for epinephrine on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine to respond if the student's supply is not immediately available. In the event a student without a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 28A.210.370, RCW 28A.210.380 and RCW 28A.210.383.

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

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

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's current Guidelines for the Care of Students with Anaphylaxis.
2. A simple and standardized format for emergency care plans is utilized;

3. A protocol is in place to ensure emergency care plans are current and completed and distributed to appropriate staff;

4. Medication orders are clear and unambiguous;

5. Training and documentation is a priority; and

6. Each school's supply of epinephrine, if any, is maintained pursuant to manufacturer's instructions and district medication policy and procedures.

Cross References:

Board Policy, ~~3416~~3416	Medication at School
Board Policy, ~~3418~~3418	Response to Student Injury or Illness
Board Policy, ~~3419~~3419	Self-Administration of Asthma and Anaphylaxis Medications

Legal References:

WAC 392-380	Public School Pupils – Immunization Requirement and Life-Threatening Health Condition
RCW 28A.210.~~383~~380	Anaphylaxis – Policy Guidelines – Procedures – Reports
RCW 28A.210.383	Epinephrine and epinephrine autoinjectors (EPI pens) – School supply ~~–~~ Use
RCW 28A.210.370	Students with asthma and anaphylaxis – Uniform policy – Authorization for self-medication

Management Resources:

Policy News, September 2026	
Policy News, October 2024	
Policy News, August 2018	
Policy News, December 2013	
Policy News. August 2012	
Policy News, February 2009	Anaphylaxis Prevention Policy Required

Classification: ~~**Essential**~~**Critical**

Adoption Date: March 25, 2009
Revised Date: May 12, 2021
Revised Date: January 8, 2025

Coversheet

Procedures

Section: VII. Informational Items
Item: F. Procedures
Purpose:
Submitted by:
Related Material: 3205P Sexual Harassment of Students Prohibited 10.14.26.pdf
3246P Restraint and Isolation 10.14.26.pdf
3420P Anaphylaxis Prevention and Response 10.14.26.pdf
5401P Sick Leave 10.14.26.pdf
6970F Naming of School Facilities-Rooms 10.14.26.pdf

Pullman School District Administrative Procedure 3205P

STUDENTS

Sexual Harassment of Students Prohibited

This ~~The~~ procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment targeted at students by other students, employees, or third parties involved in district activities.~~and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.~~

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

~~Title IX Coordinator, Investigator, and Decision-maker:~~

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

~~Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents in general or individually, and must receive training on the definition of sexual harassment under Title IX, the scope of the district's education program or activity, how to conduct an investigation and grievance process and informal resolution process, and how to serve impartially. The decision-maker must also receive training on any technology to be used during hearings if the district provides for a hearing, on issues of relevance of questions and evidence, and on how to create an investigative report that fairly summarizes relevant evidence.~~

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

~~I. Notice~~

- ~~Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook.~~
- ~~In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at:~~

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

~~II. Staff Responsibilities~~

- ~~The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment~~
- ~~In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures, and 2) law enforcement.~~
- ~~The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.~~

~~III. Confidentiality~~

A "~~If a~~ complainant" refers to an individual who is alleged to be the victim of conduct ~~requests~~ that could constitute sexual harassment.

A "respondent" refers to an individual who has been reported to be the ~~their name not be revealed to the alleged~~ perpetrator of conduct~~or asks~~ that could constitute sexual harassment.

I. General Response to Sexual Harassment

- Under state law, when the district knows or reasonably should know that sexual harassment has occurred, it has an obligation to promptly ~~not~~ investigate and take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment if one exists, prevent the harassment from recurring, and remedy the effects of the harassment, as appropriate.~~or seek action against the alleged perpetrator, the request will be forwarded to the Title IX coordinator or superintendent for evaluation.~~

- Under~~The~~ Title IX, when ~~coordinator or superintendent should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.~~
- ~~If the complainant still requests that their name not be disclosed to the alleged perpetrator or that~~ the district has actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, it must respond in a manner that is not deliberately indifferent. The district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.~~not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request~~

to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment , the district will use other appropriate means available to address the sexual harassment.

IV. Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint ("complainant"), was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

V. Informal Complaint Process, State Requirements

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to:

Roberta Kramer, Ed.D

Assistant Superintendent

240 SE Dexter St., Pullman, WA 9916.3

Phone: (509) 332-3144

Email: rkramer@psd267.org

Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

a. An opportunity for the complainant to explain to the alleged harasser that their conduct is unwelcome, offensive, or inappropriate, either in writing or face-to-face;
b. A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
c. A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
d. Developing a safety plan;
e. Separating students; or
f. Providing staff and/or student training

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

VI. Formal Complaint Process, State Requirements

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process under state law, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The same allegations may qualify as a sexual harassment allegation under federal Title IX regulations, which require actions in addition to the process for investigating sexual harassment allegations under state law.

The following process will be followed:

B. Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.

- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator:

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

- Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

C. Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if

~~such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.~~

- ~~Investigations will be carried out in a manner that is adequate in scope, reliable, and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.~~
- ~~When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.~~

~~D. Sexual Harassment Complaint under Title IX~~

~~The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.~~

~~Under federal law, the term "sexual harassment" means:~~

- ~~an employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;~~
- ~~conduct that creates a "hostile environment," meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the; or~~
- ~~"sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).~~

~~E. Supportive Measures under Title IX~~

Once any ~~district~~ employee knows, or in the exercise of reasonable care, should know~~,~~ about possible sexual harassment, the Title IX Coordinator must contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform~~and offer to provide~~ the complainant of the availability of ~~with~~ supportive measures with or without filing a formal complaint, and explain the process for filing a formal complaint.

A. Supportive Measures

~~. See "interim measures" required under state law above for a similar requirement.~~ Supportive measures must be offered to a~~the~~ complainant~~,~~ before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent.

~~-~~Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the district's~~District's~~ education program or activity without unreasonably burdening the other party. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class

schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

~~**F. When Additional Title IX Procedures are Required**~~

The district will keep any supportive measures provided to an individual confidential to the extent that maintaining confidentiality would not impair its ability to provide the supportive measures.

B. Confidentiality

If a complainant requests that their name not be revealed to the respondent or asks that the district not investigate or seek action against the respondent, the request will be forwarded to the Title IX Coordinator for evaluation. The ~~implement additional~~ Title IX Coordinator will inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the respondent.

If the complainant still requests that their name not be disclosed to the respondent or that the district not investigate or seek action against the respondent, the district will need to determine whether it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging~~procedures~~ in district activities, including the complainant. Although a complainant's request to have their name withheld may limit the district's ability to respond fully to an individual allegation of ~~response to a~~ sexual harassment, the district will use other appropriate means available to address sexual harassment.

II. Filing a Formal Complaint

All formal sexual harassment complaints will be in writing and will set forth the specific acts, conditions, or circumstances ~~complaint when the~~ alleged to have occurred and alleged to constitute sexual harassment. The Title IX Coordinator may draft a formal complaint based on the report of a complainant for the complainant to review and approve. The Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information they possess, regardless of a complainant's interest in filing a formal complaint.~~constitutes sexual harassment as defined by Title IX regulations, and:~~

A formal complaint must be filed within one year from the date of the occurrence that is the subject matter of the complaint. However, that deadline will not be imposed if the complainant was prevented from filing a complaint because (1) the district made specific misrepresentations that it had resolved the problem forming the basis of the complaint or (2) the district withheld information it was required to provide under chapter 392-190 WAC.

A formal complaint may be submitted by mail, fax, email, or hand-delivery to the Title IX Coordinator:

Ryan Mulvey, Assistant Superintendent

240 SE Dexter St., Pullman, WA 99163

Phone: (509) 332-3144

Email: rmulvey@psd267.org

- ~~The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant's legal guardian, or by the Title IX Coordinator;~~

- ~~The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;~~

Any employee who receives a sexual harassment complaint will promptly notify the Title IX Coordinator.

III. Determining which Process to Follow

Upon receiving a formal sexual harassment complaint, the Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for triggering the complaint process requirements under Title IX. If the criteria are met, the Title IX requirements and the state requirements will be followed. If they aren't met, the state requirements will be followed.

- To constitute a formal complaint under Title IX, at the time of filing the complaint, the~~the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);~~
- ~~The alleged sexually harassing conduct occurred in the United States; and~~

- ~~The~~ complainant must be~~is~~ participating in or attempting to participate in the education~~district's educational~~ program or activity of the district. If that criterion isn't met, the district will proceed to process the complaint under the state complaint process, described in Section V (State Complaint Process Only) below~~at the time~~.

A formal complaint must be dismissed under Title IX if one of the following applies:

1. The conduct alleged in the formal complaint would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved.
2. The conduct alleged in the formal complaint did not occur in the district's education program or activity.
3. The conduct alleged in the formal complaint did not occur against a person in the United States.

Additionally, the district may dismiss a formal complaint under Title IX if the respondent is no longer enrolled or employed by the district.

If the formal complaint is dismissed under~~determined to meet the criteria for a~~ Title IX ~~complaint~~, the district will notify the parties~~must respond promptly~~ in writing~~a manner~~ that it is dismissing the complaint under Title IX and will be following the state complaint process, described in Section V (State Complaint Process Only) below. The notice will also describe the reasons for the dismissal under Title IX. Either party may appeal a dismissal under Title IX, using the appeal process described in Section IV (Combined Title IX-State Complaint Process) below.

IV. Combined Title IX-State Complaint Process

In implementing the combined Title IX-state complaint process, the district will do the following:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following the complaint process before imposing disciplinary sanctions or other actions~~is not deliberately indifferent. "Deliberately indifferent" means~~ that are not supportive measures against a respondent. However, the district may remove a student respondent on an emergency basis if the district undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision

immediately following the removal. An emergency removal will comply with Procedure 3241P. Further, the district may place an employee respondent on administrative leave during the pendency of the complaint process.

2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

3. Presume that the respondent is not responsible for the alleged conduct until a ~~the district's response is clearly unreasonable in light of the known circumstances. The district's investigation and~~ determination regarding responsibility is made at the conclusion of the complaint process.

4. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege,~~shall be completed within 30 days~~ unless the person holding such privilege has waived the privilege~~parties agree to a different timeline~~.

A. Written ~~The district will acknowledge receipt of the~~ **Notice**

Upon receiving a formal sexual harassment complaint, ~~by providing~~ the district will provide~~following~~ written notice to the complainant and respondent that includes the following~~and complainant~~:

1. Notice of the complaint and~~,~~ investigation~~, and grievance~~ processes, including any informal resolution process. The district will include copies of Policy 3205 and this procedure with the written notice.
2. Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Sufficient~~Such sufficient~~ detail includes the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
3. Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
4. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the complaint~~grievance~~ process.
5. Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not provided in the original notice, the district will provide notice of the additional allegations to the parties whose identifies are known.

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

~~C.~~ ~~Title IX~~ **B. Informal Resolution Process**~~, See state Informal Complaint Process above~~

The district will not require as a condition of enrollment or continuing enrollment, employment or continuing employment, or enjoyment of any other right, wavier of the right to an investigation and

adjudication for formal complaints of sexual harassment. Further, the district cannot require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

However, at~~At~~ any time before~~prior to~~ a determination regarding responsibility for alleged sexual harassment~~ as defined by Title IX regulations~~, the district may permit a complainant to waive the formal complaint ~~grievance~~ process in favor of an informal resolution process not involving a full investigation and adjudication. For~~, provided~~ that to occur, the following conditions must be met:

1. The district must provide the parties a written notice disclosing the following: the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. The district must obtain~~obtains~~ the parties' voluntary, written consent to~~,~~ the ~~district does not offer~~ informal resolution process.

3. The district cannot offer or facilitate an informal resolution process to resolve~~of sexual harassment~~ allegations that~~against a respondent who is~~ an employee sexually harassed a student.~~of the district, and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.~~

At any time prior to agreeing to a resolution, any~~A~~ party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint~~formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process.~~

~~H. Title IX Formal Resolution Process~~

~~The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the recipient must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law.~~

Informal remedies may include, but are not limited to, the following:

1. An opportunity for the complainant to explain to the respondent that their conduct is unwelcome, offensive, or inappropriate, either in writing or in person.
2. A statement from a staff member to the respondent that the alleged conduct is inappropriate and could lead to discipline if proven or repeated.

3. A general public statement from an administrator in a building that reviews the district's sexual harassment policy without identifying the complainant.
4. Developing a safety plan.
5. Separating students.
6. Providing staff or student training.

C. Investigation

The district will investigate the allegations in a formal complaint that aren't resolved through an informal resolution process.

The district's investigation must comply with the following requirements~~of a Title IX complaint must~~:

- The~~Ensure that the~~ district will bear~~bears~~ the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment.

1. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
2. The district will provide~~Provide~~ an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.~~;~~
3. The district will not~~Not~~ restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.~~;~~
4. The district will provide~~Provide~~ the parties with the same opportunities to have others present during any complaint~~grievance~~ proceeding,~~;~~ including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties.~~;~~
5. Before any hearings, interviews, or other meetings, the district will provide~~Provide~~ to a party who~~whose participation~~ is invited or expected to participate written notice of the date, time, location, participants, and purpose of the hearing, interview~~all hearings, interviews~~, or other meeting~~meetings,~~ with sufficient time for the party~~parties~~ to prepare to participate.~~;~~
6. Before completing~~Prior to the completion of~~ an investigative report, the district will provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten ~~(10)~~ days to submit a written response for the investigator to consider before completing~~prior to completion of~~ the investigative report.
7. At least ten ~~(10)~~ days before~~prior to~~ a determination regarding responsibility, the district will create an investigative report that fairly summarizes relevant evidence, and send the ~~investigative~~ report in an electronic or hard copy format to each party and to each party's advisor for their review and written response.
8. After transmitting the investigative report ~~to the parties,~~ but before reaching a final determination regarding responsibility, the decision-maker will~~must~~ give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up

questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district may dismiss the complaint under ~~district's~~ Title IX if any of the following occurs during the investigation:

1. The complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or the allegations in the complaint.
2. The respondent is no longer enrolled in or employed by the district.
3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the complaint or the allegations in the complaint.

If the complaint is dismissed under Title IX, the district will notify the parties in writing that it is dismissing the complaint under Title IX ~~investigative~~ and will be following the state complaint ~~grievance~~ process, described in Section V (State Complaint Process Only) below. The notice will also describe the reasons for the dismissal under Title IX. Either party may appeal a dismissal under Title IX, using the appeal process described in Section IV (Combined Title IX-State Complaint Process) for appealing to the board ~~is not required to include investigative hearings~~.

D. Written Determination

At the conclusion of the investigation, the decision-maker ~~(superintendent or a designee)~~ must issue a written determination of responsibility regarding the alleged sexual harassment. The ~~The district may choose whether the~~ decision-maker will either be the superintendent or the superintendent's designee; however, the decision-maker cannot be the same person as the Title IX Coordinator or the investigator.

The standard of evidence used to determine responsibility is the ~~apply a~~ preponderance of the evidence ~~standard or a clear and convincing evidence~~ standard ~~in Title IX investigations, provided that the same standard will apply to all investigations whether the respondent is a student or an employee~~.

The ~~superintendent's~~ written determination will ~~must~~ be issued ~~to the parties simultaneously and must include the following:~~

- ~~Identification of the allegations potentially constituting sexual harassment under Title IX regulations;~~
- ~~A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;~~
- ~~Findings supporting the determination;~~
- ~~Conclusions regarding the application of the district's code of conduct policies to the facts;~~
- ~~A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the~~

respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

- The procedures and bases for appealing the superintendent's determination.

H. Title IX Investigation Appeals

The district must offer both parties an appeal from the superintendent's determination regarding responsibility or from the district's dismissal of any allegations contained in a formal complaint, in addition to the complainant's right to appeal under state requirements and the respondent's potential appeal rights under student discipline provisions of district policy and state requirements.

A party may appeal the determination regarding responsibility on the following bases:

- Procedural irregularity affecting the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made that could affect the outcome of the matter;
- The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or individually that affected the outcome of the matter; or
- Additional bases as determined by the district.

Regarding appeal, the district must:

- Provide written notice to the other party when an appeal is filed;
- Implement appeal procedures equally for both parties;
- Ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- Ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- Provide both parties with a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination; and
- Issue a written decision describing the result of the appeal and the rationale for the result.

I. Emergency Removals for alleged sexual harassment under Title IX

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline modify as accurate for your district and the associated student discipline regulations for emergency expulsion.

J. Title IX Investigation Recordkeeping

The district will maintain records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility, for a period of seven years.

~~The district must maintain records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX, for a period of seven years.~~

~~K. Superintendent Response, State Requirements~~

- ~~The superintendent will respond in writing to the complainant and the alleged perpetrator~~ within thirty ~~(30)~~ calendar days of receiving~~receipt of~~ the formal complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. Complying with the investigation requirements under Title IX may constitute exceptional circumstances. If~~In the event~~ an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. ~~At the time the district responds to the complainant, the district must send a copy of the response to the Office of the Superintendent of Public Instruction.~~

The written determination~~response of the superintendent or designee~~ will be issued to the parties simultaneously and must include the following:

1. Identification of the allegations constituting~~: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if~~ sexual harassment.
2. A description of the procedural steps taken from the time ~~is found to have occurred,~~ the ~~corrective measures the~~ district received the formal complaint through the determination~~deems necessary~~, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence,~~assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board~~ and hearings held.
3. Findings supporting the determination.
4. Conclusions regarding the application of the district's code of conduct policies to ~~necessary filing information; and 5) any corrective measures~~ the facts.
5. A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether ~~district will take,~~ remedies or corrective measures designed to restore or preserve equal access to the education program or activity~~for the complainant~~ (e.g., sources of counseling, advocacy, and academic support, etc.) will be provided to the complainant.
6. ~~The procedures),~~ and bases~~notice of potential sanctions~~ for appealing the written determination.~~the perpetrator(s) (e.g., discipline).~~

- The written determination~~The superintendent's or designee's response~~ will be provided in a language the complainant and respondent can understand and may require language assistance for parties~~complainants~~ with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. ~~If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.~~

At the time the written determination is issued to the parties, the district will send a copy of it to the Office of the Superintendent of Public Instruction (OSPI).

- Any remedies or corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the written determination is issued~~(30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline~~

~~and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.~~

- The district will inform the complainant and their parent or ~~/~~guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquires~~inquiries~~ to see if there have been any new incidents of sexual harassment or instances of retaliation~~,~~ and will~~to~~ promptly respond and appropriately address continuing or new problems. ~~Follow-up inquiries will follow a timeline agreed to by the district and complainant.~~

~~VII.~~ E. Appeal to the Board ~~of Directors, State Requirements~~

Either party may appeal the written determination of responsibility or a dismissal decision to the board or other party designated by the district. To do so, a party must file a written notice of appeal with the superintendent within ten calendar days after receiving the written determination. The only bases for appealing a dismissal decision are a procedural irregularity that affected the outcome of the matter, new evidence coming to light that was not reasonably available at the time the dismissal was made that could affect the outcome of the matter, or a claim that the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

When the district receives a notice of appeal, it will provide written notice to the other party.

The decision-maker for the appeal cannot be the decision-maker who issued the written determination, the decision-maker who dismissed the complaint under Title IX, the investigator, or the Title IX Coordinator. Further, the decision-maker for the appeal must have received the training required for decision-makers as required by this procedure.

Both parties will be given a reasonable opportunity to submit a written statement in support of or challenging the outcome of the written determination or the dismissal.

The board or other party designated by the district will issue a written appeal decision within thirty calendar days of receiving the appeal unless otherwise agreed to by the parties. The board or other party designated by the district may hold a meeting to hear from the parties and district representatives before issuing its decision. If a meeting isn't held, the board or other party designated by the district will consider, as applicable, the dismissal decision, the investigative report, the written determination, and any statements submitted by the parties before making the decision.

The appeal decision must include notice of the complainant's rights to file a complaint with OSPI under WAC 392-190-075. This does not apply to appeal decisions related to dismissals under Title IX.

~~A.~~ The appeal decision ~~Notice of Appeal and Hearing~~

- ~~If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district's board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.~~
- ~~The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.~~
- ~~Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.~~

~~**B. Board Decision, State Requirements**~~

- ~~Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.~~

- ~~The decision~~ will be provided in a language ~~that~~ the complainant and respondent can understand and~~, which~~ may require language assistance for parties~~complainants~~ with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. ~~.~~

- ~~The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed.~~ The district will send a copy of the appeal decision to OSPI. This does not apply to appeal decisions related to dismissals under Title IX~~the Office of the Superintendent of Public Instruction~~.

~~VIII. Level Three – F.~~ Complaint to OSPI~~the Superintendent of Public Instruction~~

~~A. Filing of Complaint, State Requirements~~

If a complainant disagrees with the appeal decision ~~of the board of directors~~, or if the district fails to comply with this procedure, the complainant may file a complaint with OSPI~~the Superintendent of Public Instruction~~.

A complaint must be received by OSPI~~the Superintendent of Public Instruction~~ on or before the twentieth ~~(20)~~ calendar day following the date upon which the complainant received the appeal~~written notice of the board of directors'~~ decision unless OSPI~~the Superintendent of Public Instruction~~ grants an extension for good cause.

- Complaints may be submitted by mail, fax, email~~electronic mail~~, or hand delivery.

  A complaint must be in writing and include the following: (~~:~~ 1) a~~A~~ description of the specific acts, conditions~~,~~ or circumstances alleged to violate applicable anti-sexual harassment~~discrimination~~ laws; (2) the~~The~~ name and contact information, including address, of the complainant; (3) the~~The~~ name and address of the district subject to the complaint; (4) a~~A~~ copy of the district's written determination~~complaint~~ and appeal decision, if any; and (5) a~~A~~ proposed resolution of the complaint or relief requested.

- If the allegations regard a specific student, the complaint must also include the student's name and address and the name of the school and school district~~of~~ the student attends. If~~, or in~~ the student is~~ease of a~~ homeless, the complaint should include ~~child or youth,~~ contact information.

~~**B. Investigation, Determination and Corrective Action, State Requirements**~~

- Upon receipt of a complaint, OSPI~~the Office of the Superintendent of Public Instruction~~ may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the ~~superintendent or~~ board.

- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with chapter~~RCW 28A.642.010 or Chapter~~ 392-190~~,~~ WAC or OSPI's guidelines and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will

include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. ~~All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension.~~ If timely compliance is not achieved, OSPI may take action~~,~~ including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

G. Training for the Title IX Coordinator, Investigators, and Decision-Makers

Any individual designated as the Title IX Coordinator, an investigator under Title IX, or a decision-maker under Title IX, and any person who facilities an informal resolution process under Title IX must not have a conflict of interest or bias for or against complainants or respondents generally or individually, and must receive training on the definition of sexual harassment under Title IX, the scope of the district's education program or activity, how to conduct an investigation and complaint process and informal resolution process, and how to serve impartially. Decision-makers must also receive training on any technology to be used during hearings, if the district provides a hearing, on issues regarding the relevance of questions and evidence, and on how to create an investigative report that fairly summarizes relevant evidence.

Any training materials used to provide the training described above must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints.

H. Title IX Investigation Recordkeeping

The district will maintain the following records for seven years:

1. Records related to each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity.
2. Records related to any appeal and the results of the appeal.
3. Records related to any informal resolution process and the results of the process.
4. The district must make these training materials available upon request for inspection by members of the public.
5. Records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment as required by 34 CFR 106.44. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

V. State Complaint Process Only

A. Informal Complaint

A complainant may bring an informal (i.e., oral) complaint to the district. If that occurs, the Title IX Coordinator or their designee will schedule a meeting to discuss the informal complaint and how to resolve the complainant's concerns. Using this informal process does not limit the complainant's right to file a formal complaint. Further, as part of this informal process, the district will notify the complainant in writing about their right to file a formal complaint. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

Informal remedies may, but are not limited to, include the following:

1. An opportunity for the complainant to explain to the respondent that their conduct is unwelcome, offensive, or inappropriate, either in writing or in person.
2. A statement from a staff member to the respondent that the alleged conduct is inappropriate and could lead to discipline if proven or repeated.
3. A general public statement from an administrator in a building that reviews the district's sexual harassment policy without identifying the complainant.
4. Developing a safety plan.
5. Separating students.
6. Providing staff or student training.

B. **Receiving a Formal Complaint**

Any district or school administrator who receives a formal complaint will promptly notify the Title IX Coordinator. Once the Title IX Coordinator receives a complaint, they will do the following:

1. Provide the complainant with a copy of Policy 3205 and this procedure in a language they can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.
2. Ensure that the district conducts a prompt and thorough investigation into the allegations in the complaint.

In lieu of investigating, the district and the complainant may agree to resolve the complaint. If the complaint is resolved, no further action is necessary.

C. **Written Response to a Formal Complaint**

After completing the investigation, the Title IX Coordinator or their designee will give the superintendent a full written report of the complaint and the investigation results.

The superintendent or their designee will issue a written response to the complainant within thirty calendar days after the district receives the formal complaint. The thirty-day timeline can be extended if agreed to by the complainant or if exceptional circumstances related to the complaint require an extension. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date. The notice will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The written response must include a summary of the results of the investigation; a finding as to whether the district failed to comply with anti-sexual harassment laws; notice to the complainant of their right to appeal, including where and to whom the appeal must be filed; and, if the district failed to comply with ant-sexual harassment laws, the corrective measure deemed necessary to correct the noncompliance. Any corrective measures must be instituted as expeditiously as possible but no later than thirty calendar days after the written response is issued unless otherwise agreed to by the complainant. The written response will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

The district will send a copy of the written response to OSPI when it sends the response to the complainant.

The district will inform the complainant and their parent or guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents of sexual harassment or instances of retaliation and will promptly respond to and address continuing or new problems.

D. **Appeal to the Board**

If a complainant disagrees with the superintendent's written response, they may appeal to the board. The appeal must be in writing and filed with the superintendent within ten calendar days of receiving the written response.

The board must issue a written appeal decision within thirty calendar days of receiving the appeal unless the complainant agrees otherwise. The board may schedule a meeting to hear from the complainant and district representatives before issuing its decision. If it doesn't schedule a meeting, the board will consider the investigation report, the written response, and any documentation the complainant submits before making its decision.

The appeal decision must include notice of the complainant's right to file a complaint with OSPI under WAC 392-190-075. The district will send a copy of the appeal decision to OSPI.

The appeal decision will be in a language the complainant can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for complainants with limited English proficiency.

E. **Complaint to OSPI**

If a complainant disagrees with the board's decision, or if the district fails to comply with this procedure, the complainant may file a complaint with OSPI.

A complaint must be received by OSPI on or before the twentieth calendar day following the date upon which the complainant received the board's decision unless OSPI grants an extension for good cause.

Complaints may be submitted by mail, fax, email, or hand delivery.

A complaint must be in writing and include the following: (1) a description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; (2) the name and contact information, including address, of the complainant; (3) the name and address of the district subject to the complaint; (4) a copy of the district's written response and appeal decision, if any; and

(5) a proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the student's name and address and the name of the school and school district the student attends. If the student is homeless, the complaint should include contact information.

Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the board.

Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with chapter 392-190 WAC or OSPI's guidelines and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

~~**IX. Level Four - Administrative Hearing, State Requirement**~~

~~A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.~~

~~**X. Other Complaint Options**~~

~~*Office for Civil Rights (OCR), U.S. Department of Education*~~

~~OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.~~

~~206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr~~

~~*Washington State Human Rights Commission (WSHRC)*~~

~~WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.~~

~~1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov~~

~~**XI. Mediation**~~

~~At any time during the~~ A complaint may be resolved at any time when, before the completion of the investigation, the ~~procedure set forth in WAC 392-190-065 through 392-190-075, a~~ district voluntarily

agreesmay, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve the complaint. OSPI may provide technical assistance and disputedisputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1)Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution methods to resolve a complaintand states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

VI. Retaliation

State and federal law prohibit retaliation against any individual who files a sexual harassment complaint or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the complainant or against those who provide information as witnesses. The district will investigate all allegations and take actions against those found to have retaliated.

VII. False Allegations

Individuals are prohibited from knowingly reporting false allegations of sexual harassment. Individuals found to knowingly report or corroborate false allegations will be subject to appropriate corrective action. Merely finding that allegations of sexual harassment were not substantiated doesn't mean the allegations are false.

~~XII.~~ VIII. Training and Orientation

A ~~fixed~~ component of ~~all~~ district orientation ~~sessions~~ for staff, students, and regular volunteers will introduce ~~the~~ elements of Policy 3205 and this procedure~~this policy. Staff will be provided information on recognizing and preventing sexual harassment~~. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under Policy 3205~~the policy~~ and this procedure.

Staff will be reminded of their legal responsibility to report suspected child abuse~~,~~ and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will receive~~get the~~ portions of this training related~~component of orientation relevant~~ to their ~~rights and~~ responsibilities.

Students will be provided ~~with~~ age-appropriate information on the recognition and prevention of sexual harassment, ~~and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.~~

As part of what's shared with ~~the information on the recognition and prevention of sexual harassment~~ staff, students, and regular volunteers, they~~students and parents~~ will be informed that sexual harassment may include, but is not limited to, the following:

- 1. Demands for sexual favors in exchange for preferential treatment or something of value.~~;~~
- 2. Stating or implying that a person will lose something if they do~~he or she does~~ not submit to a sexual request.~~;~~
- 3. Penalizing a person for refusing to submit to a sexual advance~~,~~ or providing a benefit to someone who does.~~;~~
- 4. Making unwelcome, offensive, or inappropriate sexually suggestive remarks, comments, gestures, or joke~~jokes~~; or remarks of a sexual nature about a person's~~person's~~ appearance, gender, or conduct.~~;~~
- 5. Using derogatory sexual terms for a person.~~;~~
- 6. Standing too close, inappropriately touching, cornering, or stalking a person.~~; or~~
- 7. Displaying offensive or inappropriate sexual illustrations on school property.

~~**XIII. Policy and Procedure Review**~~

~~Annually, the superintendent or designee will convene a committee to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.~~

Approved: November 13, 2019
Revised Date: July 27, 2022
Revised Date: January 24, 2024
Revised Date: January 8, 2025
Revised Date: February 12, 2025

Pullman School District Administrative Procedure 3246P

STUDENTS

Restraint~~, and~~ Isolation ~~and Other Uses of Reasonable Force~~

This procedure applies~~is intended~~ to incidents~~apply to a broad range~~ of restraint or isolation that occur while a~~circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any~~ student is participating in school-sponsored instruction or activities. ~~that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.150.300, RCW 28A.155.210, , and for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.~~

~~I. DEFINITIONS:~~

~~A. **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1)The pattern of behavior that impedes the student's learning or the learning of others; 2)The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3)The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors: and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities); and d)The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student~~.

I. Definitions

A. Chemical restraint: A drug or chemical administered by a staff member to a student to control the student's behavior or restrict the student's freedom of movement that is not (i) prescribed by a licensed health professional acting within the scope of the practice of that health profession for the standard treatment of a student's medical or psychiatric condition; (ii) administered by a licensed health professional acting within the scope of the practice of that health profession or administered by a designated staff member delegated and trained by the licensed health professional under RCW 28A.210.260; or (iii) administered in accordance with the student's medical or psychiatric treatment plan.

~~B. **Chemical spray:** Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.~~

~~C. **De-escalation:** The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.~~

Pullman School District Administrative Procedure 3246P

~~D.~~ B. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.

~~E.~~ C. **Isolation:** ~~-~~Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or the temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan. Further, isolation doesn't include a nonpermanent, removable material or barrier within an instructional setting for the purpose of temporarily separating a student from the rest of the instruction setting for a short period to address privacy concerns among students when a student engages in actions such as disrobement or similar behavior that raises significant privacy concerns and substantially impacts the ability to maintain a safe environment for learning for all students. The temporary material or barrier must still allow the student to be monitored by instructional or support staff in the classroom. Any incidents involving this type of separation of a student using a temporary material or barrier as described above trigger the post-incident requirements described later in this procedure.

~~F.~~ D. **Likelihood of serious harm:** A substantial risk(i) that ~~physical~~ harm will be inflicted by a student ~~:~~

1. ~~—~~upon ~~his or her~~their own person, as evidenced by threats or attempts to commit suicide, or inflict physical harm on oneself, or (ii) that harm will be inflicted by a student ~~;~~

2. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm.~~;~~

E. **Mechanical restraint:** A staff member's use of a device to restrict a student's freedom of movement. It does not include a device used by a staff member or a student (i) as prescribed by a licensed health professional acting within the scope of the practice of that health profession; (ii) as documented in a student's individualized education program (IEP) or a student's Section 504 plan; or (iii) for a specific therapeutic, orthopedic, or medical purpose, when used for its designed purpose. Further, a mechanical restraint does not include the use of vehicle restraints when used as intended during the transport of a student in a vehicle.

F. **Physical escort:** The temporary touching or holding or a student's hand, wrist, arm, shoulder, or back by a staff member for the purpose of directing the student to a safe or otherwise appropriate location.

G. **Physical prompt:** A teaching technique used by a staff member that involves voluntary physical contact with a student for the purpose of enabling the student to learn or model the physical movement necessary for the development of a desired competency.

3. ~~—~~**H. Physical restraint:** Physical contact by one or more staff members that ~~upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or~~
4. ~~after the student has threatened the physical safety of another and has a history of one or more violent acts.~~

Pullman School District Administrative Procedure 3246P

~~G. **Physical force:** The use of bodily force or physical restriction that substantially~~ immobilizes or reduces the ability of a student to move the student's arms, legs, torso, or head freely. It does not include chemical restraint, mechanical restraint, physical escort, or physical prompt. ~~free movement of a student.~~

~~H. **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.~~

~~I. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.~~

~~J. **Restraint device:** A device used to assist in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.~~

~~K. **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.~~

~~L. **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district~~

~~M. **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.~~

~~II. General Use of Restraint, Isolation, or Other Forms of Reasonable Force:~~

~~A. Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.~~

~~B. Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.~~

~~C. Restraint devices may be used as needed to obtain possession of a known or reasonably suspected weapon or other dangerous object on a person or within the control of a person.~~

~~An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must include~~

I. **Provider of public educational services:** Any entity that directly operates, or provides educational services under contract to, an elementary or secondary school program that receives public funds from the office of the superintendent of public instruction. It includes a school district,~~procedures for notification of~~ a public school as defined in RCW 28A.150.010, an educational service district, an institutional education provider as defined in RCW 28A.190.005, a public agency or private entity providing educational services under contract with any other provider or public educational services, an authorized entity as defined in RCW 28A.300.690, any provider of services in accordance with special education laws, the state school for the blind, and the center for deaf and hard of hearing youth established under RCW 72.40.010.~~parent or guardian regarding~~This includes chemical restraint, mechanical restraint, and physical restraint.

J. **Staff member:** An employee or contractor of a school district or other provider of public educational services. It does not include licensed or certified health professionals of inpatient health care facilities.

K. **Students:** Children and youth served by the district or other provider of public educational services. It does not include children served in early childhood education and assistance programs established under chapter 43.216 RCW or federal head start programs.

II. Use of Restraint or Isolation

A. General Conditions

Restraint or isolation of a student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm to the student or to another person, such as another student or staff member.

Staff members are prohibited from using the following restraints on any student: chemical restraints; mechanical restraints; or physical restraint or physical escort that is life-threatening, restricts breathing, or restricts blood flow to the brain, including prone, supine, and wall restraints. Further, the district will refrain from using any of the practices prohibited by WAC 392-172A-02076 or presumed unreasonable by RCW 9A.16.100(2). Restraint or isolation must be administered in a way that prevents or minimizes physical harm to the student. If, at any time during the use of restraint or isolation, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, staff must take immediate steps to seek medical assistance.

Restraint or isolation must be closely monitored to prevent harm to the student and must be discontinued as soon as the likelihood of serious harm has dissipated. Monitoring must be conducted by continuous visual monitoring of the student and must include regularly evaluating the student for signs of physical distress.

B. Isolation

~~ under RCW 28A.600.485.~~ The district may not design, construct, remodel, reconfigure, repurpose, or otherwise establish any new room or other enclosed area for the primary purpose of student isolation, irrespective of how the space is labeled. However, this doesn't prevent the district from creating the following types of space:

- A quiet space for voluntary use by a student for self-calming.
- A safe place to be used during a temporary removal of a student from their regular instructional area to an unlocked area for the purpose of carrying out an appropriate positive behavior intervention plan.
- A temporary safe space to be used during removal of a student from their regular instructional area when there is an imminent likelihood of serious harm to the student or to another person and the general conditions described above are met. Use of this type of space is considered isolation and triggers the post-incident requirements described below.

C. IEPs and Section 504 Plans

~~D.~~ An IEP or Section 504 plan must not include the use of restraint or isolation as a planned behavior intervention. The only time restraint may be included in an IEP or Section 504 plan is if the ~~unless a~~ student's individual needs require more specific advanced educational~~education~~ planning, ~~and~~ the student's parent or guardian requests inclusion~~agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B~~ of the restraint, a licensed health care provider documents in writing that~~Individuals with Disabilities Act (IDEA) or Section 504 of~~ the intervention is medically necessary, and the parent or guardian provides informed, voluntary written consent.~~Rehabilitation Act of 1973.~~

Parents or guardians of children with IEPs or Section 504 plans will be provided with a copy of Policy 3246 and this procedure at the time the programs or plans are created.

IEPs will include the procedures for notifying a parent or guardian regarding the use or restraint or isolation. Additionally, if

~~E.~~ ~~If~~ a student is placed~~receiving special education services through placement~~ in an authorized entity under RCW 28A.155.060, the student's IEP will~~must also~~ specify any additional procedures required to ensure the authorized entity fully complies with RCW 28A.600.485~~state law governing the use of restraint and isolation~~.

D. Special Education Students

A staff member who uses isolation on a student eligible for special education services must comply with the following conditions in addition to the general conditions described above:

~~F. Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.~~

~~G. Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent~~

~~bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.~~

~~**H.** Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.~~

~~III. PRACTICES PRESUMED TO BE UNREASONABLE WHEN CORRECTING OR RESTRAINING ANY CHILD (RCW 9A.16.100):~~

~~Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:~~

~~**A.** throwing, kicking, burning, or cutting a child;~~

~~**B.** striking a child with a closed fist;~~

~~**C.** shaking a child under age three;~~

~~**D.** interfering with a child's breathing;~~

~~**E.** threatening a child with a deadly weapon; or~~

~~**F.** doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.~~

~~This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.~~

~~IV. CONDITIONS SPECIFIC TO USE OF ISOLATION OR RESTRAINT WITH STUDENTS~~ eligible for special education ~~(CONSISTENT WITH WAC 392-172A-02110):~~

~~**A.**~~ i. The isolation enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.

~~**B.**~~ ii. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.

~~C.~~ iii. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.

~~D.~~ iv. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.

v. The

- ~~Any~~ staff member must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and trained by the district in~~or other adults using~~ isolation requirements.

~~E.~~ A staff member who uses~~,~~ restraint on a student eligible for special education services must comply with the general conditions described above and~~, or a restraint device~~ must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and restraints.~~the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.~~

E. School Resource Officers

Nothing in this procedure prohibits a school resource officer, as defined in RCW 28A.320.124, from carrying out the lawful duties of a commissioned law enforcement officer. Nonetheless, incidents of restraint or isolation involving a school resource officer trigger the post-incident requirements described below.

III. Post-incident Requirements

A. Post-incident Report

Any staff member who uses restraint or isolation on a student during school-sponsored instruction or activities will inform the principal or a designee as soon as possible and within two business days submit a written report of the incident to the superintendent's office. The written report will contain, at a minimum, the following information:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint or isolation;
- A description of the activity that led to the restraint or isolation;
- The type of restraint or isolation used on the student, including the duration;
- Whether the student or staff members were physically injured during the restraint or isolation;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Pullman School District Administrative Procedure 3246P

~~V. PROHIBITED PRACTICES INVOLVING RESTRAINT, USE OF FORCE,~~ and job title of ~~DISCIPLINE SPECIFICALLY FOR STUDENTS ELIGIBLE FOR SPECIAL EDUCATION (CONSISTENT WITH WAC 392-172A-02076):~~

~~The following practices are prohibited with students eligible for special education services:~~

~~A. District personnel are prohibited from using aversive interventions with a student;~~

~~B. District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;~~

~~C. No student may be stimulated by contact with electric current, including, but not limited to, tasers;~~

~~D. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;~~

~~E. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);~~

~~F. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;~~

~~G. A student must not be denied or subjected to an unreasonable delay in the provision of medication;~~

~~H. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;~~

~~I. A student must not be forced to listen to noise or sound that the student finds painful;~~

~~J. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;~~

~~K. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;~~

~~L. A student's head must not be partially or wholly submerged in water or any other liquid;~~

~~M. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;~~

~~N. A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.~~

~~VI. DEGREE OF FORCE:~~

~~A. Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.~~

~~B.•~~ ~~Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.~~

~~VII. MONITORING:~~

~~An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress.~~

~~VIII.~~ *B. Post-incident Notice*~~NOTIFICATION AND REVIEW WITH PARENT/GUARDIAN:~~

Within twenty-four ~~(24)~~ hours following the use of restraint or~~,~~ isolation, ~~or other forms of reasonable physical force with a student,~~ the principal, other building administrator, or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident and~~. The principal or designee~~ must ~~also~~ send written notification as soon as practical, but postmarked no later than five ~~(5)~~ business days after the restraint or~~,~~ isolation occurred. ~~, or other forms of reasonable physical force has been used with a student.~~ If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

C. Post-incident Review

The principal, other building administrator, or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the restraint or isolation~~use of the technique~~ and the appropriateness of the response.

Pullman School District Administrative Procedure 3246P

The principal, other building administrator, or designee will review the incident with the staff memberperson(s) who administered the restraint or, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

IX. IV. TrainingINCIDENT REPORT:

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

A. The date and time of the incident;

B. The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;

C. A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;

•

D. The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;

E. Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;

F. Any medical care provided to the student or staff; and

G. Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

X. RESOLUTION OF CONCERNS ABOUT THE USE OF FORCE INCIDENT:

~~A student or the student's parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.~~

~~XI. PROVIDING PARENTS/GUARDIANS WITH RESTRAINT, ISOLATION, AND OTHER USES OF REASONABLE FORCE POLICY:~~

~~The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.~~

~~XII. STAFF TRAINING REQUIREMENTS:~~

All ~~training will include~~ instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of restraint and isolation. Annually, administrators will provide all staff with Policy 3246 and this procedure.

V. Report to the Office of Superintendent of Public Instruction~~force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.~~

~~All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.~~

~~Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.~~

~~XIII. SUBMISSION OF INCIDENT REPORTS TO THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION:~~

~~Beginning January 1, 2016 and annually~~ Annually by January 1 ~~thereafter~~, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include the number of individual incidents of restraint and isolation, the number of students involved in the incidents, the number of injuries to students and staff, and the types of restraint or isolation used. ~~The summaries will include:~~

~~**A.** the number of individual incidents of restraint and isolation;~~

~~**B.** the number of students involved in the incidents;~~

~~**C.** the number of injuries to students and staff; and~~

~~**D.** the types of restraint or isolation used.~~

~~XIV. ANNUAL REPORT:~~

~~The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.~~

Adopted: 10/9/13
Revised: 2/12/14
Revised: July 26, 2017
Revised: January 22, 2020
Revised: January 26, 2022
Revised: October 25, 2023
Revised: December 11, 2024

Pullman School District Board Procedure 3420P

STUDENTS

Anaphylaxis Prevention and Response

For students with a medically diagnosed life-threatening allergy (anaphylaxis), the district will take appropriate steps for the student's safety, including implementing a health plan developed by the school nurse. The district will utilize the Guidelines for the Care of Students with Anaphylaxis published by the Office of the Superintendent of Public Instruction.

I. Parent/Guardian Responsibility

Prior to enrolling a student, the parent/guardian will inform the school in writing of the medically diagnosed allergy(ies) and risk of anaphylaxis. During enrollment parents/guardians will be instructed on reporting requirements if a student receives an allergy diagnosis in the middle of the school year. School districts will develop a process to identify students at risk for life-threatening allergies and to report this information to the school nurse. Upon receiving the diagnosis, school staff will contact the parent/guardian to develop a health plan. A health plan will be developed for each student with a medically diagnosed life-threatening allergy.

II. Health Plan

The school nurse (registered nurse) will develop a written plan that identifies the student's allergies, symptoms of exposure, practical strategies to minimize the risks, and how to respond in an emergency.

The principal or designee shall arrange for a consultation between the school nurse and parent/guardian prior to the first day of attendance to develop and discuss the health plan. The plan will be developed by the school nurse in collaboration with parent/guardian, licensed health care provider (LHP), and appropriate school staff. If the treatment plan includes self-administration of medications, the parent/guardian, student, and staff will comply with model policy and procedure 3419, *Self-Administration of Asthma and Anaphylaxis Medication.*

Students will be permitted to self-administer anaphylaxis medication if a LHP prescribed the medication for use in school hours and instructed the student on responsible use of the medication. The student must demonstrate to both the school nurse and the LHP that they have the skill level to administer the medication. The LHP will submit a written treatment plan for managing anaphylaxis and the parent/guardian will submit the LHP treatment plan to the school nurse. If the student completes these steps, then they should have their medication on them while at school, on the way to school, or at a school-sponsored activity. Parents and guardians may provide the school nurse with back up medication to be kept in a location the student can immediately access.

Annually and prior to the first day of attendance, the student health file will contain: 1) a current, completed health plan; 2) a written medical order, signed by a LHP; and 3) an adequate and current supply of autoinjectors or intranasal medication and other medications if needed. The school will also recommend to the parents/guardians that the student wear a medical alert bracelet at all times. The parents/guardians are responsible for notifying the school if the student's condition changes and for providing the medical treatment order, appropriate autoinjectors or nasal spray, and other medications as ordered by the LHP.

The district will exclude from school those students who have a medically diagnosed life-threatening allergy and no medication or treatment order presented to the school to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and pursuant to the following due process requirements:

A. Written notice to the parents/guardians or persons in loco parentis is delivered in person, by certified mail, or email;

B. Notice of the applicable laws, including a copy of the laws and rules; and

C. The order that the student will be excluded from school immediately and until medications and a medical order are presented.
D. The student's and parents' right to a hearing to challenge the decision.

III. Communications Plan and Responsibility of School Staff

After the health plan is developed, the school principal or a designee will inform appropriate staff regarding the affected student. The school nurse (registered nurse) will train appropriate staff regarding the affected student and the nursing care plan. The plan will be distributed to appropriate staff and placed in appropriate locations in the district (classroom, office, school bus, lunchroom, near playground, etc.). With the permission of parents/guardian and the student, (if appropriate), other students and parents may be given information about anaphylaxis to support the student's safety and control to exposure to allergens.

IV. All School Staff Training

Annually, each school principal will provide an in-service training on how to minimize exposure and how to respond to an anaphylaxis emergency. The training will include a review of avoidance strategies, recognition of symptoms, the emergency protocols to respond to an anaphylaxis episode (calling 911/EMS when symptoms of anaphylaxis are first observed), and hands-on training in the use of an autoinjector and nasal spray. Training should also include notifications that more than one dose may be necessary in a prolonged anaphylaxis event.

Student-specific Training

Annually, before the start of the school year and/or before the student attends school for the first time, the school nurse will provide student-specific training and additional information to teachers, teacher's assistants, clerical staff, food service workers, and bus drivers who will have known contact with a student diagnosed with a known allergen and are implementing the nursing care plan.

V. Controlling the Exposure to Allergens

Controlling the exposure to allergens requires the cooperation of parents/guardians, students, the health care community, school employees, and the board. The district will inform parents/guardians of the presence of a student with life-threatening allergies in their child's classroom and/or school and the measures being taken to protect the student. Parents/guardians will be asked to limit the allergen in school lunches and snacks or other products. The district will discourage the sharing of food, utensils, and containers. The district will take other precautions such as appropriate cleaning of eating surfaces, avoiding the use of party balloons or contact with latex gloves. Additionally, play areas will be specified that are lowest risk for the affected student.

The district will also identify high-risk events and areas for students with life-threatening allergies, such as foods and beverages brought to school for seasonal events, school equipment, and curricular materials used by large numbers of students (play-dough, stuffed toys, science projects, etc.), and implement appropriate accommodations.

During school-sponsored activities, appropriate supervisors, staff, and parents/guardians will be made aware of the identity of the student with life-threatening allergies, the allergens, symptoms, and treatment. The lead teacher will ensure that the auto-injector is brought on field trips.

VI. Undesignated Epinephrine

A. **District Prescription and Standing Order Protocol**

The district will may maintain a supply of undesignated epinephrine autoinjectors or nasal spray that will be prescribed in the name of the district by a licensed health professional with the authority to prescribe epinephrine. The district prescription is valid for one school year only and will need to be renewed prior to the start of each school year. A standing order and prescription from a licensed health care provider may be used for the purposes of maintaining and administering undesignated epinephrine autoinjectors.

Each prescription must be accompanied by a standing order for the administration of school-supplied epinephrine autoinjectors for potentially life-threatening allergic reactions. The standing order protocol should include specific symptoms of anaphylaxis, the dose of medication, and directions to summon emergency medical services (EMS 911) upon observance of symptoms of anaphylaxis. Parent/guardian notification should occur as soon as possible after EMS is notified.

B. **Donation**
The district will obtain epinephrine autoinjectors or nasal spray directly from an appropriate practitioner, pharmacist, medical facility, drug manufacturer, or drug wholesaler. All epinephrine must be accompanied by a prescription.

C. **Storage/maintenance/expiration/disposal**
School staff will comply with all manufacturer's instructions as to storage, maintenance, expiration, and disposal of epinephrine. School staff will also comply with district medication policy and procedures related to safe, secure management of medications.

D. **Administration**
Epinephrine may be used on all school property, including buildings, playgrounds, and school buses. For school-sponsored events and field trips, the school nurse or designated trained school personnel may carry an appropriate supply of school-supplied epinephrine. This does not negate the need to carry the supply of epinephrine devices belonging to students with known anaphylaxis.

In the event a student without a current prescription on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol.

In the event a student with a current prescription for epinephrine on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine to respond if the student's supply is not immediately available. If a student has been approved to self-administer medication, they may do so in the event of an anaphylactic event.

The district will maintain all practices regarding prescriptions and self-medication for children with existing epinephrine prescriptions and/or a guided anaphylaxis care plan. Parents/guardians of students with identified life-threatening allergies must continue to provide the school with appropriate medication and treatment orders pursuant to RCW 28A.210.320, Life-Threatening Conditions.

VII. Employee Opt-Out

School employees (except licensed nurses) who have not previously agreed in writing to the use of epinephrine autoinjectors as part of their job description may file a written letter of refusal to administer epinephrine autoinjectors with the districts. The employee's refusal may not serve as grounds for discharge, non-renewal, or other action adversely affecting the employee's contract status.

VIII. No Liability

If the school employee or school nurse who administers epinephrine to a student substantially complies with the student's prescription (that has been prescribed by a licensed health professional within the scope of the professional's prescriptive authority) or a statewide standing order and the district's policy on

Pullman School District Board Procedure 3420P

anaphylaxis prevention and response, the employee, nurse, district, superintendent, and board are not liable for any criminal action or civil damages that result from the administration.

Adoption Date: March 25, 2009
Revised: October 10, 2018
Revised: May 12, 2021
Revised: December 11, 2024

Pullman School District Board Procedure 5401P

PERSONNEL

Sick Leave

~~This procedure applies only to employees covered by RCW 49.46.210.~~ This procedure applies only to employees under contract with the school district(s) in positions requiring either certification or classified qualifications covered by RCW 28A.400.300. This policy may be subject to alteration by collective bargaining agreements (CBA).

I. Sick Leave Accrual

Employees under contact with the district for the full year will accrue at least 10 days of leave with compensation for illness, injury, or emergencies. Employees under part-time contracts with the district will accrue at least that portion of 10 days as the total number of days contracted to a max of 180 days. Unused accrued sick leave will rollover from year to year but will cease accumulating once the employee reaches [max 180] days of accrued leave or the number of days agreed to in contract.

Compensation for sick leave will be paid out at the same rate as the employee's standard pay rate. Accrued sick leave can be taken at any time during the school year.

Sick leave heretofore accumulated under section 1, chapter 195, Laws of 1959 (former RCW 28.58.430) and sick leave accumulated under administrative practice of school districts prior to the effective date of section 1, chapter 195, Laws of 1959 (former RCW 28.58.430) is valid and will be added to other accumulated sick leave.

Up to 45 days of accumulated sick leave is creditable as service rendered for determining the time an employee is eligible to retire. This leave when taken cannot be compensated under an incentive program.

II. Transferring Sick Leave

Accumulated leave shall be transferred to and from one district to another, the office of superintendent of public instruction, offices of educational service district superintendents and boards, the state school for the blind, the Washington center for deaf and hard of hearing youth, institutions of higher education, and community and technical colleges, to and from such districts, schools, offices, institutions of higher education, and community and technical colleges.

Leave accumulated by a person in a district prior to leaving said district may be granted to the person by the board when they return to the employment of the district

GENERAL SICK LEAVE PROCEDURE – NON-CERTIFIED/NON-CLASSIFIED EMPLOYEES

This procedure applies only to employees covered by RCW 49.46.210.

I. Authorized Reasons for Sick Leave

Employees may take accrued sick leave under the terms of this procedure for the following reasons:

A. A mental or physical illness, injury, or health condition, or to accommodate for the employee's medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition.

B. To attend an appointment that consists of preventive medical care.

C. To care for a family member with a mental or physical illness, injury, or health condition; who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or who needs preventive medical care.

D. If the employee's place of business has been closed by order of a public official for any health-related reason, or the employee's child's school or place of care has been closed for a health-related reason or after the declaration of an emergency by the local, state, or federal government or government agency.

E. To allow the employee to prepare for, or participate in, any judicial or administrative immigration proceeding involving the employee or employee's family member.

F. To allow an employee that is a victim of domestic violence, sexual assault, a hate crime, or stalking to seek the treatment listed in RCW Chapter 49.76.

~~I.~~III. Reasonable Notice for the Use of Paid Sick Leave

Employees must provide reasonable written notice of an absence from work for the use of paid sick leave. If an employee's absence is foreseeable, the employee must notify their supervisor at least ten days, or as early as practicable, before the first day of paid sick leave is used. If possible, the notification must include the expected duration of the absence.

If an employee's absence is unforeseeable, the employee must contact their supervisor as soon as possible before the required start of their shift. If circumstances allow, employees should provide notice as soon as the employee learns of the need for paid sick leave. If possible, the notification should include the expected duration of the absence.

A. Notice to Take Leave under the Domestic Violence Leave Act

Employees must give advance oral or written notice as soon as possible for the foreseeable use of paid sick leave under the Domestic Violence Leave Act.

If an employee is unable to give advance notice because of an emergent or unforeseen circumstance related to taking leave under the Domestic Violence Leave Act, the employee or their designee must give oral or written notice to their supervisor no later than the end of the first day that the employee takes leave.

~~II.~~IV. Verification

If an employee has used paid sick leave for more than three consecutive days, the employee must provide verification that establishes or confirms that the use of paid sick leave is for an authorized purpose.

A. Verification for Taking Leave to Care for Yourself or a Family Member

When taking leave for reasons under RCW 49.46.210(1)(b)(i) or (ii), employees must provide a doctor's note or a signed statement from a health care provider indicating that the use of paid sick leave is to care for themselves or a family member for an authorized purpose.

Verification must be provided to the district within ten calendar days of the first day employees used paid sick leave to care for themselves or a family member.

Employees are not required to provide details concerning the specific nature of the health condition to use paid sick leave—unless otherwise required by law. Any information employees provide will be kept confidential.

B. Verification for Taking Leave because of Schools or Places of Child Care Closing

When taking leave for reasons under RCW 49.46.210(1)(b)(iii), the employee must provide the notice of closure from the public official.

Verification must be provided to the district within ten calendar days of the first day an employee used paid sick leave for this purpose.

C. Verification for Taking Leave to Participate in a Qualifying Immigration Proceeding

When taking leave for reasons under RCW 49.46.210(1)(b)(iv), the employee must provide at least one of the types of documentation described in WAC 296-128-660(6)(a)-(b). The documentation or written statement must not include or disclose personally identifiable information about a person's immigration status or underlying immigration protection.

Verification must be provided to the district within ten calendar days of the first day an employee used paid sick leave for this purpose.

D. Verification for Taking Leave under the Domestic Violence Leave Act

When taking leave under the Domestic Violence Leave Act, the employee must provide any one or more of the forms of verification described in WAC 296-135-070 depending on the specific reason for the leave.

Verification must be provided within a reasonable period during or after the leave.

E. Unreasonable Burden

If an employee believes that obtaining verification for use of paid sick leave would result in an unreasonable burden or expense on the employee, the employee must explain to their supervisor that the absence is for an authorized purpose and explain why verification would result in an unreasonable burden or expense on the employee.

Within ten calendar days of receiving the employee's explanation, the employee's supervisor will make a reasonable effort to identify alternatives for the employee to meet the verification requirement in a way that does not result in an unreasonable burden or expense. This might include accepting the employee's written explanation as a form of verification or mitigating the employee's out-of-pocket expenses associated with obtaining medical verification.

The district may choose not to pay an employee paid sick leave taken in excess of three consecutive days until verification is provided.

If agreement cannot be reached after the employee's supervisor considers the employee's explanation and attempts to identify alternatives to meet the verification requirement, the employee may consult with the Washington State Department of Labor and Industries.

Classification: Critical

Adoption Date: April 29, 2026

Pullman School District Administrative Form 6970F

MANAGEMENT SUPPORT

Naming and Dedication of School Facilities/Rooms

Thank you for your inquiry about naming a facility/room within the Pullman School District. To support the review of the request, please respond to the following.

Name of Requestor:	
Please provide the best contact information (phone and/or email) so the School Board can follow up with you on the status of your nomination.	Email: Phone:
Provide a short background on the individual the facility/room is proposed to be named after:	
Provide their connection to the Pullman School District:	
Provide their contributions to student success and the significance above the typical role of that individual:	
Provide the proposed name and space, and the link to the individual.	

The information will be submitted to the superintendent or designee for review and then referred to the designated committee for consideration. The committee will review the naming request and forward its recommendation to the Pullman School District Board of Directors. The Board of Directors retains final authority to approve the naming of District schools, facilities, or portions thereof.

Adoption Date:

Coversheet

The Pullman Promise: Priorities, Goals, Success Indicators

Section: VII. Informational Items
Item: G. 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** *Tentatively scheduled for 2026 administration.* • **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** *Tentatively scheduled for 2026 administration.* • **"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** *Tentatively scheduled for 2026 administration.* • **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 *(students in grades 9-12)* - 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 *(convened every 2 school years)* - Monthly PEA and Admin Team meetings - Student Ambassador Programs - Facilities Committee