Pullman School District

Regular Board Meeting

Date and Time

Thursday November 12, 2026 at 6:30 PM PST

Location

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

Agenda

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

President will call the meeting to order.

C. Flag Salute

Pledge of Allegiance

D. Land Acknowledgement Statement

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

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

E. Approval of Agenda

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

II. Reports, Correspondence & Program

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

A. PHS ASB Report

B. Board Reports

- Present 2026 Excellence in Education (Classified Employee) Award
- Strategic Plan Review Update: Mutual Respect Priority

C. Superintendent's Report

D. Program Reports

- **Kamiak Elementary Showcase** presented by Cheyenne Webber, Kamiak Elementary Principal
- **Special Education Services Update** presented by Dom Ventresco, Assistant Director of Special Services
- **Year-End Finance Report** presented by Dani Lynas, Finance Director

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 28, 2026 Board Meeting

B. Minutes - November 4, 2026 Board Work Session

C. Personnel Report

D. Warrants

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

E. Student Transfer Requests

F. ASB Fundraisers

V. Action Items

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

A. 2320 Field Trips, Excursions and Outdoor Education

Presenter: Bob Maxwell, Superintendent

B. 3418 Response to Student Injury or Illness

Presenter: Bob Maxwell, Superintendent

C. 5004 Infection Control Program

Presenter: Bob Maxwell, Superintendent

D. 6625 Private Vehicle Transportation

Presenter: Bob Maxwell, Superintendent

E. 6114 Gifts and Donations

Presenter: Juston Pollestad, Executive Director of Operations

F. 2026-2027 School Improvement Plans

Presenter: Ryan Mulvey, Assistant Superintendent

VI. Discussion Items

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

A. Survey Results Summary - "Help Shape What It Means to Be Future Ready in Pullman"

Presenter: Board of Directors

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: 2524.52
Current Average FTE: 2530.01

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

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

VIII. No Executive Session

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

IX. Closing Items

A. Adjourn Meeting

The president will adjourn the meeting.

Coversheet

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

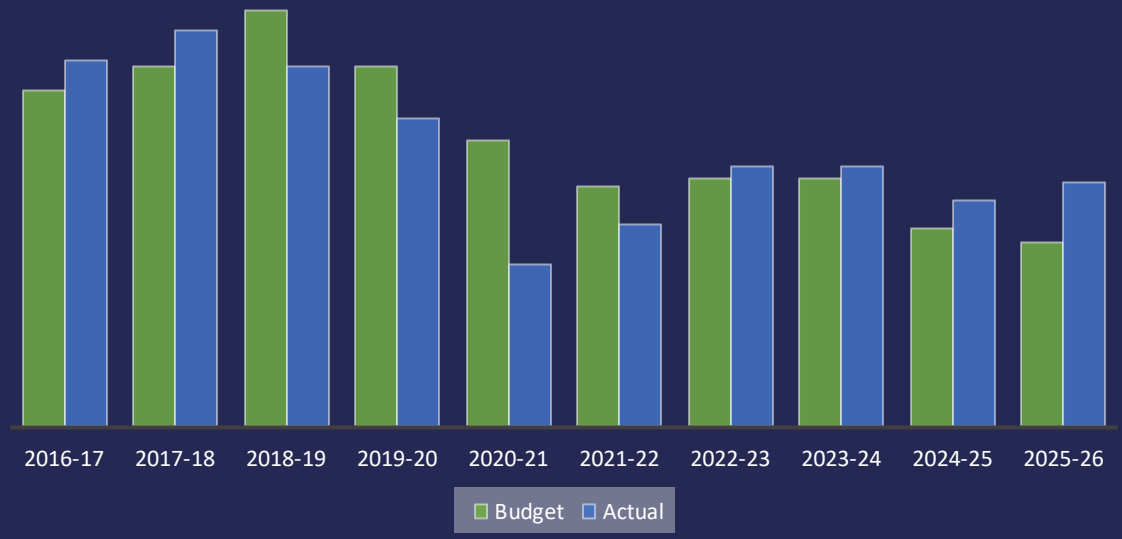
Section: II. Reports, Correspondence & Program
Item: D. Program Reports
Purpose:
Submitted by:
Related Material: 2025-26 Year End Board Presentation.pdf

PULLMAN SCHOOL DISTRICT NO. 267

2025-26 Year End Financial Report

ENROLLMENT 10-YEAR HISTORY

10 Year FTE Enrollment		
	Budget	Actual
2016-17	2,740	2,778
2017-18	2,770	2,817
2018-19	2,845	2,771
2019-20	2,770	2,704
2020-21	2,675	2,512
2021-22	2,615	2,564
2022-23	2,625	2,641
2023-24	2,625	2,641
2024-25	2,560	2,595
2025-26	2,540	2,619



The future belongs to those who believe in the beauty of their dreams.

- Eleanor Roosevelt

GENERAL FUND BALANCE

Beginning Fund Balance		$3,827,095
Revenues and Other Financing Sources		$45,697,762
Expenditures		$44,321,260
Transfers Out		$0
Other Financing Sources & Accounting Changes/Error Corrections		$69,839
Excess Revenues over Expenditures		$1,446,341
Ending Fund Balance	**11.90%**	$5,273,436

The difference between successful people and really successful people is that really successful people say no to almost everything.

- Warren Buffett

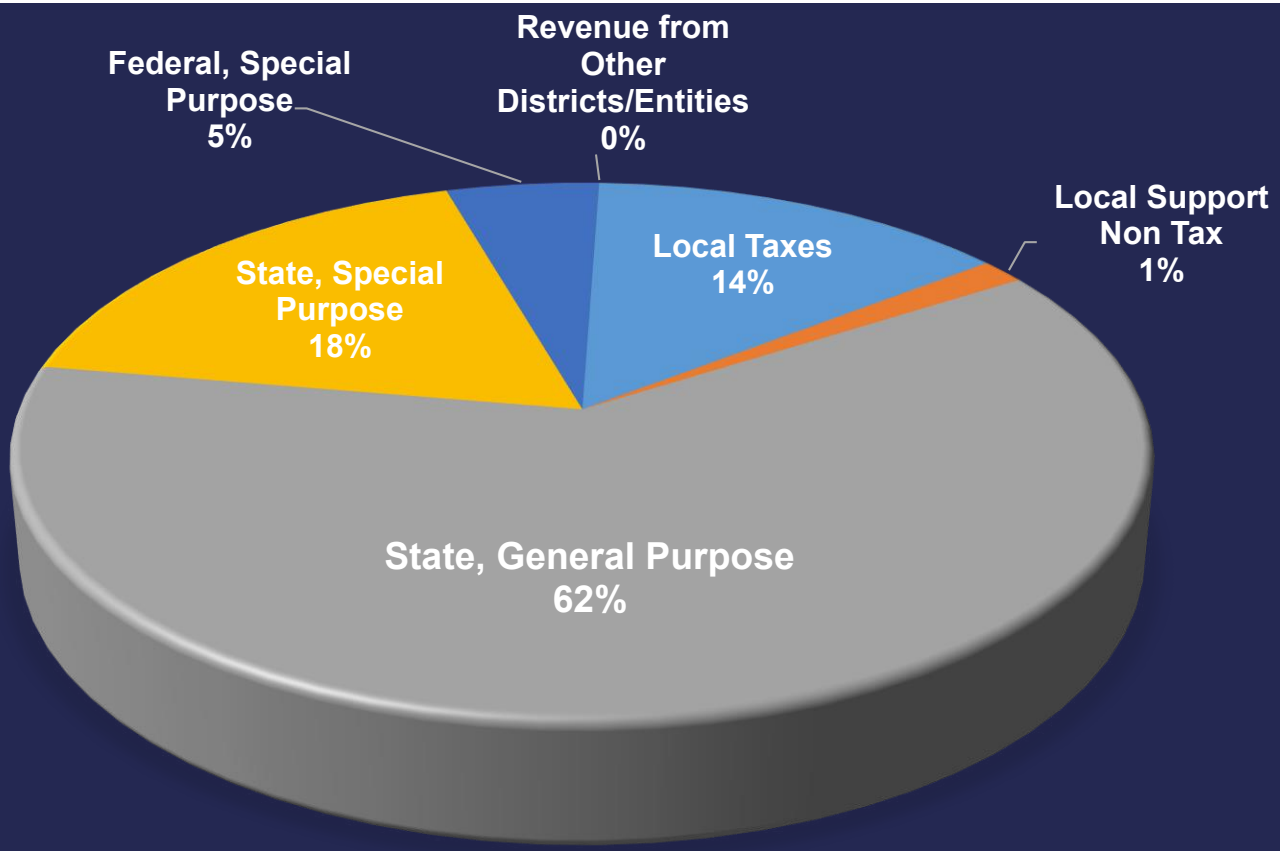
REVENUE
2 YEAR COMPARISON

REVENUE SOURCE	2024-25	2025-26	2025-26 Revenue Percentage
Local Tax	$ 5,730,079	$ 6,368,037	13.94%
Local Non-Tax (Fees, Food Service)	$ 726,976	$ 683,324	1.50%
State General (Apportionment, Sped, LEA)	$27,122,454	$28,190,305	61.69%
State Special (Special Ed, LAP, ELD, Transportation)	$ 7,538,624	$ 8,149,854	17.83%
Federal (Special Ed, Title, Food Service)	$ 2,208,496	$ 2,303,823	5.04%
Other Sources (Other Districts, Grants)	$ 1,220	$ 2,418	0.01%
Total Revenue	**$43,327,851**	**$45,697,762**	**100%**

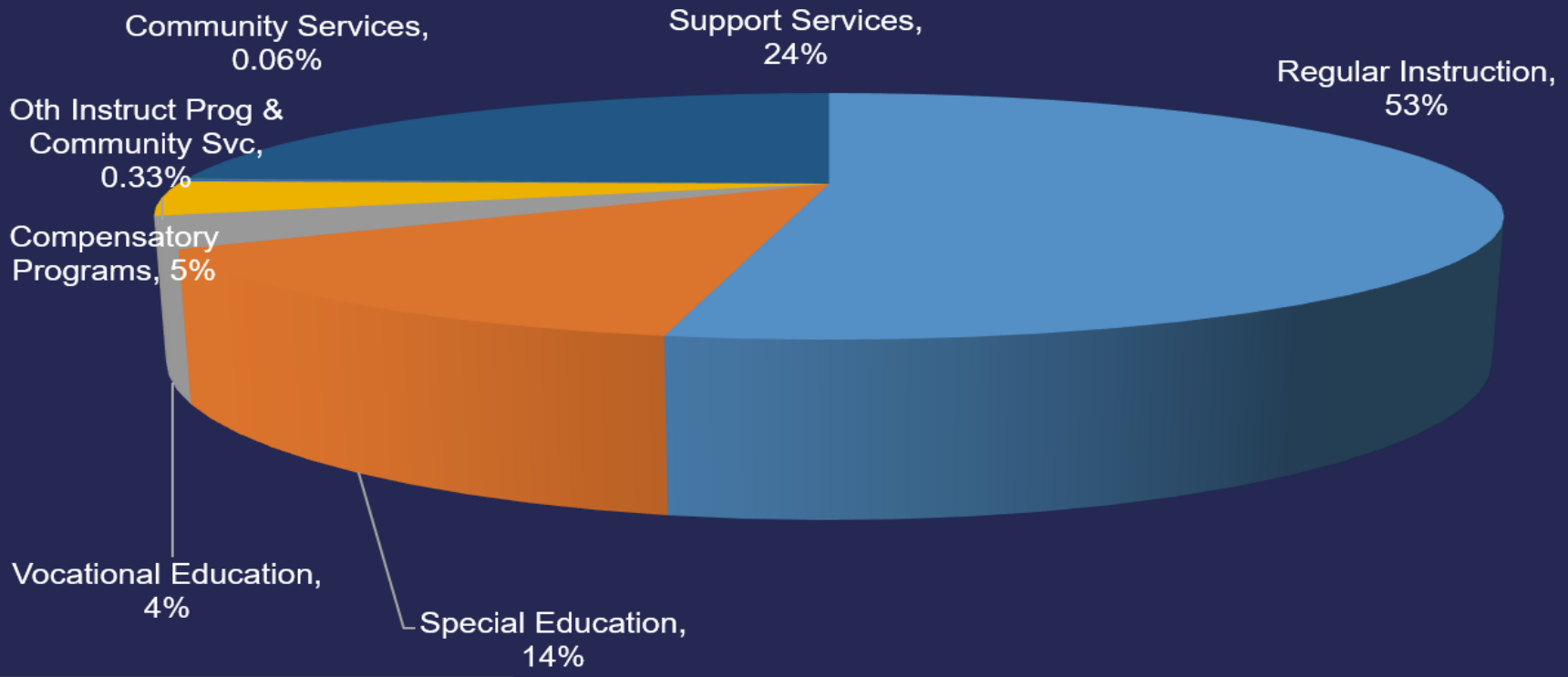
Learning is a treasure that will follow its owner everywhere.

-Chinese Proverb

REVENUE SUMMARY



EXPENDITURES BY PROGRAM



Activity	Expense
Regular Instruction	$23,491,606
Special Education	$6,083,118
Vocational Education	$1,798,400
Compensatory Programs	$2,015,853
Oth Instruct Prog & Community Svc	$145,692
Community Services	$26,305
Support Services	$10,760,287

DESCRIPTION OF EXPENDITURES BY PROGRAM

Curriculum



Technology



Extracurricular

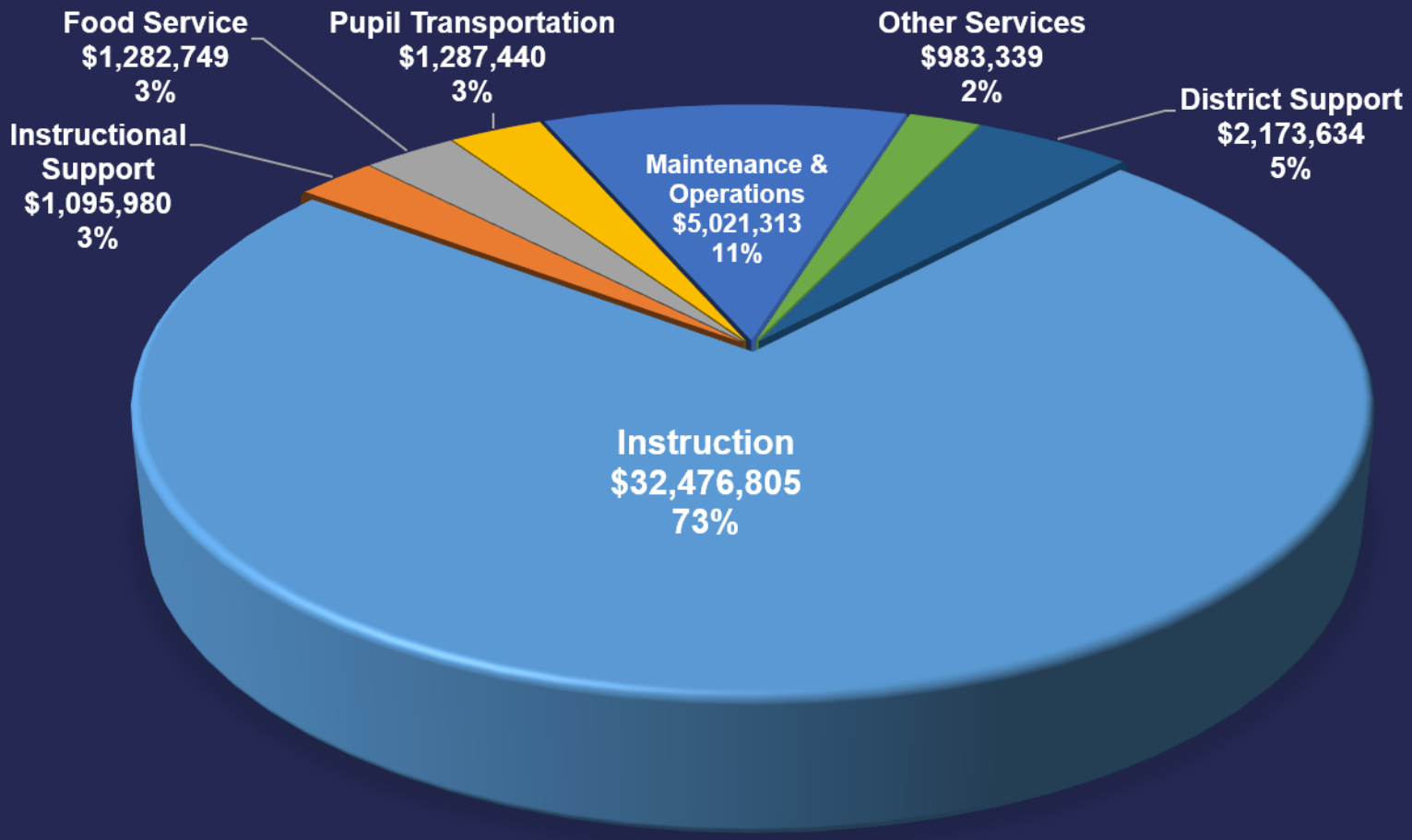
Regular Instruction – Includes funding for teachers, instructional assistants, teaching supplies, materials and textbooks, counselors, librarians, health services, building administration, clerical support and pupil management and safety. *(53%)*

Support Services – Operational support of the district such as maintenance of buildings and grounds, utilities, insurance, transportation, food services, human resources, business services, audit and legal costs, and district-wide technology support. *(24%)*

Compensatory Programs – Title programs, LAP, Transitional Bilingual, and Limited English. *(5%)*

Other Instructional Programs and Community Service – Highly Capable, grants, food service, summer school. *(<1.0%)*

EXPENDITURES BY ACTIVITY



EXPENDITURES BY ACTIVITY DESCRIPTION

Districtwide Support & Instruction







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

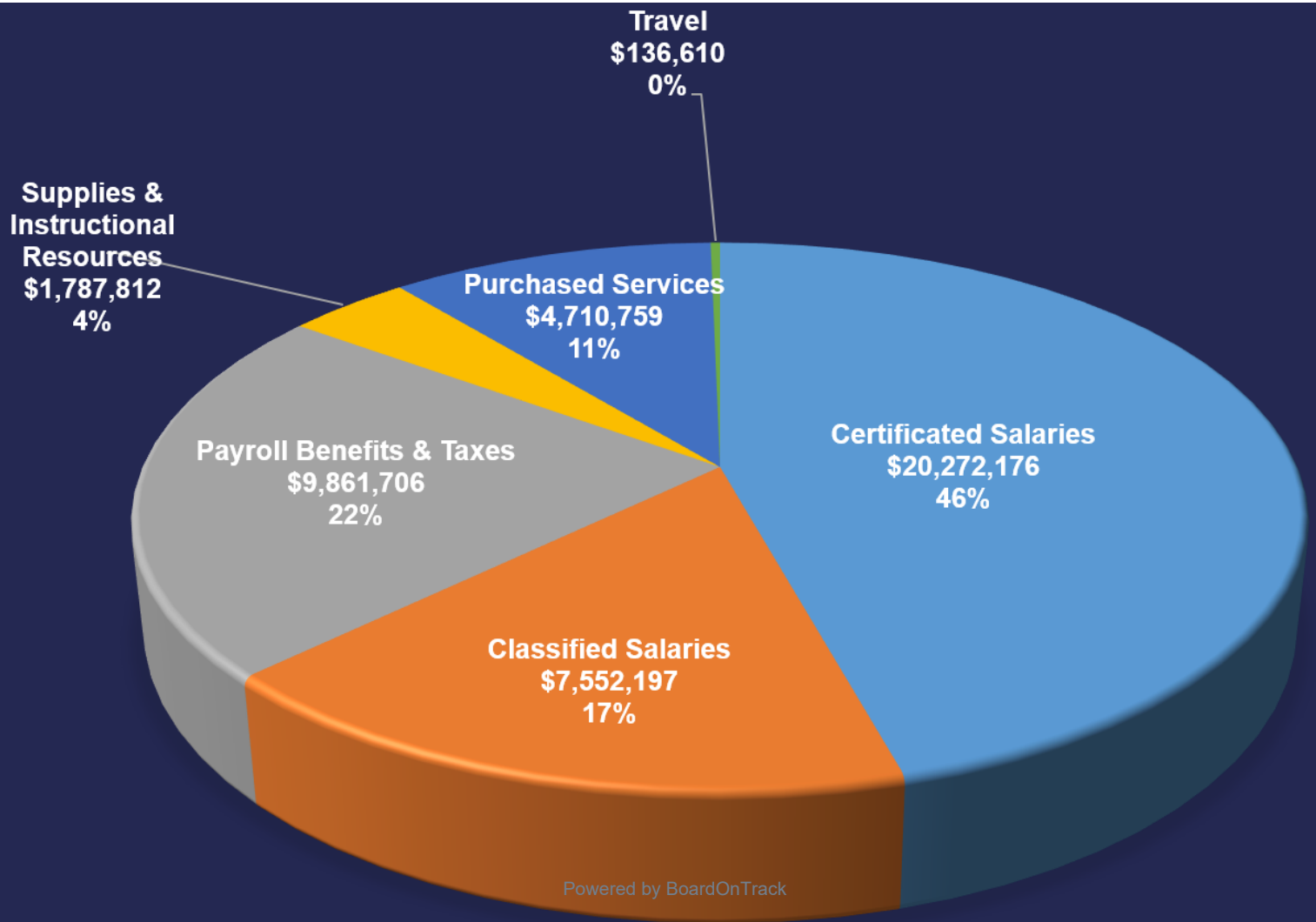
Instructional Support – Includes district and state professional development, instructional technology, and curriculum.

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

Other Services – Includes technology and motor pool.

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

EXPENDITURES BY OBJECT



GENERAL FUND BALANCE COMPOSITION

Total Fund Balance	$5,273,436
Restricted for Carryover	$283,429
Nonspendable Fund Balance (Food Service Inventory)	$2,897
Unassigned Fund Balance	$570,331
10% Minimum Fund Balance Board Policy Reserve	$4,416,779

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

Nonspendable Fund Balance: Ending food service inventory

Unassigned Fund Balance: Net result of fund operations

10% Minimum Fund Balance: Assurance the District will be able to respond to revenue shortfalls to meet payroll needs. Current payroll is averaging $3.14 million

CAPITAL PROJECTS FUND

Beginning Fund Balance	$2,649,981
Revenues and Other Financing Sources	$1,796,445
Expenditures & Transfers Out	$988,543
Ending Fund Balance	$3,457,883

REVENUE

- **Investment Earnings**
- **Technology Levy**
- **Sell of Pool & Johnson Property**

EXPENDITURES

- **Technology**
- **Small Projects**
- **Purchase of Land**

No matter how you feel, get up, dress up, and show up.

- Regina Brett

DEBT SERVICE FUND

Beginning Fund Balance	$3,713,130
Revenues and Other Financing Sources	$7,356,956
Expenditures	$6,961,640
Ending Fund Balance	$4,108,445

REVENUE

- Local Property Tax

EXPENDITURES

- Principal/Interest on Voted Debt

It is not necessary to do extraordinary things to get extraordinary results.

-Warren Buffett

ASSOCIATED STUDENT BODY (ASB)

Beginning Fund Balance	$564,894
Revenues and Other Financing Sources	$545,271
Expenditures	$532,813
Ending Fund Balance	$577,352

REVENUE

- ✓ Clubs
- ✓ Athletics
- ✓ Fundraisers

EXPENDITURES

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

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

-Malcom Forbes

ASB ENDING FUND BALANCE BY SCHOOL

2025-26	
Jefferson Elementary	$ 12,097
Franklin Elementary	$ 17,918
Sunnyside Elementary	$ 10,671
Kamiak Elementary	$ 7,126
Lincoln Middle School	$ 95,610
Pullman High School	$ 433,929
Total	**$ 577,352**

Learn as much as you can while you are young, since life becomes too busy later.

-Neale Donald Walsch

TRANSPORTATION VEHICLE FUND (TVF)

Beginning Fund Balance	$1,013,652
Revenues and Other Financing Sources	$312,219
Expenditures	$194,128
Transfers Out	$0.00
Ending Fund Balance	$1,131,742

REVENUE

- **State depreciation**
- **Interest**

EXPENDITURES

- **Buses (1)**



QUESTIONS?



Coversheet

Minutes - October 28, 2026 Board Meeting

Section:	IV. Consent Agenda
Item:	A. Minutes - October 28, 2026 Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on October 28, 2026 2026_10_28_board_meeting_minutes.pdf

DRAFT

Pullman School District

Minutes

Regular Board Meeting

Date and Time
Wednesday October 28, 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 Oct 28, 2026 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Changes to the agenda:

- ASB Fundraisers - Added to consent agenda

Lisa Waananen Jones made a motion to approve the agenda as amended.
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 activities, including the annual Trunk-or-Treat event held October 30 and planning for the Clash of the Combines basketball game against Moscow, scheduled for December 11, preceded by a spirit week December 7–11. ASB is also seeking donors to support the event.

B. Board Reports

- **Board Director Horn**: Attended the PHS Choir Concert and volunteered at the Sunnyside Elementary Move-a-Thon. She noted the upcoming Harvest parties at Sunnyside will take place on October 30, shared that she has enjoyed reviewing community survey responses, and encouraged community members to share their feedback or reach out to her directly..
- **Board Director Bayoumi**: Thanked teachers for their efforts and long hours from conferences last week.
- **Board Director Nelson**: Attended the Disney and Desserts event and shared that it was a great event..
- **Board Director Waananen Jones**: Shared that Jefferson Elementary held its Fall Festival and concluded its fundraiser. She thanked staff for organizing the events.
- **Board Director Carter**: Noted that the fall athletic season is coming to a close and attended staff meetings at Kamiak Elementary and Pullman High School, where Dr. Maxwell presented the State of the District. He provided an update on the Community Listening Session, which focused on students' current experiences in the district and the experiences they should have before graduation. Following the session, the Board held a debrief during a work session and distributed a community survey to gather additional feedback. The feedback will help inform the Board's legislative talking points, particularly regarding graduation requirements,

with the goal of developing a shared community voice. Director Carter also reminded Board members to submit agenda items for the January Mid-Year Board Retreat.

C. Superintendent's Report

Superintendent Maxwell shared an informational presentation prepared by Shawn Lewis, Government Relations Representative titled *Advocating for School Funding: Risks and Opportunities in the Revenue Forecast and 2027 Washington Legislative Session*. The presentation outlined projected state revenue challenges, potential risks to K–12 funding, and opportunities for legislative advocacy related to local levy authority, special education, liability costs, and public records requirements. The presentation emphasized the importance of legislative engagement and preparing for potential funding challenges in the 2027–29 biennium.

In response to a question from Director Carter regarding Superintendent Reykdal's state-level priorities, Superintendent Maxwell noted that the priorities are also included in the State of the District presentation: fully funding special education, funding substitute costs, and Materials, Supplies, and Operating Costs (MSOCs), which include insurance costs.

D. Program Reports

Pullman Education Foundation
Presenter(s): Angela Lenssen and Stacy Bickelhaupt, Co-Presidents of Pullman Education Foundation

The Pullman Education Foundation provided an update on educator and innovation grants, as well as scholarships supporting graduating seniors. The Foundation received a record 40 teacher grant applications this year and highlighted the immediate need to raise funds to support as many applications as possible. The Foundation also partnered with the Innovation Foundation to administer scholarships through an electronic application process. Ongoing priorities include increasing community awareness, encouraging educator participation, and strengthening partnerships to expand opportunities for Pullman students. Community members can donate through the Foundation's website at www.pullmaneducationfoundation.org.

In response to Director Bayoumi's question about how Board members could help promote opportunities and connect the Foundation with potential donors, the Foundation noted that the emergency scholarship provides a good opportunity for the Foundation to share its needs and for the District to help reach a broader audience. Director Carter asked about the process and minimum funding requirements for establishing a scholarship. The Foundation explained that options are flexible and may include an endowment or a fund with an established portfolio. Interested individuals are encouraged to contact the Pullman Education Foundation to work together on a fund agreement.
Report: Curriculum Adoption Update, Cycle & Development

Presenter: Ryan Mulvey, Assistant Superintendent

Assistant Superintendent Mulvey provided an update on the District's curriculum adoption process and recent adoptions in K–8 mathematics, K–5 English language arts, and K–12 social-emotional learning. Budget constraints have limited the ability to adopt new materials. Upcoming reviews include grades 6–12 English language arts and mathematics, K–5 social studies and science, and potential new courses at Pullman High School. The District is monitoring proposed Future Ready Graduation Requirements, which could affect current seventh-grade students, allowing time to plan for implementation.

In response to Director Nelson's question about the age of K–5 science and social studies materials, Superintendent Maxwell noted that the science curriculum, Mystery Science, is at least 10 years old, while social studies materials are approximately 15 years old or older; however, science assessment results remain well above the state average.

Director Bayoumi asked about the typical curriculum adoption timeline. Assistant Superintendent Mulvey explained that curriculum is generally reviewed every 7–10 years, with the adoption process taking approximately 9–18 months, depending on the success of the pilot. He noted that recent adoptions have included electronic components and online resources that must be considered as part of the process.

Director Carter asked whether potential graduation requirement changes would require budgeting for new materials in the 2027–28 budget cycle, even if implementation occurs later. Assistant Superintendent Mulvey noted that OSPI reviews the fiscal implications of proposed changes to help districts plan, though the financial impact is not yet known. The District will need to assess curriculum gaps and develop recommendations for the Finance Committee. Potential changes to the state funding model may also require further discussion.

E. A Community of Belonging - Update

Diversity, Equity, Inclusion, and Belonging Task Force is scheduled to meet on November 3rd and are working on a survey.

III. Public Comment

A. Speaker(s)

No speakers.

IV. Consent Agenda

A. Minutes - October 14, 2026 Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 10-14-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Minutes - October 20, 2026 Board Community Listening Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Community Listening Session on 10-20-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Minutes - October 20, 2026 Board Work Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Board Work Session on 10-20-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Personnel Report

E. Professional/Personal Services Contract Report

F. 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
Check Numbers 0 through 1, totaling $571.92
Check Numbers 26738563 through 26738564, totaling $2,031.18
Check Numbers 26738565 through 26738570, totaling $18,136.26

Fund: General
Check Numbers 0 through 1, totaling $1,315.72
AP ACH Numbers 9000000501 through 9000000501, totaling $200.00
AP ACH Numbers 9000000502 through 9000000505, totaling $6,201.95
Check Numbers 26738571 through 26738573, totaling $595.87
AP ACH Numbers 9000000506 through 9000000506, totaling $90.17
Check Numbers 26738574 through 26738626, totaling $269,773.65

G. Student Transfer Requests

H. ASB Fundraisers

I. Records Destruction Log

J. Consent Agenda Approval

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

V. Action Items

A. 2026-2027 Board Goals & Board Development Plan

Presenter: Board of Directors

This item was presented at the last board meeting. Based on the previous board discussion, the title was changed from "Board Professional Development Plan" to "Board Goals and Development Plan."
Deena Bayoumi made a motion to approve the Board Goals and Development Plan for the 2026-2027 school year.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 3205 Sexual Harassment of Students Prohibited

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. Summarized the major revisions to the policy and provided the previous standard for the preponderance of evidence.
Craig Nelson made a motion to approve the revisions to Board Policy 3205 Sexual Harassment of Students Prohibited.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. 3246 Restraint and Isolation

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. These revisons do not change our current practice.
Stephanie Horn made a motion to approve the revisions to Board Policy 3246 Restraint and Isolation.
Lisa Waananen Jones seconded the motion.
The board **VOTED** unanimously to approve the motion.

D.

4020 Confidential Communications - RETIRED

Presenter: Bob Maxwell, Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. Provided a brief summary of why this policy is being retired.
Craig Nelson made a motion to approve the retirement of Board Policy 4020 Confidential Communications.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. 5001 Hiring of Retired School Employees

Presenter: Bob Maxwell, Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. Provided a brief summary of the revisions to the policy.
Lisa Waananen Jones made a motion to approve the revisions to Board Policy 5001 Hiring of Retired School Employees.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. 1815 Ethical Conduct for School Directors - NEW

Presenter: Arron Carter, Board President

This item was presented at the last meeting and there have been no questions since it was last presented. The only change was linking the RCW and clarifying the language around merit and objectivity.
Stephanie Horn made a motion to approve the adoption of 1815 Ethical Conduct for School Directors.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. 1101F2 Board Communication Protocols

Presenter: Arron Carter, Board President

This item was presented at the last meeting and there have been no questions since it was last presented. Provided a brief summary of the revisions to the policy. Legal counsel reviewed this and provided suggestions to tighten up the language.
Deena Bayoumi made a motion to approve revisions to 1101F2 Board Communication Protocols.
Stephanie Horn seconded the motion.
In response to a question from Board Director Nelson, Superintendent Maxwell clarified that the “F” designation in 1101F2 identifies the document as a form associated with the

corresponding procedure. It was also noted that certain forms and procedures are brought forward for discussion when there is Board or community interest. Discussion focused on language regarding soliciting public comment and the need to remain within established Board procedures and legal requirements, including the Open Public Meetings Act. Board members expressed concern that the revised language could limit their ability to solicit feedback from constituents. Following further discussion, it was clarified that the revised section specifically addresses the use of social media and directs Board members to use established channels for gathering public input in alignment with Board policy and procedure. Members emphasized the importance of a shared understanding of the language to ensure consistent interpretation and compliance with applicable laws and policies.
The board **VOTED** unanimously to approve the motion.

VI. Discussion Items

A. 2320 Field Trips, Excursions and Outdoor Education

Presenter: Bob Maxwell, Superintendent

Policy 2320 includes minor revisions to align with the WSSDA sample policy and clarify existing language. Procedure 2320P includes more extensive revisions clarifying the definition of excursions, the supervision ratio of one adult per 10 students, and requirements for the use of private vehicles.

In response to Director Nelson’s question about high school students serving as chaperones for activities such as fifth-grade camp, Superintendent Maxwell noted that the District does not currently utilize high school students as camp chaperones. He added that student chaperones could be addressed in a different procedure but are not currently included in this particular policy.

Director Bayoumi asked about the distinction between field trips and excursions. Superintendent Maxwell explained that field trips are educational and tied to the curriculum, while excursions involve activities beyond the curricular component, as outlined in the procedure. Board President Carter provided a middle school trip to Silverwood as an example and noted that the procedure also applies to athletics.

B. 3418 Response to Student Injury or Illness

Presenter: Bob Maxwell, Superintendent

Superintendent Maxwell reviewed revisions to WSSDA’s model Policy 3418, which were highlighted in the July Policy and Legal News. The revisions, along with updates to Policy 5004, Infection Control Program, address Senate Bill 5790 regarding medical equipment in schools, including requirements for bleeding control equipment and staff training for

traumatic injuries. The updates align District policy with the legislation and RCW 28A.210.440.

In response to Director Nelson's question about which elementary staff are required to hold first aid certification, Superintendent Maxwell identified school secretaries and nurses. He also noted that District Nurse, Michelle Hyatt, is providing bleeding control kit training to at least two staff members at each school.

C. 5004 Infection Control Program

Presenter: Bob Maxwell, Superintendent

Policy 5004 Infection Control Program has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has also revised this model policy and Policy 3418 Response to Student Injury and Illness to address new regulations in Senate Bill 5790 - Concerning Medical Equipment in Schools. These revisions are to align board policy with this legislation and RCW 28A.210.440. All staff receive the blood borne pathogen training as part of Safe Schools.

D. 6625 Private Vehicle Transportation

Presenter: Bob Maxwell, Superintendent

Superintendent Maxwell reviewed revisions to Board Policy 6625, which was last updated in 2015. The policy has been revised to align with the WSSDA sample policy. In response to Director Bayoumi's question, Superintendent Maxwell clarified that the policy does not address students transporting other students.

E. 6114 Gifts and Donations

Presenter: Juston Pollestad, Executive Director of Operations

The District is proposing policy language recognizing that families may experience financial hardship resulting in unpaid student meal balances. The policy would allow the District to accept monetary donations from individuals, businesses, foundations, and community organizations to help reduce student meal debt, while ensuring funds are distributed equitably among students and families.

VII. Informational Items

A. Administrative Requirements Update

- October

B. Enrollment

Current Enrollment

For 2026-2027 School Year
Budgeted FTE: 2586
Current FTE: 2536.28
Current Average FTE: 2532.76

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

E. Non-Substantive Policy Updates

- 6600 Transportation

F. Procedures

- 3418P Response to Student Injury or Illness
- 5004P Infection Control Program - RETIRED
- 6114P Gifts and Donations 10.28.26.pdf
- 6600P Transportation
- 6625P Private Vehicle Transportation

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

VIII. Executive Session

A. Personnel

A. Carter announced there will be an Executive Session to discuss personnel that will end at 8:30pm. No action will be taken.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- 2026_10_14_board_meeting_minutes.pdf
- 2026_10_20_board listening session minutes.pdf

- 2026_10_20_board_work session_minutes.pdf
- Board Report - 10.28.2026 Personnel.pdf
- Unrepresented Classified Employee Wage Schedule 2026-2027 UPDATED 10.28.26.pdf
- Student Activity Stipend Schedule 2026-2027 (DRAFT 10.28.26).pdf
- Board Report - Contracts 10.28.2026.pdf
- CK Summaries 10.28.26.pdf
- 2026 10.28 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS Math Team_Test Writing 10.28.26.pdf
- ASB Fundraiser - PHS ASB_Spirit Packs 10.28.26.pdf
- ASB Fundraiser - PHS Orchestra_Chukar Cherries 10.28.26.pdf
- ASB Fundraiser - PHS Orchestra_Coffee 10.28.26.pdf
- ASB Fundraiser - PHS FCCLA_Butter Braids 10.28.26.pdf
- ASB Fundraiser - PHS Key Club_Food Drive 10.28.26.pdf
- ASB Fundraiser - PHS FCCLA_Funky Socks 10.28.26.pdf
- ASB Fundraiser - PHS FCCLA_Cupcake Sale 10.28.26.pdf
- ASB Fundraiser - PHS ASB_Coin Wars 10.28.26.pdf
- Records Destruction Log - I Programs 10.28.26.pdf
- ES 2026-27 Board Goals and Development Plan 10.28.26.pdf
- 2026-2027 Board Goals and Board Development Plan.pdf
- ES 3205 Sexual Harassment of Students Prohibited 10.14.26.pdf
- 3205 Sexual Harassment of Students Prohibited 10.14.26.pdf
- ES 3246 Restraint and Isolation 10.14.26.pdf
- 3246 Restraint and Isolation 10.14.26.pdf
- ES 4020 Confidential Communications - RETIRE 10.14.26.pdf
- 4020 Confidential Communications 10.14.26 RETIRED.pdf
- ES 5001 Hiring of Retired School Employees 10.14.26.pdf
- 5001 Hiring of Retired School Employees 10.14.26.pdf
- ES 1815 Ethical Conduct for School Directors 10.14.26.pdf
- 1815 Ethical Conduct for School Directors 10.28.26.pdf
- ES 1101F2 Board Communication Protocols 9.23.26.pdf
- 1101F2 Board - Communication Protocols 10.14.26.pdf
- ES 2320 Field Trips. Excursions and Outdoor Education 10.28.26.pdf
- 2320 Field Trips Excursions-Outdoor Ed 10.28.26.pdf
- ES 3418 Response to Student Injury and Illness 10.28.26.pdf
- 3418 Response to Student Injury or Illness 10.28.26.pdf

- ES 5004 Infection Control Program 10.28.26.pdf
- 5004 Infection Control Program 10.28.26.pdf
- ES 6625 Private Vehicle Transportation 10.28.26.pdf
- 6625 Private Vehicle Transportation 10.28.26.pdf
- ES 6114 Gifts and Donations 10.28.26.pdf
- 6114 Gifts and Donations 10.28.26.pdf
- October Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2026-2027 Board Meeting Content Calendar 5.27.26.pdf
- 6600 Transportation 10.28.26.pdf
- 3418P Response to Student Injury or Illness 10.28.26.pdf
- 5004P Infection Control Program 10.28.26 RETIRED.pdf
- 6114P Gifts and Donations 10.28.26.pdf
- 6600P Transportation 10.28.26.pdf
- 6625P Private Vehicle Transportation 10.28.26.pdf
- 2026-27 Strategic Plan Goals_Priorities_Success Indicators.pdf

DRAFT

Pullman School District

Minutes

Regular Board Meeting

Date and Time
Wednesday October 28, 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 Oct 28, 2026 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Changes to the agenda:

- ASB Fundraisers - Added to consent agenda

Lisa Waananen Jones made a motion to approve the agenda as amended.
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 activities, including the annual Trunk-or-Treat event held October 30 and planning for the Clash of the Combines basketball game against Moscow, scheduled for December 11, preceded by a spirit week December 7–11. ASB is also seeking donors to support the event.

B. Board Reports

- **Board Director Horn**: Attended the PHS Choir Concert and volunteered at the Sunnyside Elementary Move-a-Thon. She noted the upcoming Harvest parties at Sunnyside will take place on October 30, shared that she has enjoyed reviewing community survey responses, and encouraged community members to share their feedback or reach out to her directly..
- **Board Director Bayoumi**: Thanked teachers for their efforts and long hours from conferences last week.
- **Board Director Nelson**: Attended the Disney and Desserts event and shared that it was a great event..
- **Board Director Waananen Jones**: Shared that Jefferson Elementary held its Fall Festival and concluded its fundraiser. She thanked staff for organizing the events.
- **Board Director Carter**: Noted that the fall athletic season is coming to a close and attended staff meetings at Kamiak Elementary and Pullman High School, where Dr. Maxwell presented the State of the District. He provided an update on the Community Listening Session, which focused on students' current experiences in the district and the experiences they should have before graduation. Following the session, the Board held a debrief during a work session and distributed a community survey to gather additional feedback. The feedback will help inform the Board's legislative talking points, particularly regarding graduation requirements,

with the goal of developing a shared community voice. Director Carter also reminded Board members to submit agenda items for the January Mid-Year Board Retreat.

C. Superintendent's Report

Superintendent Maxwell shared an informational presentation prepared by Shawn Lewis, Government Relations Representative titled *Advocating for School Funding: Risks and Opportunities in the Revenue Forecast and 2027 Washington Legislative Session*. The presentation outlined projected state revenue challenges, potential risks to K–12 funding, and opportunities for legislative advocacy related to local levy authority, special education, liability costs, and public records requirements. The presentation emphasized the importance of legislative engagement and preparing for potential funding challenges in the 2027–29 biennium.

In response to a question from Director Carter regarding Superintendent Reykdal's state-level priorities, Superintendent Maxwell noted that the priorities are also included in the State of the District presentation: fully funding special education, funding substitute costs, and Materials, Supplies, and Operating Costs (MSOCs), which include insurance costs.

D. Program Reports

Pullman Education Foundation
Presenter(s): Angela Lenssen and Stacy Bickelhaupt, Co-Presidents of Pullman Education Foundation

The Pullman Education Foundation provided an update on educator and innovation grants, as well as scholarships supporting graduating seniors. The Foundation received a record 40 teacher grant applications this year and highlighted the immediate need to raise funds to support as many applications as possible. The Foundation also partnered with the Innovation Foundation to administer scholarships through an electronic application process. Ongoing priorities include increasing community awareness, encouraging educator participation, and strengthening partnerships to expand opportunities for Pullman students. Community members can donate through the Foundation's website at www.pullmaneducationfoundation.org.

In response to Director Bayoumi's question about how Board members could help promote opportunities and connect the Foundation with potential donors, the Foundation noted that the emergency scholarship provides a good opportunity for the Foundation to share its needs and for the District to help reach a broader audience. Director Carter asked about the process and minimum funding requirements for establishing a scholarship. The Foundation explained that options are flexible and may include an endowment or a fund with an established portfolio. Interested individuals are encouraged to contact the Pullman Education Foundation to work together on a fund agreement.
Report: Curriculum Adoption Update, Cycle & Development

Presenter: Ryan Mulvey, Assistant Superintendent

Assistant Superintendent Mulvey provided an update on the District's curriculum adoption process and recent adoptions in K–8 mathematics, K–5 English language arts, and K–12 social-emotional learning. Budget constraints have limited the ability to adopt new materials. Upcoming reviews include grades 6–12 English language arts and mathematics, K–5 social studies and science, and potential new courses at Pullman High School. The District is monitoring proposed Future Ready Graduation Requirements, which could affect current seventh-grade students, allowing time to plan for implementation.

In response to Director Nelson's question about the age of K–5 science and social studies materials, Superintendent Maxwell noted that the science curriculum, Mystery Science, is at least 10 years old, while social studies materials are approximately 15 years old or older; however, science assessment results remain well above the state average.

Director Bayoumi asked about the typical curriculum adoption timeline. Assistant Superintendent Mulvey explained that curriculum is generally reviewed every 7–10 years, with the adoption process taking approximately 9–18 months, depending on the success of the pilot. He noted that recent adoptions have included electronic components and online resources that must be considered as part of the process.

Director Carter asked whether potential graduation requirement changes would require budgeting for new materials in the 2027–28 budget cycle, even if implementation occurs later. Assistant Superintendent Mulvey noted that OSPI reviews the fiscal implications of proposed changes to help districts plan, though the financial impact is not yet known. The District will need to assess curriculum gaps and develop recommendations for the Finance Committee. Potential changes to the state funding model may also require further discussion.

E. A Community of Belonging - Update

Diversity, Equity, Inclusion, and Belonging Task Force is scheduled to meet on November 3rd and are working on a survey.

III. Public Comment

A. Speaker(s)

No speakers.

IV. Consent Agenda

A. Minutes - October 14, 2026 Board Meeting

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 10-14-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Minutes - October 20, 2026 Board Community Listening Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Community Listening Session on 10-20-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Minutes - October 20, 2026 Board Work Session

Craig Nelson made a motion to approve the minutes as part of the consent agenda from Board Work Session on 10-20-26.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Personnel Report

E. Professional/Personal Services Contract Report

F. 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
Check Numbers 0 through 1, totaling $571.92
Check Numbers 26738563 through 26738564, totaling $2,031.18
Check Numbers 26738565 through 26738570, totaling $18,136.26

Fund: General
Check Numbers 0 through 1, totaling $1,315.72
AP ACH Numbers 9000000501 through 9000000501, totaling $200.00
AP ACH Numbers 9000000502 through 9000000505, totaling $6,201.95
Check Numbers 26738571 through 26738573, totaling $595.87
AP ACH Numbers 9000000506 through 9000000506, totaling $90.17
Check Numbers 26738574 through 26738626, totaling $269,773.65

G. Student Transfer Requests

H. ASB Fundraisers

I. Records Destruction Log

J. Consent Agenda Approval

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

V. Action Items

A. 2026-2027 Board Goals & Board Development Plan

Presenter: Board of Directors

This item was presented at the last board meeting. Based on the previous board discussion, the title was changed from "Board Professional Development Plan" to "Board Goals and Development Plan."
Deena Bayoumi made a motion to approve the Board Goals and Development Plan for the 2026-2027 school year.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. 3205 Sexual Harassment of Students Prohibited

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. Summarized the major revisions to the policy and provided the previous standard for the preponderance of evidence.
Craig Nelson made a motion to approve the revisions to Board Policy 3205 Sexual Harassment of Students Prohibited.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. 3246 Restraint and Isolation

Presenter: Ryan Mulvey, Assistant Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. These revisons do not change our current practice.
Stephanie Horn made a motion to approve the revisions to Board Policy 3246 Restraint and Isolation.
Lisa Waananen Jones seconded the motion.
The board **VOTED** unanimously to approve the motion.

D.

4020 Confidential Communications - RETIRED

Presenter: Bob Maxwell, Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. Provided a brief summary of why this policy is being retired.
Craig Nelson made a motion to approve the retirement of Board Policy 4020 Confidential Communications.
Stephanie Horn seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. 5001 Hiring of Retired School Employees

Presenter: Bob Maxwell, Superintendent

This item was presented at the last meeting and there have been no questions since it was last presented. Provided a brief summary of the revisions to the policy.
Lisa Waananen Jones made a motion to approve the revisions to Board Policy 5001 Hiring of Retired School Employees.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. 1815 Ethical Conduct for School Directors - NEW

Presenter: Arron Carter, Board President

This item was presented at the last meeting and there have been no questions since it was last presented. The only change was linking the RCW and clarifying the language around merit and objectivity.
Stephanie Horn made a motion to approve the adoption of 1815 Ethical Conduct for School Directors.
Deena Bayoumi seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. 1101F2 Board Communication Protocols

Presenter: Arron Carter, Board President

This item was presented at the last meeting and there have been no questions since it was last presented. Provided a brief summary of the revisions to the policy. Legal counsel reviewed this and provided suggestions to tighten up the language.
Deena Bayoumi made a motion to approve revisions to 1101F2 Board Communication Protocols.
Stephanie Horn seconded the motion.
In response to a question from Board Director Nelson, Superintendent Maxwell clarified that the “F” designation in 1101F2 identifies the document as a form associated with the

corresponding procedure. It was also noted that certain forms and procedures are brought forward for discussion when there is Board or community interest. Discussion focused on language regarding soliciting public comment and the need to remain within established Board procedures and legal requirements, including the Open Public Meetings Act. Board members expressed concern that the revised language could limit their ability to solicit feedback from constituents. Following further discussion, it was clarified that the revised section specifically addresses the use of social media and directs Board members to use established channels for gathering public input in alignment with Board policy and procedure. Members emphasized the importance of a shared understanding of the language to ensure consistent interpretation and compliance with applicable laws and policies.
The board **VOTED** unanimously to approve the motion.

VI. Discussion Items

A. 2320 Field Trips, Excursions and Outdoor Education

Presenter: Bob Maxwell, Superintendent

Policy 2320 includes minor revisions to align with the WSSDA sample policy and clarify existing language. Procedure 2320P includes more extensive revisions clarifying the definition of excursions, the supervision ratio of one adult per 10 students, and requirements for the use of private vehicles.

In response to Director Nelson’s question about high school students serving as chaperones for activities such as fifth-grade camp, Superintendent Maxwell noted that the District does not currently utilize high school students as camp chaperones. He added that student chaperones could be addressed in a different procedure but are not currently included in this particular policy.

Director Bayoumi asked about the distinction between field trips and excursions. Superintendent Maxwell explained that field trips are educational and tied to the curriculum, while excursions involve activities beyond the curricular component, as outlined in the procedure. Board President Carter provided a middle school trip to Silverwood as an example and noted that the procedure also applies to athletics.

B. 3418 Response to Student Injury or Illness

Presenter: Bob Maxwell, Superintendent

Superintendent Maxwell reviewed revisions to WSSDA’s model Policy 3418, which were highlighted in the July Policy and Legal News. The revisions, along with updates to Policy 5004, Infection Control Program, address Senate Bill 5790 regarding medical equipment in schools, including requirements for bleeding control equipment and staff training for

traumatic injuries. The updates align District policy with the legislation and RCW 28A.210.440.

In response to Director Nelson's question about which elementary staff are required to hold first aid certification, Superintendent Maxwell identified school secretaries and nurses. He also noted that District Nurse, Michelle Hyatt, is providing bleeding control kit training to at least two staff members at each school.

C. 5004 Infection Control Program

Presenter: Bob Maxwell, Superintendent

Policy 5004 Infection Control Program has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has also revised this model policy and Policy 3418 Response to Student Injury and Illness to address new regulations in Senate Bill 5790 - Concerning Medical Equipment in Schools. These revisions are to align board policy with this legislation and RCW 28A.210.440. All staff receive the blood borne pathogen training as part of Safe Schools.

D. 6625 Private Vehicle Transportation

Presenter: Bob Maxwell, Superintendent

Superintendent Maxwell reviewed revisions to Board Policy 6625, which was last updated in 2015. The policy has been revised to align with the WSSDA sample policy. In response to Director Bayoumi's question, Superintendent Maxwell clarified that the policy does not address students transporting other students.

E. 6114 Gifts and Donations

Presenter: Juston Pollestad, Executive Director of Operations

The District is proposing policy language recognizing that families may experience financial hardship resulting in unpaid student meal balances. The policy would allow the District to accept monetary donations from individuals, businesses, foundations, and community organizations to help reduce student meal debt, while ensuring funds are distributed equitably among students and families.

VII. Informational Items

A. Administrative Requirements Update

- October

B. Enrollment

Current Enrollment

For 2026-2027 School Year
Budgeted FTE: 2586
Current FTE: 2536.28
Current Average FTE: 2532.76

C. Expense Claim Audit - Community Update Board Schedule

D. Board Calendar

E. Non-Substantive Policy Updates

- 6600 Transportation

F. Procedures

- 3418P Response to Student Injury or Illness
- 5004P Infection Control Program - RETIRED
- 6114P Gifts and Donations 10.28.26.pdf
- 6600P Transportation
- 6625P Private Vehicle Transportation

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

VIII. Executive Session

A. Personnel

A. Carter announced there will be an Executive Session to discuss personnel that will end at 8:30pm. No action will be taken.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
Arron Carter

Documents used during the meeting

- 2026_10_14_board_meeting_minutes.pdf
- 2026_10_20_board listening session minutes.pdf

- 2026_10_20_board_work session_minutes.pdf
- Board Report - 10.28.2026 Personnel.pdf
- Unrepresented Classified Employee Wage Schedule 2026-2027 UPDATED 10.28.26.pdf
- Student Activity Stipend Schedule 2026-2027 (DRAFT 10.28.26).pdf
- Board Report - Contracts 10.28.2026.pdf
- CK Summaries 10.28.26.pdf
- 2026 10.28 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS Math Team_Test Writing 10.28.26.pdf
- ASB Fundraiser - PHS ASB_Spirit Packs 10.28.26.pdf
- ASB Fundraiser - PHS Orchestra_Chukar Cherries 10.28.26.pdf
- ASB Fundraiser - PHS Orchestra_Coffee 10.28.26.pdf
- ASB Fundraiser - PHS FCCLA_Butter Braids 10.28.26.pdf
- ASB Fundraiser - PHS Key Club_Food Drive 10.28.26.pdf
- ASB Fundraiser - PHS FCCLA_Funky Socks 10.28.26.pdf
- ASB Fundraiser - PHS FCCLA_Cupcake Sale 10.28.26.pdf
- ASB Fundraiser - PHS ASB_Coin Wars 10.28.26.pdf
- Records Destruction Log - I Programs 10.28.26.pdf
- ES 2026-27 Board Goals and Development Plan 10.28.26.pdf
- 2026-2027 Board Goals and Board Development Plan.pdf
- ES 3205 Sexual Harassment of Students Prohibited 10.14.26.pdf
- 3205 Sexual Harassment of Students Prohibited 10.14.26.pdf
- ES 3246 Restraint and Isolation 10.14.26.pdf
- 3246 Restraint and Isolation 10.14.26.pdf
- ES 4020 Confidential Communications - RETIRE 10.14.26.pdf
- 4020 Confidential Communications 10.14.26 RETIRED.pdf
- ES 5001 Hiring of Retired School Employees 10.14.26.pdf
- 5001 Hiring of Retired School Employees 10.14.26.pdf
- ES 1815 Ethical Conduct for School Directors 10.14.26.pdf
- 1815 Ethical Conduct for School Directors 10.28.26.pdf
- ES 1101F2 Board Communication Protocols 9.23.26.pdf
- 1101F2 Board - Communication Protocols 10.14.26.pdf
- ES 2320 Field Trips. Excursions and Outdoor Education 10.28.26.pdf
- 2320 Field Trips Excursions-Outdoor Ed 10.28.26.pdf
- ES 3418 Response to Student Injury and Illness 10.28.26.pdf
- 3418 Response to Student Injury or Illness 10.28.26.pdf

- ES 5004 Infection Control Program 10.28.26.pdf
- 5004 Infection Control Program 10.28.26.pdf
- ES 6625 Private Vehicle Transportation 10.28.26.pdf
- 6625 Private Vehicle Transportation 10.28.26.pdf
- ES 6114 Gifts and Donations 10.28.26.pdf
- 6114 Gifts and Donations 10.28.26.pdf
- October Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2026-2027 Board Meeting Content Calendar 5.27.26.pdf
- 6600 Transportation 10.28.26.pdf
- 3418P Response to Student Injury or Illness 10.28.26.pdf
- 5004P Infection Control Program 10.28.26 RETIRED.pdf
- 6114P Gifts and Donations 10.28.26.pdf
- 6600P Transportation 10.28.26.pdf
- 6625P Private Vehicle Transportation 10.28.26.pdf
- 2026-27 Strategic Plan Goals_Priorities_Success Indicators.pdf

Coversheet

Minutes - November 4, 2026 Board Work Session

Section:	IV. Consent Agenda
Item:	B. Minutes - November 4, 2026 Board Work Session
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Work Session on November 4, 2026 2026_11_04_board_meeting_minutes.pdf

DRAFT

Pullman School District

Minutes

Board Work Session

Date and Time
Wednesday November 4, 2026 at 4:30 PM

Location
Lincoln Middle School
315 SE Crestview St.
Pullman, WA 99163

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

Directors Absent
Arron Carter

Guests Present
Bob Maxwell, Courtney Hodge, Jerrod Fleury, Ryan Mulvey, Tammy Sewell

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

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

II. Agenda Items

A. Secondary Principals Present 2026-2027 School Improvement Plans (SIP)

Presenters:

- **Tammy Sewell, Lincoln Middle School Principal**
- **Jerrod Fleury, Pullman High School Principal**

Secondary principals presented their 2026–2027 School Improvement Plans, aligned with district goals and focused on academic growth and proficiency, particularly for targeted subgroups, as measured by Smarter Balanced state assessments in English Language Arts (ELA) and Math. Each principal also outlined strategies to address chronic absenteeism.

Lincoln Middle School: Principal Sewell outlined grade-level academic goals informed by student progression data, targeted subgroup goals, and strategies to improve attendance through consistent, early intervention. The addition of a Dean of Students has strengthened attendance support by allowing staff to more consistently identify and address student needs early. Additional efforts include piloting supplemental ELA materials, strengthening collaboration between ELA and social studies, aligning essential standards with special education goals, and planning for future school intervention implementation. The Board discussed opportunities for cross-departmental collaboration and interdisciplinary learning.

Pullman High School: Principal Fleury presented the school's improvement plan centered on "The Greyhound Way" and its emphasis on relationship building. He outlined grade-level academic goals and a three-tier approach to academic support and attendance. Strategies include Hound Time learning labs, before- and after-school academic support, a math co-teaching model, and new instructional materials to support impacted learners. The addition of a Dean of Students has strengthened the school's tiered attendance strategies, focused on building student belonging, addressing barriers, and providing individualized support. The Board discussed Career and Technical Education (CTE), anticipated changes to graduation requirements, student interest, and how CTE pathways will continue to support student learning and graduation outcomes.

B. Lincoln Middle School Showcase

Presenters: Lincoln Middle School Math Teachers - Mimi Dissmore, Johanna Erickson, and Emily Leinweber

LMS math teachers provided an overview of the LMS Math Professional Learning Community (PLC) and its refined data protocol for identifying student learning trends and developing intentional interventions. Staff have incorporated intervention strategies into entry tasks and exit tickets and are using data across grade levels to better understand

student progress and support the transition from sixth through eighth grade. The alignment of grade-level instruction and assessment has strengthened the assessment and intervention cycle, with teachers gaining a deeper understanding of the math progression through collaboration across grade levels.

The Board discussed whether the data protocol could be standardized or applied across other content areas. The team shared that the protocol, introduced through Solution Tree and presented during a district professional learning day, can be adapted across disciplines. The next step is to introduce the process to LMS building team leads. The team emphasized that the value of the protocol lies in the instructional conversations and collaborative analysis it supports, with data serving as evidence to inform those discussions.

C. Strategic Plan Review - Mutual Respect Priority

Presenter: Board of Directors

The Board reviewed the Strategic Plan's Mutual Respect priority, including current goals and measures. The Board discussed opportunities to better define mutual respect and identify indicators to measure progress, with an emphasis on equitable student experiences, disaggregated data, and student growth in addition to proficiency.

Discussion included opportunities for more targeted professional development, districtwide collaboration among staff across buildings and grade levels, and creating additional opportunities for staff to build relationships and learn from one another. The Board also discussed potential staff events, "buddy school" activities, increased coordination of PTA/PTO and family engagement opportunities, and tracking participation in parent engagement, after-school activities, and clubs to strengthen connections across the district.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
Lisa Waananen Jones

DRAFT

Pullman School District

Minutes

Board Work Session

Date and Time
Wednesday November 4, 2026 at 4:30 PM

Location
Lincoln Middle School
315 SE Crestview St.
Pullman, WA 99163

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

Directors Absent
Arron Carter

Guests Present
Bob Maxwell, Courtney Hodge, Jerrod Fleury, Ryan Mulvey, Tammy Sewell

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

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

II. Agenda Items

A. Secondary Principals Present 2026-2027 School Improvement Plans (SIP)

Presenters:

- **Tammy Sewell, Lincoln Middle School Principal**
- **Jerrod Fleury, Pullman High School Principal**

Secondary principals presented their 2026–2027 School Improvement Plans, aligned with district goals and focused on academic growth and proficiency, particularly for targeted subgroups, as measured by Smarter Balanced state assessments in English Language Arts (ELA) and Math. Each principal also outlined strategies to address chronic absenteeism.

Lincoln Middle School: Principal Sewell outlined grade-level academic goals informed by student progression data, targeted subgroup goals, and strategies to improve attendance through consistent, early intervention. The addition of a Dean of Students has strengthened attendance support by allowing staff to more consistently identify and address student needs early. Additional efforts include piloting supplemental ELA materials, strengthening collaboration between ELA and social studies, aligning essential standards with special education goals, and planning for future school intervention implementation. The Board discussed opportunities for cross-departmental collaboration and interdisciplinary learning.

Pullman High School: Principal Fleury presented the school's improvement plan centered on "The Greyhound Way" and its emphasis on relationship building. He outlined grade-level academic goals and a three-tier approach to academic support and attendance. Strategies include Hound Time learning labs, before- and after-school academic support, a math co-teaching model, and new instructional materials to support impacted learners. The addition of a Dean of Students has strengthened the school's tiered attendance strategies, focused on building student belonging, addressing barriers, and providing individualized support. The Board discussed Career and Technical Education (CTE), anticipated changes to graduation requirements, student interest, and how CTE pathways will continue to support student learning and graduation outcomes.

B. Lincoln Middle School Showcase

Presenters: Lincoln Middle School Math Teachers - Mimi Dissmore, Johanna Erickson, and Emily Leinweber

LMS math teachers provided an overview of the LMS Math Professional Learning Community (PLC) and its refined data protocol for identifying student learning trends and developing intentional interventions. Staff have incorporated intervention strategies into entry tasks and exit tickets and are using data across grade levels to better understand

student progress and support the transition from sixth through eighth grade. The alignment of grade-level instruction and assessment has strengthened the assessment and intervention cycle, with teachers gaining a deeper understanding of the math progression through collaboration across grade levels.

The Board discussed whether the data protocol could be standardized or applied across other content areas. The team shared that the protocol, introduced through Solution Tree and presented during a district professional learning day, can be adapted across disciplines. The next step is to introduce the process to LMS building team leads. The team emphasized that the value of the protocol lies in the instructional conversations and collaborative analysis it supports, with data serving as evidence to inform those discussions.

C. Strategic Plan Review - Mutual Respect Priority

Presenter: Board of Directors

The Board reviewed the Strategic Plan's Mutual Respect priority, including current goals and measures. The Board discussed opportunities to better define mutual respect and identify indicators to measure progress, with an emphasis on equitable student experiences, disaggregated data, and student growth in addition to proficiency.

Discussion included opportunities for more targeted professional development, districtwide collaboration among staff across buildings and grade levels, and creating additional opportunities for staff to build relationships and learn from one another. The Board also discussed potential staff events, "buddy school" activities, increased coordination of PTA/PTO and family engagement opportunities, and tracking participation in parent engagement, after-school activities, and clubs to strengthen connections across the district.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
Lisa Waananen Jones

Coversheet

Personnel Report

Section: IV. Consent Agenda
Item: C. Personnel Report
Purpose: FYI
Submitted by:
Related Material: Board Report - 11.12.2026 Personnel.pdf
Board Report - 11.12.2026 Personnel - Addendum.pdf

MEMORANDUM

TO: Board of Directors

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

DATE: November 12, 2026

SUBJECT: **Personnel Report**

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

I recommend the Board of Directors accept the following:

Certified:

Classified: **Alondra Covarrubias** as core+ paraeducator at Kamiak Elementary School

Susan Hilliard, building paraeducator at Sunnyside Elementary School, resignation effective October 30, 2026

Rosana Magoia, English language development paraeducator at Franklin Elementary School and Jefferson Elementary School, resignation effective November 30, 2026

Michelle Watt, special education paraeducator at Pullman High School, request for a leave of absence beginning approximately January 25, 2027, through April 16, 2027

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

Christopher Engle, head girls basketball coach at Lincoln Middle School, resignation

Frederick (Rick) Wood, head football coach at Lincoln Middle School, resignation

For Your Information:

MEMORANDUM

TO: Board of Directors

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

DATE: November 12, 2026

SUBJECT: **Personnel Report - ADDENDUM**

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

I recommend the Board of Directors accept the following:

Certified:

Classified: **Chisato Taylor,** English language development paraeducator at Jefferson Elementary School and Sunnyside Elementary School, request for a leave of absence beginning January 4, 2027, through March 31, 2027

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

Adrian Benitez as support assistant wrestling coach at Pullman High School

For Your Information:

Coversheet

Warrants

Section: IV. Consent Agenda
Item: D. Warrants
Purpose: FYI
Submitted by:
Related Material: Payroll Warrant Authorization Form_October 2026.pdf
CK Summaries 11.12.26.pdf

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

PAYROLL WARRANT AUTHORIZATION

The Board of Directors of Pullman School District No. 267, Whitman County, Washington, hereby authorizes the payment of payroll warrant numbers 26738627 to 26738664 inclusive, with payroll amounting to $3,337,863.51 issued 10/30/2026 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 10.26.26

Accounts Payable Run: 10/26/2026

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 28, 2026, the Board, by a _____ vote, approves payments, totaling $1,484.52, 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 26738665 through 26738665, totaling $1,484.52

☐ 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: 10/26/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: PR REISSUE 10.26.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738665	Camerino, Natalie Christine	$1,484.52

Regular Checks:	1	$1,484.52
Total:	**1**	**$1,484.52**

AP Check Register

Accounts Payable Run: 10/26/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$1,484.52	$0.00	$0.00	$1,484.52

Bmo GF 11.10.26

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $38,338.97, 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 9000000931 through 9000000931, totaling $38,338.97

☐ 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: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO GF 11.10.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000931	BMO Corporate Mastercard	$38,338.97

ACH Payments:	1	$38,338.97
Total:	**1**	**$38,338.97**

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$38,338.97	$38,338.97

Bmo pHSAsB
11.10.26

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $13,974.21, 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 9000000930 through 9000000930, totaling $13,974.21

☐ 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: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO PHS ASB 11.10.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000930	BMO Corporate Mastercard	$13,974.21

ACH Payments:	1	$13,974.21
Total:	**1**	**$13,974.21**

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$13,974.21	$13,974.21

Bmo LHS A s B 11.10.26

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $3,555.41, 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 9000000929 through 9000000929, totaling $3,555.41

☐ 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: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO LMS ASB 11.10.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000929	BMO Corporate Mastercard	$3,555.41

ACH Payments:	1	$3,555.41
Total:	**1**	**$3,555.41**

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$3,555.41	$3,555.41

Bmo CAp. 11.10.26

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $1,904.32, 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 9000000928 through 9000000928, totaling $1,904.32

☐ 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: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO CAP 11.10.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000928	BMO Corporate Mastercard	$1,904.32

Invoice Number	Description	Invoice Date	Amount
114-0267482-1605807	Replacement Projectors for PHS	09/29/2026	$1,904.32

ACH Payments:	1	$1,904.32
Total:	**1**	**$1,904.32**

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
20 - Capital Projects	$0.00	$0.00	$1,904.32	$1,904.32

BMO AP - Elem ASB 11.10.26

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $1,915.73, 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 9000000927 through 9000000927, totaling $1,915.73

☐ 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: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: BMO Elem ASB 11.10.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000927	BMO Corporate Mastercard	$1,915.73

Invoice Number	Description	Invoice Date	Amount
440JustonPollestad	BMO October 2026 Juston Pollestad	11/03/2026	$1,915.73

ACH Payments:	1	$1,915.73
Total:	**1**	**$1,915.73**

AP Check Register

Accounts Payable Run: 11/10/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$1,915.73	$1,915.73

Ap LHS AsB 11.13.26

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $245.00, 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 26738666 through 26738667, totaling $245.00

☐ 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: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: AP LMS ASB 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738666	Pullman School Dist - Revolving Fund	$50.00
26738667	WSU Jazz Society	$195.00
	Regular Checks: 2	$245.00
	Total: **2**	**$245.00**

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$0.00	$245.00	$245.00

Ap-pHS AsB 11.13.26

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of November 12, 2026, the Board, by a _____ vote, approves payments, totaling $16,539.20, 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 26738668 through 26738674, totaling $16,539.20

☐ 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: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: AP PHS ASB 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738668	BSN Sports	$2,614.65
26738669	Pullman Disposal	$150.00
26738670	Pullman Education Foundation	$1,015.00
26738671	Pullman School Dist - Revolving Fund	$2,275.00
26738672	Pullman School District	$2,413.55
26738673	Washington FFA Association	$797.00
26738674	Washington Officials Association	$7,274.00
	Regular Checks: 7	$16,539.20
	Total: **7**	**$16,539.20**

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
40 - Associated Student Body Fund	$0.00	$60.00	$16,479.20	$16,539.20

AP Check Register

Comp Tax

Accounts Payable Run: 11/25/2026

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 28, 2026, the Board, by a _____ vote, approves payments, totaling $219.58, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: WIRE TRANSFERS

Wire Transfer Payments 202600064 through 202600064, totaling $219.58

☐ 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: 11/25/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: COMP TAX 10.31.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
202600064	Department Of Revenue	$219.58

Wire Transfers:	1	$219.58
Total:	**1**	**$219.58**

AP Check Register

Accounts Payable Run: 11/25/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$58.76	$0.00	$0.00	$58.76
40 - Associated Student Body Fund	$160.82	$0.00	$0.00	$160.82

AP Check Register

GF ACH

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 28, 2026, the Board, by a _____ vote, approves payments, totaling $12,241.24, and/or voids (cancellations), totaling $0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACH/WARRANTS

AP ACH Numbers 9000000932 through 9000000941, totaling $12,241.24

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

_____

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF ACH 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000932	Gordon, Alexander J	$50.00
9000000933	H & H Business Systems	$6,502.52
9000000934	Haramoto, Kameron	$50.00
9000000935	Heiszler, Matthew David	$50.00
9000000936	IML Security Supply	$701.95
9000000937	M Gold Dairy/ DFA MILK	$2,789.09
9000000938	Maxwell, Robert L	$475.00
9000000939	Mulvey, Ryan Alan	$150.00
9000000940	US Linen and Uniform	$1,362.68
9000000941	Ventresco, Dominick Richard	$110.00

ACH Payments:	10	$12,241.24
Total:	**10**	**$12,241.24**

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$12,241.24	$12,241.24

AP Check Register

GFREIM ACH

Accounts Payable Run: 11/13/2026

PULLMAN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 28, 2026, the Board, by a _____ vote, approves payments, totaling $12.69, 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 9000000942 through 9000000942, totaling $12.69

☐ 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: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF REIM ACH 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
9000000942	El Chabib, Zena	$12.69

ACH Payments:	1	$12.69
Total:	1	**$12.69**

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$12.69	$12.69

AP Check Register

GF REIM

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 28, 2026, the Board, by a _____ vote, approves payments, totaling $315.22, 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 26738675 through 26738679, totaling $315.22

☐ 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: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF REIM 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738675	Akerstrom, William D	$64.75
26738676	Bartholow, Brenda Laine	$59.05
26738677	Bromley, Daniel Patrick	$34.43
26738678	Lopez, Autumn M	$38.99
26738679	Peppel, Duane A	$118.00
	Regular Checks: 5	$315.22
	Total: **5**	**$315.22**

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$315.22	$315.22

AP Check Register

GF

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

BOARD CERTIFICATION STATEMENT

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of October 28, 2026, the Board, by a _____ vote, approves payments, totaling $151,385.71, 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 26738680 through 26738732, totaling $151,385.71

☐ 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: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738680	Airgas Inc	$4,114.15
26738681	Allegra Print & Imaging	$385.26
26738682	Amable Consulting LLC, Megan Itani	$2,500.00
26738683	Amend Music Center	$136.37
26738684	Bargreen Ellingson	$466.39
26738685	Bethany Shin Speech Therapy LLC	$5,227.50
26738686	Broughton, Alexandra D	$2,880.00
26738687	Building Blocks Pediatric Therapy	$1,710.00
26738688	Ccooper Services	$600.00
26738689	CDW Government LLC	$14,841.25
26738690	Charlies Produce	$457.85
26738691	City of Pullman Water	$26,766.59
26738692	Coleman Oil Company LLC	$2,845.29
26738693	Dunlap, Ryan D	$50.00
26738694	Employment Security Dept	$8,219.15
26738695	E-Rate & Educational Services	$4,351.71
26738696	Eric Armin Inc.	$221.95
26738697	Four Star Supply Co., Inc	$467.92
26738698	Golden Waffles	$103.92
26738699	HD SUPPLY	$7,279.07
26738700	Hilliard's Htg & Plumbing, Inc.	$653.10
26738701	Impero Solutions Inc.	$1,658.88
26738702	Inland North Waste, Latah Sanitatio	$679.11
26738703	J & H Printing Inc.	$366.53
26738704	King County Director's Assoc	$2,018.34
26738705	Kuhl Auto Parts, LLC	$547.31
26738706	Lexia Learning Systems LLC	$248.86
26738707	Marenem Inc	$73.20

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Accounts Payable Run: GF 11.13.26 **Run Type:** R - Regular

Payment Number	Payee	Net Payment Amount
26738708	Mattoon, Atlas	$182.00
26738709	Moscow-Pullman Bldg. Supply	$548.79
26738710	Navigate360 LLC	$1,802.11
26738711	NEWESD 101	$7,946.85
26738712	Northwest Auto Parts	$208.67
26738713	Northwest Lift and Equipment	$2,055.80
26738714	OFFICE DEPOT	$113.11
26738715	OSPI - Child Nutrition Svcs	$5,139.12
26738716	Otis Elevator Co	$362.01
26738717	Penland, Sarah	$37.99
26738718	Pollestad, Juston B	$150.00
26738719	Pullman Ace LLC	$239.53
26738720	Revel Digital	$1,615.26
26738721	RWC Group	$476.34
26738722	Scholastic Inc	$127.26
26738723	Service Alternatives Inc	$1,800.00
26738724	SolvePath LLC, TSCO	$9,948.75
26738725	TeachTown, Jigsaw Learning	$1,934.24
26738726	True Measure Collaborative	$6,000.00
26738727	US Foods, Inc.	$18,353.05
26738728	Ventris Learning	$248.86
26738729	Walter E Nelson Co	$1,343.72
26738730	Whitman County Landfill	$481.15
26738731	Wing Over Farm	$206.40
26738732	WSU Jazz Society	$195.00
	Regular Checks: 53	$151,385.71
	Total: **53**	**$151,385.71**

AP Check Register

Accounts Payable Run: 11/13/2026 **PULLMAN SCHOOL DISTRICT**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	$0.00	$0.00	$151,385.71	$151,385.71

Coversheet

Student Transfer Requests

Section: IV. Consent Agenda
Item: E. Student Transfer Requests
Purpose:
Submitted by:
Related Material: 2026 11.12 Regular Board Meeting - Student Transfer Requests.pdf

SCHOOL BOARD REPORT
Student Transfer Requests
November 12, 2026

Transfer Requests 2026-2027

Released to PSD

- M. Rogers, Grade 4, Released from LaCrosse School District – New

Released from PSD

- M. Mosley, Grade 10, Released to Insight School of Washington in the Quillayute Valley School District – New
- K. Young, Grade 7, Released to Washington Online School in the South Bend School District – New

Rescinded Transfer Requests

- M. Vaughn, Grade 9, Rescinded from Washington Connections Academy in the Goldendale School District

Coversheet

ASB Fundraisers

Section: IV. Consent Agenda
Item: F. ASB Fundraisers
Purpose:
Submitted by:
Related Material: ASB Fundraiser - PHS DECA_Dig to Donate 11.12.26.pdf
ASB Fundraiser - PHS FFA_Book Drive 11.12.26.pdf

Fundraising/Activity Form

Lauren McCluskey Foundation
509-715-1004
1256 SE Bishop Blvd Ste J
Pullman, WA

☐ ASB ☒ ASB Charitable ☐ General Fund

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

School: PULLMAN HIGH SCHOOL Group Name: DECA Account #: 6001

Proposed Fundraising Activity: Dig to Donate

Intended Use of Proceeds: Lauren McCluskey Foundation

Estimated Revenues:$ $850.00 Estimated $70.00

Expenses: $ Estimated Revenues-Estimated Expenses=Estimated Profit: $780.00

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: Nov. 30th, 2026 End: DEC 7th, 2026

Team/Club Leader (student): Oct 2 *(Signature & Date)* ASB Bookkeeper (staff): 11/5/26 *(Signature & Date)*

Coach/Club Advisor (staff): *(Signature & Date)* Principal's *Pre-Approval*: 11/5/26 *(Signature & Date)*

Student Leadership(student): 10/28/26 *(Signature & Date)* Activity Coordinator: 11/5/26 *(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.**

RECEIVED NOV 06 2026 By

C. Accounting Summary of Fundraiser (Reconciliation)

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

D. Final Approval of Reconciliation

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

Team/Club Leader (student): _____ *(Signature & Date)* ASB Bookkeeper (staff): _____ *(Signature & Date)*

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

Activity Coordinator: _____ *(Signature & Date)*

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

Fundraising/Activity Form

RECEIVED
NOV 06 2026
BY

☐ ASB ☒ ASB Charitable ☐ General Fund

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

School: Pullman High School Group Name: FFA Account #: 4035

Proposed Fundraising Activity: Book Drive : Neill Public Library

Intended Use of Proceeds: Book Drive donation

Estimated Revenues:$ 0 Estimated 0

Expenses: $ Estimated Revenues-Estimated Expenses=Estimated Profit: 0

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: 11/16 End: 11/20

Team/Club Leader (student): [signature] 10/27/26 *(Signature & Date)* ASB Bookkeeper (staff): [signature] *(Signature & Date)*

Coach/Club Advisor (staff): [signature] 10/27/26 *(Signature & Date)* Principal's ***Pre-Approval***: [signature] 11/5/26 *(Signature & Date)*

Student Leadership(student): [signature] 10/28/26 *(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] 10/27/26 *(Signature & Date)* ASB Bookkeeper (staff): _____ *(Signature & Date)*

Coach/Club Advisor (staff): [signature] 10/27/26 *(Signature & Date)* Principal: _____ *(Signature & Date)*

Activity Coordinator: _____ *(Signature & Date)*

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

Coversheet

2320 Field Trips, Excursions and Outdoor Education

Section: V. Action Items
Item: A. 2320 Field Trips, Excursions and Outdoor Education
Purpose:
Submitted by:
Related Material: ES 2320 Field Trips. Excursions and Outdoor Education 10.28.26.pdf
2320 Field Trips Excursions-Outdoor Ed 10.28.26.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

2320 Field Trips. Excursions and Outdoor Education

Executive Summary

October 28, 2026

Bob Maxwell

Superintendent

Background:

Board Policy 2320 includes minimal revisions to align with the WSSDA sample policy and clarify existing language. Procedure 2320P underwent more extensive revisions, clarifying the definition of excursions and supervision requirement of one adult for every ten students.

Recommended Board Action:

Approval of Board Policy 2320 Field Trips. Excursions and Outdoor Education.

Motion to Approve

I move to approve the revisions to Board Policy 2320 Field Trips. Excursions and Outdoor Education

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 2320

INSTRUCTION

Field Trips, Excursions and Outdoor Education

The Pullman School District Board of Directors recognizes that field trips, ~~excursions, and outdoor education,~~ when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom ~~procedures~~ activities by providing learning experiences in an environment beyond the classroom. ~~Transportation of students will adhere to School Board Policies 6620 and 6625.~~

Field trips ~~which~~ that take students out of the state beyond 25 miles of the Washington State border, or outside an 80 mile radius of Pullman~~, and/or are planned to~~ or keep students out of the district overnight~~,~~ must be approved in advance by the board. Outdoor education ~~camp~~ resident school plans ~~shall~~ will be presented to the board for annual approval. The Superintendent has the authority to approve all other field trips.

The Superintendent ~~shall~~ will develop procedures for the operation of a field trip or an outdoor education activity which will ensure ~~shall insure~~ that the safety of the student ~~shall be~~ is protected and that parent permission is obtained before the student leaves the school. Each field trip must be integrated with the curriculum and coordinated with classroom activities ~~which~~ that enhance its usefulness. Private vehicles may be used to transport students~~,~~ if approval is obtained in advance from ~~accordance with procedures created by~~ the ~~Superintendent~~principal.

No staff member may recruit students for any privately arranged field trip or excursion without administrator approval and board permission.

Cross References:	Board Policy 6620	Special Transportation
	Board Policy 6625	Private Vehicle Transportation
	Board Policy 3520	Student Fees, Fines, Charges
Legal References:	RCW 28A.330.100(5)	Additional powers of board
	RCW 67.20.020	Parks — Contracts for cooperation
	WAC 180-87-090	Improper remunerative conduct

Adoption Date: May 14, 2008

Coversheet

3418 Response to Student Injury or Illness

Section: V. Action Items
Item: B. 3418 Response to Student Injury or Illness
Purpose:
Submitted by:
Related Material: ES 3418 Response to Student Injury and Illness 10.28.26.pdf
3418 Response to Student Injury or Illness 10.28.26.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

3418 Response to Student Injury and Illness

Executive Summary

October 28, 2026

Bob Maxwell
Superintendent

Background:

Policy 3418 Response to Student Injury and Illness has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised this model policy and Policy 5004 Infection Control Program to address new regulations in Senate Bill 5790 - Concerning Medical Equipment in Schools which expands what "emergency response" entails in Washington schools by requiring bleeding control equipment and staff training for traumatic injuries. These revisions are to align board policy with this legislation and RCW 28A.210.440.

Recommended Board Action:

Approval of Board Policy 3418 Response to Student Injury and Illness.

Motion to Approve

I move to approve the revisions to Board Policy 33418 Response to Student Injury and Illness.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 3418

STUDENTS

Response to Student Injury or Illness

The Pullman School District Board of Directors recognizes that schools are responsible for providing first aid or emergency treatment in case of injury or illness of a student. To that end, staff designated to provide student health support should be certified in First Aid/CPR/AED. The board encourages all school staff to become certified in first aid. School staff will refer to the joint Department of Health and Office of the Superintendent document *How to Respond: Illness and Injury at School* for guidance. Emergency treatment under this policy includes response to traumatic injuries involving life-threatening blood loss, consistent with state law requirements for bleeding control equipment, staff training, and emergency medical response.

Further medical attention in non-emergency cases is the responsibility of the parent or guardian. Schools will notify the parent or guardian of students who suffer injuries, illness or physical trauma at school or at any school-sponsored activity as soon as practicable.

The superintendent will establish procedures to be followed consistent with this policy.

Cross Reference:

Board Policy, 3124/P	Removal/Release of Student During School Hours
Board Policy, 3422/P	Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Management Resources:
2014 – June Issue
2020 – September Alert
2026 – July Issue

Classification: Important

Adoption Date: June 9, 2010
Revised Date: March 10, 2021

Coversheet

5004 Infection Control Program

Section: V. Action Items
Item: C. 5004 Infection Control Program
Purpose:
Submitted by:
Related Material: ES 5004 Infection Control Program 10.28.26.pdf
5004 Infection Control Program 10.28.26.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

5004 Infection Control Program

Executive Summary

October 28, 2026

Bob Maxwell

Superintendent

Background:

Policy 5004 Infection Control Program has been revised by WSSDA and was highlighted in the July Policy and Legal News. WSSDA has revised this model policy and Policy 3418 Response to Student Injury and Illness to address new regulations in Senate Bill 5790 - Concerning Medical Equipment in Schools which expands what "emergency response" entails in Washington schools by requiring bleeding control equipment and staff training for traumatic injuries. These revisions are to align board policy with this legislation and RCW 28A.210.440.

Recommended Board Action:

Approval of Board Policy 5004 Infection Control Program.

Motion to Approve

I move to approve the revisions to Board Policy 5004 Infection Control Program.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 5004

MANAGEMENT SUPPORT

Infection Control Program

I. Immunization

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the Pullman School District Board of Directors strongly urges that school staff members (including substitutes, student teachers, and volunteers) provide documentation of immunization or evidence of immunity against certain vaccine-preventable diseases. The following immunizations are recommended for school staff: measles, mumps, rubella (MMR), varicella (chickenpox), diphtheria, tetanus, and pertussis (Tdap and Td), and influenza (flu). Staff members born prior to January 1, 1957 need not provide evidence of immunity to measles; these individuals are considered naturally immune.

In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. If excluded, ~~he/she~~a staff member is not eligible to receive sick leave benefits because of the exclusion itself. To qualify for benefits, ~~he/she~~the staff member must be ill or temporarily physically-disabled, or ~~is~~ benefits must otherwise be provided for in a collective bargaining agreement.

II. Blood or Other Potentially Infectious Material

The district will implement an infection control program consistent with chapter 296-823 WAC (Occupational Exposure to Bloodborne Pathogens) and provide training to employees in accordance with chapter 392-198 WAC (Training—School Employees—Blood-Borne Pathogens).

Further, the district will make available to employees and volunteers bleedings control equipment in accordance with RCW 28A.210.440 (Bleeding control equipment and other medical materials—Training).

~~The superintendent or designee will evaluate all job duties of district employees to determine which employees have reasonably anticipated on-the-job exposure to blood or other potentially infectious material. The district will maintain a list of job classifications where employees have reasonably anticipated exposure to blood or other potentially infectious material. The hepatitis B vaccine will be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work. In the event that an employee has a specific exposure to blood or other potentially infectious material, the employee will be provided, at district expense, with confidential medical evaluation and other follow-up as required by law.~~

~~The district will provide annual training to all employees with reasonably anticipated exposure to blood or other potentially infectious material. All employees will receive district provided training on HIV/AIDS within six months of initial employment.~~

~~Records will be kept in strict confidence regarding the hepatitis B vaccine status of all employees with reasonably anticipated exposure to blood or other potentially infectious material and for each occupational exposure an employee has to blood or other potentially infectious material. The records will be kept for the duration of the employee's employment, plus thirty years. The district will also keep records that employees have received appropriate training.~~

III. Preventing, Suppressing, and Controlling Contagious and Infectious Diseases

The district will follow lawful regulations, orders, and proclamations about preventing, suppressing, and controlling contagious and infectious diseases.

Pullman School District Board Policy 5004

Cross-reference:

Board policy, ~~3414~~3414/P	~~———~~Infectious Disease
Board policy, 5630	Volunteers

Legal Reference:

Chapter 246-110 WAC	Contagious disease -- School districts and ~~day~~ child care centers
Chapter 296-823 WAC	Occupation exposure to bloodborne pathogens
Chapter 392-198 WAC	Training--school employees--~~HIV/AIDS~~Blood-borne pathogens
WAC 246-100-036	Responsibilities and duties - Local health officers
RCW 28A.210.440	Bleeding control equipment and other medical materials—Training
RCW 43.06.220	State of emergency - Powers of governor pursuant to proclamation
RCW 43.70.130	Powers and duties of secretary - General
RCW 70.05.070	Local health officer - Powers and duties
RCW 70.05.120	Violations - Remedies - Penalties

Management Resources:

2026 – July Policy Issue
2022 – December Policy Issue
2020 - September Alert
2015 – June Policy Issue
2015 – April Policy Issue

Classification: ~~**Encouraged**~~ **Important**

Adoption Date: April 14, 1999
Revised: July 16, 2008
Revised: May 27, 2015
Revised: March 9, 2022
Revised: March 8, 2023

Coversheet

6625 Private Vehicle Transportation

Section: V. Action Items
Item: D. 6625 Private Vehicle Transportation
Purpose:
Submitted by:
Related Material: ES 6625 Private Vehicle Transportation 10.28.26.pdf
6625 Private Vehicle Transportation 10.28.26.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

6625 Private Vehicle Transportation

Executive Summary

October 28, 2026

Bob Maxwell

Superintendent

Background:

Board Policy 6625 Private Vehicle Transportation was last revised in 2015 and has been revised to align with the WSSDA sample policy.

Recommended Board Action:

Approval of Board Policy 6625 Private Vehicle Transportation.

Motion to Approve

I move to approve the revisions to Board Policy 6625 Private Vehicle Transportation.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 6625

MANAGEMENT SUPPORT

Private Vehicle Transportation

The Pullman School District Board of Directors authorizes the use of private vehicles under the following circumstances:

A. Under unusual circumstances, the district may request parents, or a responsible adult, to drive children to school in their own vehicles on a per-mile cost reimbursable basis. The transportation department determines when "in-lieu" transportation would be advantageous to the district and arranges its implementation. In cases where ~~families form~~ car pools are formed by families, reimbursement ~~may~~ will be provided only to the parent/guradian whose car is used to transport the students to school~~.~~; or

B. Upon written approval of the principal, staff may transport students when a student's welfare is involved~~.~~; when due care dictates prompt action, when engaged in occasional field trip activity or when engaged in an occasional extracurricular activity. The staff member will acknowledge that they agree to ~~Staff transporting students for any other reason than an emergency affecting health and/or safety, are required to be an approved school district driver (1. Driver's record abstract on file, 2. Current and valid first aid card, 3. Employee has completed a transportation safety course).The staff member shall~~ assume full responsibility for any liability or property damage, comprehensive or collision, made by or against the driver/owner of the vehicle. The district's liability insurance ~~shall~~ will cover the risk assumed by the district. The ~~district shall reimburse the~~ mileage of the staff member will be reimbursed by the district.

Under unusual circumstances and upon written approval of the principal/designee, a parent may transport ~~his/her~~their own student to and or from a school related, athletic, or extracurricular activity.

The superintendent ~~shall~~ will establish procedures for the use of private auto transportation.

Legal References:

RCW 28A.160.030 Authorizing individual transportation or other arrangements

WAC 392-143-070 ~~All~~ Other vehicles ~~other than school buses~~ used to transport students

~~RCW 28A.160 Transporting of children to school or school activities--Transporting of elderly--Insurance~~
~~RCW 28A.160.020 Authorization for private school students to ride buses--Conditions~~
~~RCW 28A.160.030 Authorizing individual transportation or other arrangements--Pupils must provide their own transportation, when~~
~~WAC 392-141 Transportation Authority and State Reimbursement~~
~~WAC 392-172-204 Transportation (Handicapped)~~
~~WAC 392-172-035 Definitions of "free appropriate, public education," "adult student," "handicapped student," "parent," and "school district"~~
~~WAC 392-145-011 School District Requirements~~
~~WAC 392-145-016 Rules for Students Riding School Buses~~
~~WAC 392-145-070 Rail Grade Crossings~~
~~WAC 392-145-021 General Operating Requirements~~

Classification: Important

Pullman School District Board Policy 6625

Adoption Date: January 10, 1996
Revised Date: April 28, 1999
Revised Date: April 2006
Revised Date: January 14, 2015

Coversheet

6114 Gifts and Donations

Section: V. Action Items
Item: E. 6114 Gifts and Donations
Purpose:
Submitted by:
Related Material: ES 6114 Gifts and Donations 10.28.26.pdf
6114 Gifts and Donations 10.28.26.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

6114 Gifts and Donations

Executive Summary

October 28, 2026

Juston Pollestad

Executive Director of Operations

Background:

The Pullman School District recognizes that families may experience financial hardship that results in unpaid student meal balances. To support students and families, the district may accept monetary donations from individuals, businesses, foundations, and community organizations for the purpose of reducing unpaid student meal debt.

Recommended Board Action:

Approval of Board Policy 6114 Gifts and Donations.

Motion to Approve

I move to approve the revisions to Board Policy 6114 Gifts and Donations.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Pullman School District Board Policy 6114

MANAGEMENT SUPPORT

Gifts and Donations

The Pullman School District Board of Directors recognizes that individuals and organizations in the community may wish to contribute money, additional supplies, or equipment to enhance or extend the instructional program. All gifts or donations to the district, including those from private fundraising sources such as Donors Choose, become the property of the district. If gifts or donations are given to an individual staff member for their use that staff member may use such item for the duration of their employment with the district.

The Board recognizes that students and/or parents may wish to express their appreciation to school staff by giving gifts. In recognition of the fact that not all families can afford to show their appreciation with gifts, the Board encourages letters of appreciation and discourages the giving of all but small, inexpensive gifts instead.

The use of crowdfunding sites, such as GoFundMe, Indiegogo, and Kickstarter, are not permitted, except as outlined in Procedure 6114.

Any gift or donation to the district of real property can be accepted only by board approval.

Any gift or donation to the district or to an individual school or department of money, materials or equipment having a value of $10,000 or greater shall be approved by the School Board in a public meeting. The Superintendent or designee will determine whether or not to accept gifts, grants, or donations with a value of less than $10,000.

In no event shall any commitment be made by a staff member or other individuals in return for any gift to the district or to a school or department without the Board's authorization. The board will not authorize gifts that are deemed to be inappropriate, which carry with them unsuitable conditions, which will obligate the district to future expenditures from the general fund, or which are out of proportion to the value of the gift. All gifts or donations accepted by the district, including those from private fundraising sources such as Donors Choose, will become district property and, except as approved by the Board, will be accepted without obligation relative to use and /or disposal.

Donors of equipment and/or materials shall upon request be held free and without harm for any liability or expense that may arise or be caused in any way by such use by school staff, students or any other individuals or groups who choose to use the equipment or materials.

I. **Unsolicited Gifts or Donations to the District** (Including to a School, Classroom, or Program)

   Money or additional supplies and equipment donated by booster clubs or other groups or patrons to support specific teams or extra-curricular activities are not to result in unacceptable levels of disparity of allocation favoring one team or gender.

II. **Solicited Gifts or Donations to the District** (Including to a School, Classroom, or Program)

Certificated staff seeking donations for their classroom must obtain prior approval from the building principal. Other staff or administrators seeking donations to benefit an entire school or the district as a whole must obtain prior approval from the Superintendent or his/her designee. In no event will any commitment be made by a staff member or other individuals in return for any gift to the district or to a school or department without the board's authorization.

III. Food Service Debt Donations

The Pullman School District recognizes that families may experience financial hardship that results in unpaid student meal balances. To support students and families, the district may accept monetary donations from individuals, businesses, foundations, and community organizations for the purpose of reducing unpaid student meal debt.

All donations designated for this purpose shall be deposited into the district's Food Service Donation Account and administered by Nutrition Services in coordination with the Business Office.

Donated funds shall be distributed in accordance with the district's administrative procedure to ensure they are applied in a fair, transparent, equitable, and fiscally responsible manner while protecting student privacy.

The administration and accounting of donated funds shall comply with all applicable federal and state laws, regulations, and district financial policies governing school nutrition programs.

The Superintendent or designee is authorized to develop and implement administrative procedures ~~in support~~necessary to carry out ~~of~~ this policy.

Cross References:
3515 Student Incentives
6100 Revenues from Local, State, and Federal Sources

Legal Reference:
RCW 28A.320.030 Gifts, conveyances, etc., for scholarship and student aid purposes, receipt and administration
WAC 392-190-025 Recreational and athletic activities.

Management Resources:
2015 - June Policy Issue

Adoption Date: September 11, 1991
Revised Date: February 24, 1999
Revised Date: January 25, 2017
Revised Date: April 26, 2017

Coversheet

2026-2027 School Improvement Plans

Section: V. Action Items
Item: F. 2026-2027 School Improvement Plans
Purpose:
Submitted by:
Related Material: ES 2026-27 SIP Plans 11.12.26.pdf
FES SIP_2026-2027.pdf
KES_SIP_2026-27.pdf
SES SIP_2026-2027.pdf
JES_SIP_2026-27.pdf
LMS SIP_2026-27.pdf
PHS SIP_2026-27.pdf

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

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

2026-2027 School Improvement Plans

Executive Summary

November 12, 2026

Ryan Mulvey

Assistant Superintendent

Background:

Every year, each school in the district is required to present their School Improvement Plan (SIP) to the school board per Policy 2005, and then submit it to the state. Elementary principals presented their 2026-2027 SIPs to the board for discussion at the October 7, 2026 board work session. Secondary Principals presented their 2026-2027 SIPs to the board for discussion at the November 4, 2026 board work session. The School Improvement Plans return to this meeting for final approval.

Recommended Board Action:

Approval of the 2026-2027 School Improvement Plans.

Motion to Approve

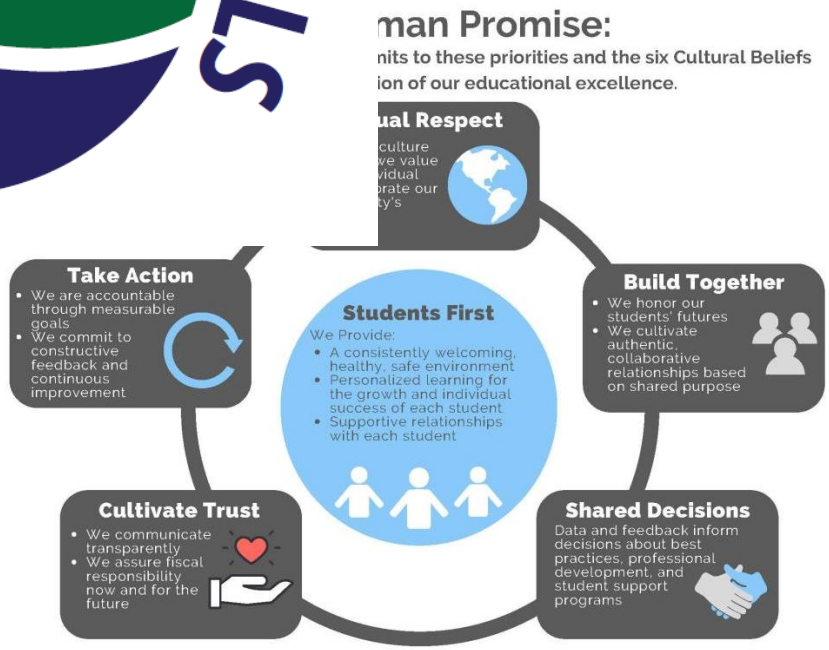
I move that we approve the 2026-2027 School Improvement Plans.

❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

School Improvement Plan Process



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

1) Establish a diverse team
    - Teacher leaders (formal and informal)
    - Community/parents
    - Classified staff
    - Students

2) Create protocols and norms with your team.
    - Strategies and activities - actions of the adults
    - Progress monitoring - benchmarks
    - Indicators of success - What is the evidence that the strategy is having intended effect?
    - Resources - new, existing, and where resources will come from

3) Examine school level data to determine areas for improvement.

4) Create School Improvement Plan (SIP) using PSD SIP Template.

5) Share SIP with staff and parents

6) Share with PSD School Board - *October 7th at Franklin Elementary School*

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

School Name: **Principal: Cameron Grow** **Date: 9/17/26**

Team Member	Position/Role	Team Member	Position/Role
Robin Hendrickson	Kindergarten Lead		
Marci Sontgerath	1st grade Lead		
Heather Strader	2nd grade Lead		
Holly Steele	3rd grade Lead		
Malia Held	3rd grade teacher		
Chris Lippay	4th grade Lead		
Julie Lippay	5th grade Lead		
Cameron Grow	Principal		

Areas of Focus for School Improvement

Chronic Absenteeism	*ELA Targeted Population*	*Math Targeted Population*

Vision

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Are dedicated to the whole student, so that success is achievable and measurable
- Work together, interdependently, in collaborative teams, ensuring high levels of learning •Are working to improve, using evidence-based methods and training.
- Monitor student progress based on the essential learning standards, and use data to guide our instruction and interventions
- Reflects as a team on results on a continuous basis, while celebrating our successes.

Mission

Combining our strengths as educators, to ensure high levels of learning for EVERY Franklin Fox!

Core Beliefs

- Each and every Franklin Fox can learn and grow with MY support
- We believe all students can grow socially and emotionally with the tools we provide
- We are a staff that learns, grows, and supports one another
- We are here for ALL of you and our students. Belonging is key at Franklin, and we are so excited to have you as a part of our Franklin Fox Family.

School Level Data

Data from the 2025-2026 school year as related to the target population goals established in this SIP.

- 56% of 3rd-5th grade students were proficient on the ELA SBA

56% of 3rd-5th grade students were proficient on the Math SBA

Data from the 2025-2026 school year as related to chronic absenteeism

- 29% of 4th grade students were in the chronic absentee range. 13 total students

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Chronic Absenteeism

2025-2026

- 70% of 4th grade students attended school consistently as measured by chronic absenteeism.

2026-2027

- 90% of 5th grade students will attend school consistently as measured by chronic absenteeism

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

Action Plan

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

School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: **ELA**

Targeted Population **ELA SBA Proficiency: Increase from 56% TO 60% of students that will be proficient (receive 3 or 4) on SBA assessment**

Goal Statement: **Franklin Elementary will improve student performance in English/Language Arts as measured by local, district, state, and national indicators**

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Increase Science of Reading Knowledge	Our Core+ Team will provide professional development for teachers based of LETRS training	DIBELS assessments and progress monitoring	Utilize Science or Reading strategies to guide instruction.	Sarah and Ann	Ongoing	LETRS training
Collaborative PLC meetings with all stakeholders	To collaborate with all stakeholders to ensure that we are supporting and have plans to help all students achieve growth	PLC agendas and analyzing CFA data	*Students working with a multitude of adults *Growth on MAP assessment and DIBELS progress monitoring	Classroom teachers and support staff	Ongoing	*Common Formative Assessments *Unit assessments
Consistent and evolving WIN groups	WIN groups are constantly changing based on students demonstration of mastery for each essential standard	*DIBELS progress monitoring *CFA's	Students will receive intense intervention, remediation, or extension as demonstrated by assessment	Classroom Teachers Core + Staff Para educators	Ongoing	Utilize Science of Reading strategies to guide instruction

School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: **Math**
2026-2027

SBA Proficiency: Increase from 56% to 60% of students will be proficient (Level 3 or Level 4) in the SBA Assessment

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

Action Plan

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

School Improvement Action Plan: *Targeted Population ELA Goal*

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

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

School Improvement Action Plan: *Targeted Population ELA Goal*

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

School Improvement Action Plan: *Targeted Population Math Goal*

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

Goal Statement: {SMART Goal}

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

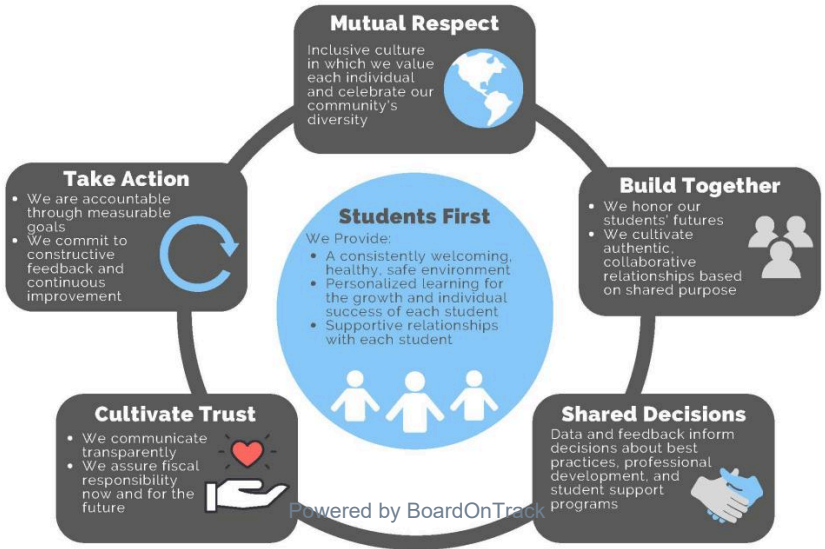
School Improvement Action Plan: *Targeted Population Math Goal*

Action Plan

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

The Pullman Promise:

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



Powered by BoardOnTrack

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

School Name: Kamiak Elementary School **Principal: Cheyenne Webber** **Date: 10.7.26**

Team Member	Position/Role	Team Member	Position/Role
Cheyenne Webber	Principal		
Nathan Weber	Assistant Principal		
Sarah Corbin	Kindergarten Teacher		
Sadie Boone	First Grade Teacher		
Kelly Pollestad	Second Grade Teacher		
Trish Blehm	Third Grade Teacher		
Isayah Quitugua	Fourth Grade Teacher		
Emily Poston	Fifth Grade Teacher		
Pat Doumit	Core + Teacher		
Madison Hotchkiss	Core + Teacher		

Areas of Focus for School Improvement

Chronic Absenteeism	*ELA Targeted Population*	*Math Targeted Population*

Mission

Our mission is to provide a safe, developmentally appropriate, nurturing environment that maximizes growth in social-emotional, cognitive, and physical development for every student.

Core Beliefs

All means all at Kamiak Elementary school. Whether you are a student receiving services in special education, a student living in poverty, or a student from a sub-group who has been historically marginalized, we believe you can learn and grow. Our educators clarify and pace essential learnings in ELA and math using our essential standards, curriculum guides, assessment blueprints, pacing guides, and textbooks. We develop and implement common formative grade level assessments to frequently monitor each student's learning of essential standards and we provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. Our educators work hard to create and implement a master instructional schedule at each grade level to provide a protected block of core instructional time for all areas of the content. We initiate individual and small group programs to provide additional intervention and enrichment learning time for students. We provide parents with resources and strategies to help their children succeed academically. Information is provided through newsletters and Weekly Webber Updates on ParentSquare about parent-teacher conferences, community connection events, and other family nights. Our educators use a variety of best instructional strategies to help all students learn essential standards at or above grade level proficiency targets, using OSPIs Best Practices Menu. Lastly, we work together to provide ongoing, job-embedded professional development.

School Level Data

Data from the 2025-2026 school year:
Data is presented as: Overall, Focus Group

- Of 3-5th graders were proficient on the ELA SBA
  - 3rd grade: 51% overall, 14%
  - 4th grade: 37% overall, 14%
  - 5th grade: 60% overall, 20%
- Of 3-5th graders were proficient on the Math SBA
  - 3rd grade: 59% overall, 18%
  - 4th grade: 41% overall, 15%

- 5th grade: 51% overall, 14%

Attendance of 5th grade students (total students: 48):

- 48% had good attendance (23)
- 21% were at risk (10)
- 31% had chronic attendance (15)
  - This data includes all students

Data from the 2026-2027 school year (Fall MAP)
Data is presented as: Overall, Focus Group

- Kindergarten
  - ELA: 71% proficient, % proficient
  - Math: 79% proficient, % proficient
- 1st grade
  - ELA: 46% proficient, 13% proficient
  - Math: 67% proficient, 25% proficient
- 2nd grade
  - ELA: 55% proficient, 22% proficient
  - Math: 78% proficient, 33% proficient
- 3rd grade
  - ELA: 76% proficient, 35% proficient
  - Math: 55% proficient, 20% proficient
- 4th grade
  - ELA: 68% proficient, 19% proficient
  - Math: 51% proficient, 15% proficient
- 5th grade
  - ELA: 55% proficient, 21% proficient
  - Math: 50% proficient, 19% proficient

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Last year (2025-2026), we had 41% of our current 5th grade students attend school consistently. 33% were at risk and 26% were considered chronic.

Goal Statement: Students at Kamiak Elementary will consistently demonstrate behaviors that Learning is Required by ALL Kestrels which will positively increase 5th grade attendance and tardy records from 2025-26 to 2026-27. More specifically, increase our positive attendance from 41% to 90%.

Action Plan

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

:es 5. Attendance: Meeting with Parents and AP-Create Family Plan 6.RTI for Students with high attendance issues (Community Engagement Board): Enter in agreement 7. File truancy petition School wide Initiative: -Potato Head (attendance challenge) -Family Committee (outreach) -Surprise attendance days -Give families attendance info flyer at conferences					e absences	

School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: In the 2025-2026 school year our students living in poverty achieved this level of proficiency on the ELA SBA:

- 3rd grade: 14% proficient
- 4th grade: 14% proficient
- 5th grade: 20% proficient

Goal Statement:

In the 2026-2027 school year, our goal for each grade is as follows for ELA SBA:
3rd: 76% proficient to 86% proficient
4th: 68% proficient to 74% proficient
5th: 55% proficient to 71% proficient

3rd (targeted population): 35% proficient to 41% proficient
4th (targeted population): 19% proficient to 23% proficient
5th (targeted population): 21% proficient to 21% proficient

*proficient=scoring a Level 3 or 4
**proficiency is based off of MAP Projected SBA scores

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

Curriculum: -Clarify & Pace Essential Standards(skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum (Collaborative Literacy) Guides, assessment blueprints, pacing guides and textbooks. -Teachers will utilize grade level established essential standards and DOK levels Assessments: - Develop and implement common formative assessments to: 1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple	Increased results for all students on local, district, state/provincial, and national indicators	Common Formative Assessments ELA MAPS DIBELS	Seeing growth with CFAs in relation to the same essential standard. Changing WIN groups constantly, based on need. Seeing growth in MAP scores, specifically in proficiency. Seeing growth in DIBELS, specifically in proficiency.	Professional Learning Communities (Collaborative Grade Level Teams) Teachers Paraeducators	Throughout the 2026-2027 school year. Three times a year. Progress monitoring throughout the year	-Grade-Level Collaborative team goals and Pacing Guides -Solution Tree -PLC Training -Essential Standards Alignment -Common Formative Assessments -OSPI Menu of Best Practices -Prioritize Instructional Content ELA Staffing/Time -Interim Assessments -Vocabulary Lists -Core+ -SIPPS -UFLI -Intervention Schedule -ELA Core Instruction Schedule -PSD/Kamiak Professional Development -Peer Observations -Utilize TPEP evaluation growth model to support ELA instruction, including enhancement of principal

unities to strate progress in meeting and exceeding learning targets. Instruction: -Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content. -Initiate individual and small group programs to provide additional intervention and enrichment learning time for students. WIN Time. -Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, parent teacher						evaluation support through collaboration -Vertical instructional alignment -School Wide Reading Log

ences, and nights. -Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the OSPI Best Practices Menu. Staff Development: -Collaboratively study standards & curriculum guides to generate grade level lists of essential skills. -Create a variety of common, formative assessments designed to monitor student learning of essential skills in reading and writing. -Provide ongoing, job-embedded staff development.						

School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: In the 2025-2026 school year our students living in poverty achieved this level of proficiency on the Math SBA:

- 3rd grade: 18% proficient
- 4th grade: 15% proficient
- 5th grade: 14% proficient

Goal Statement:

In the 2026-2027 school year, our goal for each grade is as follows for Math SBA:
3rd: 55% proficient to 80% proficient
4th: 51% proficient to 69% proficient
5th: 50% proficient to 81% proficient

3rd (targeted population): 20% proficient to 35% proficient
4th (targeted population): 15% proficient to 23% proficient
5th (targeted population): 19% proficient to 32% proficient

*proficient=scoring a Level 3 or 4
**proficiency is based off of MAP Projected SBA scores

Action Plan

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

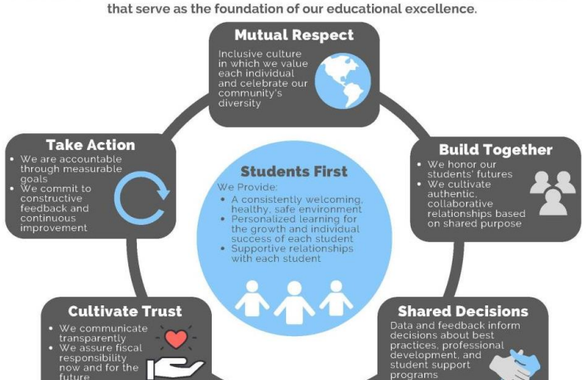
Curriculum: -Clarify and pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides, and curriculum materials. -Teachers will use the Bridges curricular materials scope and sequence -Teachers will utilize grade level established essential standards and DOK levels -Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value, and	Increased results for all students on local, district, state/provincial, and national indicators	Common Formative Assessments Math MAPS Bridges Screeners/Pre-Assessments	Seeing growth with CFAs in relation to the same essential standard. Changing WIN groups constantly, based on need. Seeing growth in MAP scores, specifically in proficiency. Using screener and pre-assessments data to guide instruction.	Professional Learning Communities (Collaborative Grade Level Teams) Teachers Paraeducators	Throughout the 2026-2027 school year. Three times a year. Throughout the 2026-2027 school year	-Grade-Level Collaborative team goals and Pacing Guides -Solution Tree -PLC Training -Essential Standards Alignment -Common Formative Assessments -OSPI Menu of Best Practices -Prioritize Instructional Content Math Staffing/Time -Interim Assessments -Vocabulary Lists -Core+ -Bridges Interventions -Counting Collections -Number Talks -”What Doesn’t Belong” -Intervention Schedule -Math Core Instruction Schedule -PSD/Kamiak Professional Development -Peer Observations -Utilize TPEP evaluation growth

will use manipulatives, interactive resources, and materials. Assessments: -Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. Instruction: -Create and implement a master instructional schedule at each grade level to provide protected blocks of CORE instructional time for all areas of the						model to support Math instruction, including enhancement of principal evaluation support through collaboration -Vertical instructional alignment

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

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

School Improvement Plan Process



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

1) Establish a diverse team
    - Teacher leaders (formal and informal)
    - Community/parents
    - Classified staff
    - Students

2) Create protocols and norms with your team.
    - Strategies and activities - actions of the adults
    - Progress monitoring - benchmarks
    - Indicators of success - What is the evidence that the strategy is having intended effect?
    - Resources - new, existing, and where resources will come from

3) Examine school level data to determine areas for improvement.

4) Create School Improvement Plan (SIP) using PSD SIP Template.

5) Share SIP with staff and parents *(8/24,9/11, 10/1)*

6) Share with PSD School Board *(10/7)*

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

School Name: SES **Principal: Pam Brantner** **Date: 9/11/26**

Team Member	Position	Role
Pam Brantner	Principal	Facilitator
Annalisa Kiblen	Kindergarten	Co-Facilitator
Sarah Zylstra	1st Grade	Time Keeper
Kelly Laird	2nd Grade	
Erin Thompson	3rd Grade	
Cari DenHerder	4th Grade	Note Taker
Stephanie Bray	5th Grade	
Corina Andersen	Special Education	
Desiree Greystone	Specialists/ ART-STEM	

Areas of Focus for School Improvement

Chronic Absenteeism	*ELA Targeted Population*	*Math Targeted Population*

Vision/Mission

Our PLC Mission:
To ensure high levels of learning (grade level or above) for ALL students

Sunnyside Elementary Mission:
Combining our strengths as educators to ensure high levels of learning for every learner (at Sunnyside and beyond)

Vision:
Our vision is that all children become successful adults, lifelong learners and positively contribute to their communities.

- Commit to supporting the whole student, making sure success is achievable and measurable
- Work together in collaborative teams, to ensure learning is required for all Superstars
- Continuously working to improve our practice, using evidence-based methods
- Monitor student progress towards the essential learning standards, and use data to guide our instruction and interventions
- Regularly reflect as a team on results, celebrating our successes and determining next steps.

Purpose

Our Purpose:
Learning is required for ALL Superstars!

Guiding Coalition Purpose:
Our Sunnyside Guiding Coalition purpose is to guide and support our collaborative teams in the PLC and RTI processes to ensure that all students achieve at high levels of learning (grade level and beyond)

26-27 SES PLC Outcomes

Review Collective Commitments, Essential Standards, Tight/Loose, CFA Checklist, Accountability Systems

- **Math**
  - Working on identify students who can be moved from a 2 to 3 in MAPS
  - Creating a Digital Data wall to track students' progress and goals
  - Tracking identified students in our own data spreadsheets for math
  - Specifically look at their missing essential skills and the instructional practices that best support them
  - District Wide REAL Process and Revamping and Unpacking new OSPI Math Standards
- **Peer Observations**
  - Each teacher observes another teacher 1x a year in ELA, Math, or SEL
  - Discuss areas of observation in Monday Collaboration in relation to instructional practices
  - Natalie and Annalisa Teacher Expert on how to conduct a Peer Observation
  - It is your responsibility to communicate and coordinate your observation (this is not Pam's job)
  - Monday's one time a month so Corina and Amanda could observe their students in a Gen Ed Classroom

Ongoing Each Year

- **WIN Time (Tier 2 Instruction)**
  - WIN time interventions/extensions in Unit Plans or Scope and Sequence
  - Data Protocol that supports the WIN time (TACA Form)
- **Student Goal Setting**
  - Becomes ongoing process that can be done as part of regular instruction
  - Ongoing training for student goal settings (teacher experts)
  - Goal Sharing during staff meetings
- **TACA Data Conversations (How to have them)**
  - Analyzing personal practice (ex: inviting others to watch, video practice, discussions with teams)
  - Implementation of data drive and data wall - Data conversations happening within and across grade level teams, intervention teams, and as a building
- **Teacher Experts:**
  - 1x a month during staff meetings with a focus on instructional strategies that connect to our SIP goals
  - Pop-up PD for teachers (self directed) - Google, Canva, Supported Schools, etc.
- **Vertical Collaboration 4x a year**
  - WIN Time lessons/interventions/extensions
  - Essential Standard alignment and proficiency
- **Unit Plans**
  - Revisiting what these look like
  - With focus on adding intervention/extension

School Level Data

SES School STRETCH GOALS 2026-2027

STRETCH SBA Reading			
	2025-2026 % of students met proficiency	2026-2027 Goal	2027-2028 Goal
All Students	80%	83%	84%
Low Income	49%	63%	64%

STRETCH SBA Math			
	2025-2026 % of students met proficiency	2026-2027 Goal	2027-2028 Goal
All Students	73%	76%	77%
Low Income	43%	48%	49%

Attendance		
2025-2026 # of 5th Grade absences, tardies	**2026-2027 # of 5th grade absences, tardies**	**SES Stretch Goal**
481 absences, 5/52 students had chronic absenteeism, out of the 7 students first identified 4/7 improved, 95% attendance rate	7 at-risk students get 9 or less absences for the school year. 92% to 95% attendance increase for 5th grade at risk students	Maintain 95% attendance across the school.

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Attendance

***Goal Statement*: {SMART Goal}:** Students at Sunnyside Elementary will consistently demonstrate behaviors that Learning is Required by ALL Superstars which will positively increase 5th grade attendance and tardy records.		
2025-2026 # of absences, tardies	**2026-2027 # of absences, tardies**	**SES Stretch Goal**
481 absences, 5/52 students had chronic absenteeism, out of the 7 students first identified 4/7 improved, 95% attendance rate	7 at risk attendance students- goal is for each student to move to satisfactory attendance by the end of the year 9 or less absences. Currently, of those 7 at risk students their attendance is at 92%. If each student gets 9 or less absences the attendance will improve to 95%.	Maintain 95% attendance across the school.

Action Plan

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

School Improvement Action Plan: *Targeted Population ELA Goal*

***Area for Improvement*: Reading/ELA**		
***Goal Statement*: {SMART Goal}: Sunnyside Elementary will improve student performance in language arts as measured by local, district, state/provincial, and National indicators.**		
Target Outcome/Measure(s) Non-low income	**2026-2027** **SBA Proficiency :** Increase from 80% to 83 % of students will receive a level 3 or 4	**2027-2028** **SBA Proficiency :** Increase from 83% to 84 % of students will receive a level 3 or 4
Subgroup targets Low-income	**2026-2027** **SBA Proficiency :** Increase from 49% to 63% of students will receive a level 3 or 4	**2027-2028** **SBA Proficiency :** Increase from 63% to 64% of students will receive a level 3 or 4

School Improvement Action Plan: *Targeted Population ELA Goal*

Action Plan			
Strategies / Activities	**Data Measures Indicators of Success**	**Person(s) Responsible Timeline**	**Resources**
Curriculum: 1. Clarify & Pace Essential Standards(skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and textbooks.	• Increased results for all students on local, district, state/provincial, and national indicators Lists of Essential Standards • Learning Targets Creation of Common Formative Assessments • Lists of Each Team's Essential Standards & Pacing Guides • Peer Observation Schedule • Common Grade Level Schedules • Intervention/Enrichment Schedule • Volunteer Log Newsletters • 3 End of Term Reports • Grade Level Lists ELA grade-level smart goals created within Collaborative teams • Student Goal Setting Lessons and Practices • District Summative Assessments and Scope and Sequence	On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	• Grade-Level PLT goals and Pacing Guides • PLC training through Solution Tree • Aligned Essential standards • Common Formative Assessments • Collaborative Teams • ELA Menu of Best Practices • Priority Instructional Content in ELA/Literacy • Current staffing/time • Common Core Reading Standards • PTO • Interim Assessments -Interim • Block Assessments • Vocabulary Lists • Digital Library • School-Wide calibration of scoring • Core+ Intervention Schedule • ELA Block Scheduling • Curriculum Nights (take home/in person) • Family Challenge Night/STEAM • Grade-Level list of writing models • District Professional Development • Staff Professional Development at School • Peer Observations • Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration • CougPals • Penfriends • Alignment of instruction both horizontal and vertical
2. Teachers will utilize grade level established essential standards and DOK levels		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Assessments: 3. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Instruction: 4. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.		Revisited once a year Principal/CORE +/SPED	
5. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
6. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	

conferences, curriculum nights, and parent/child reading nights.			• Transition meetings between preschool and Middle school • Calibrated practices in the classroom
7. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menus		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Staff Development: 8. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills. -Teacher Expert led PD for instructional strategies 1x per month		Revisit at least one time a year Professional Learning Communities (Grade Level Teams) Teachers	
9. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
10. Provide ongoing, job-embedded staff development.		On Going- All Year Long Principals, TOSAS	

School Improvement Action Plan: *Targeted Population Math Goal*

***Area for Improvement*: Math**		
***Goal Statement*: {SMART Goal}: Sunnyside Elementary will improve student performance in mathematics as measured by local, district, state/provincial, and National indicators.**		
Target Outcome/Measure(s) Non-low income	**2026-2027** **SBA Proficiency :** Increase from 73% to 76% of students will receive a level 3 or 4	**2027-2028** **SBA Proficiency :** Increase from 76% to 77% of students will receive a level 3 or 4
Subgroup targets Low-income	**2026-2027** **SBA Proficiency :** Increase from 43% to 48% of students will receive a level 3 or 4	**2027-2028** **SBA Proficiency :** Increase from 48% to 49 % of students will receive a level 3 or 4

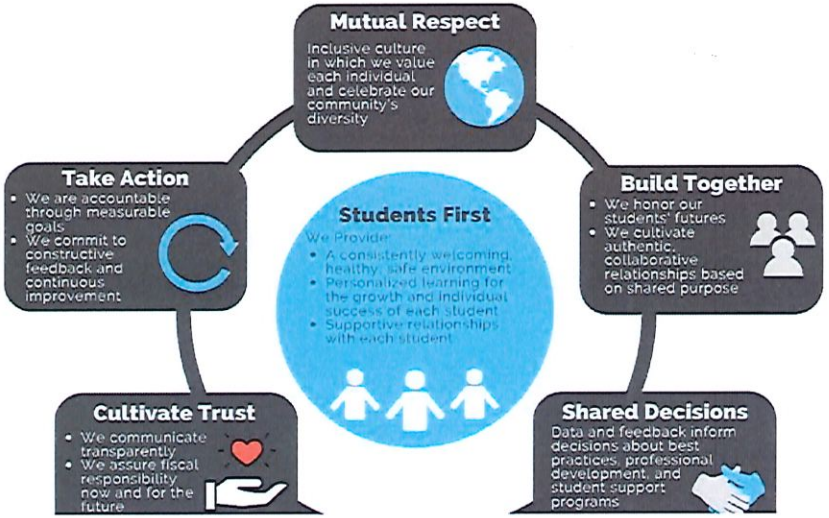
Action Plan			
Strategies / Activities	**Data Measures Indicators of Success**	**Person(s) Responsible Timeline**	**Resources**
Curriculum: 1. Clarify & pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and curriculum materials.	• Increased results for all students on local, district, state/provincial, and national indicators • Lists of Essential Standards, • Learning Targets • Creation of Common Formative Assessments • Lists of Each Team's Essential Standards & Pacing Guides • Peer Observation Schedule • Common Grade Level Schedules • Intervention/Enrichment Schedule • Volunteer Log Newsletters • 3-End of Term Reports • Grade-Level Lists • Math grade level smart goals within collaborative teams • Student Goal Setting Lessons and Practices • District Summative Assessments and Scope and Sequence	On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	• Grade-Level PLC goals and Pacing Guides • PLC training with Solution Tree • PLC training through Solution Tree • Aligned Essential standards • Common Formative Assessments • Collaborative Teams • Bridges Scope and Sequence • Bridges screeners/pre-assessments • Priority Instructional Content in • Mathematics -Mathematics Menu of Best Practices • Current staffing/time • Common Core Mathematics Standards • PTO • Interim Assessments • Interim Block Assessments • Vocabulary Lists • Digital Library • Core+ Intervention Schedule • Math Block Scheduling • Curriculum Nights • Family Challenge and STEAM nights • District Professional Development • Staff Professional Development at School • Peer Observations • Peer Mentors • Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal
2. Teachers will use the Bridges mathematic curriculum scope and sequence		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
3. Teachers will utilize the REAL process from Solution Tree to prioritize essential standards.		At least once per year Professional Learning Communities (Grade Level Teams) Teachers	
4. Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value using manipulatives, interactive resources, and materials.		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	
Assessments: 5. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate		On Going- All Year Long Professional Learning Communities (Grade Level Teams) Teachers	

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

Jefferson Elementary School
School Improvement Plan Process

The Pullman Promise:

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



Powered by BoardOnTrack

1) Establish a diverse team
    - Teacher leaders (formal and informal)
    - Community/parents
    - Classified staff
    - Students

2) Create protocols and norms with your team.
    - Strategies and activities - actions of the adults
    - Progress monitoring - benchmarks
    - Indicators of success - What is the evidence that the strategy is having intended effect?
    - Resources - new, existing, and where resources will come from

3) Examine school level data to determine areas for improvement.

4) Create School Improvement Plan (SIP) using PSD SIP Template.

5) Share SIP with staff and parents-Each grade level team lead on the JES Guiding Coalition will share and answer questions about the 2026 SIP.

6) Share with PSD School Board-October 7, 2026

Powered by BoardOnTrack

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

School Name: Jefferson Elementary School **Principal: Kelsey Winningham** **Date: 9.22.26**

Team Member	Position/Role
Penny Zimmerman	Kindergarten Teacher
Diana Hathaway	1st grade teacher
Jill Patera	2nd grade teacher
Sara King	3rd grade teacher
Trisha Doumit	4th grade teacher
Robin Olson	Special Education
Emily VanNess	5th grade teacher
Niki Wolf	CORE+ teacher
Nikkita Dehle	School Counselor
Nate Weber	Asst. Principal
Kelsey Winningham	Principal
TBA	Parent
TBA	Parent
TBD	Parent

Team Member	Position/Role

Powered by BoardOnTrack

Areas of Focus for School Improvement

Chronic Absenteeism	*ELA Targeted Population*	*Math Targeted Population*

Vision

To achieve our mission we will:

- Intentionally foster positive student relationships
- Celebrate academic growth, personal growth, and cultural diversity
- Collaborate with district staff, students, families, and community members
- Consistently monitor student performance to inform all instruction
- Commit to ongoing growth in our professional learning and practice
- Believe all Jaguars are capable of success, NO EXCEPTIONS!

Mission

It is the mission of Jefferson Elementary School to recognize the talents, skills, and intelligence of all students. We are a safe and loving community where everyone achieves high levels of learning, personal growth, and future success.

Core Beliefs

We collectively commit to:

- Identify, revisit, and evaluate our adherence to our team norms to guide us in working together.
- Analyze student achievement data and establish team SMART goals that we work collaboratively to achieve.
- Clarify and assess the most important essential standards of ELA and math with our team.
- Contribute to the process of prioritizing the pace and sequence of math and ELA content to help students achieve mastery in the intended essential standards.
- Teach the agreed-upon, guaranteed and viable curriculum in a culturally responsive manner.
- Develop team-created and frequent common formative assessments that help teams determine each student's mastery of essential learning/standards.
- Establish and teach the proficiency standards (work sample/rubric) we want each student to achieve on each skill and concept that our common formative assessments examine. These criteria will be taught to promote student understanding.
- Use the results of the common assessments to identify students who need additional time and support to master the essential standards during our Tier 1 and 2 instructional time.
- Gather and celebrate evidence of student learning, share it with colleagues, and use that evidence to inform and improve instructional practice.

Powered by BoardOnTrack

JES 2025-2026 Smarter Balanced Assessment (SBA) Data

Achievement levels on the state assessment represent a range of performance. Level 2 indicates foundational grade-level knowledge and skills. Levels 3 and 4 indicate a student demonstrates consistent grade-level knowledge and skills with a broad range of complexity and they are on track for college, career, and workplace.

What percent of students scored at each level of the test?

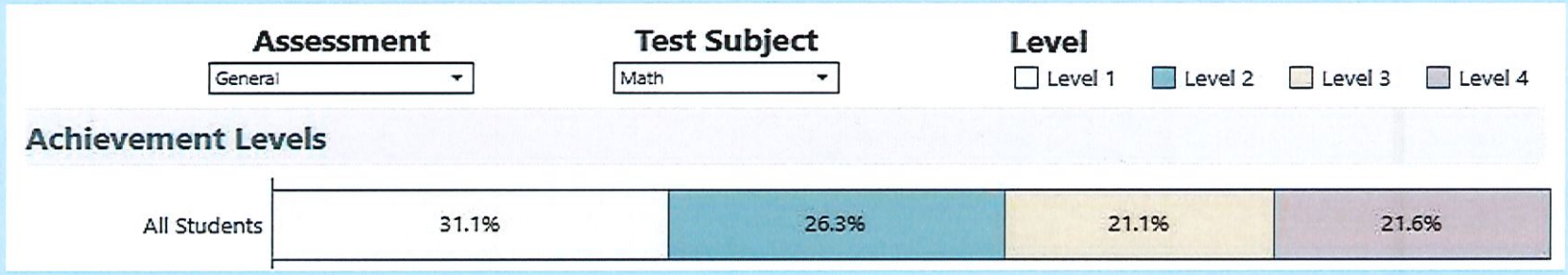
- Level 4: Students consistently demonstrate advanced grade-level knowledge and skills with deep understanding and a full range of complexity.

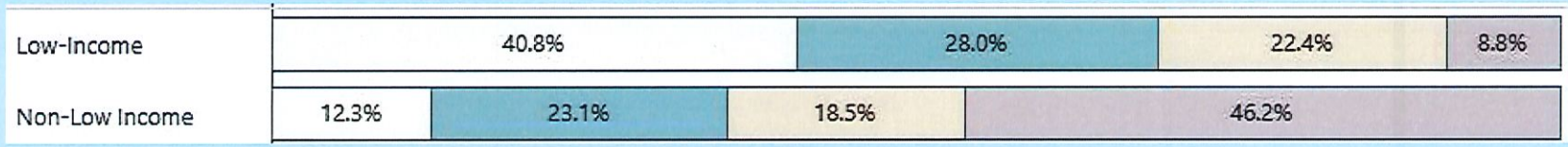
- Level 3: Students demonstrate consistent grade-level knowledge and skills with a broad range of complexity.

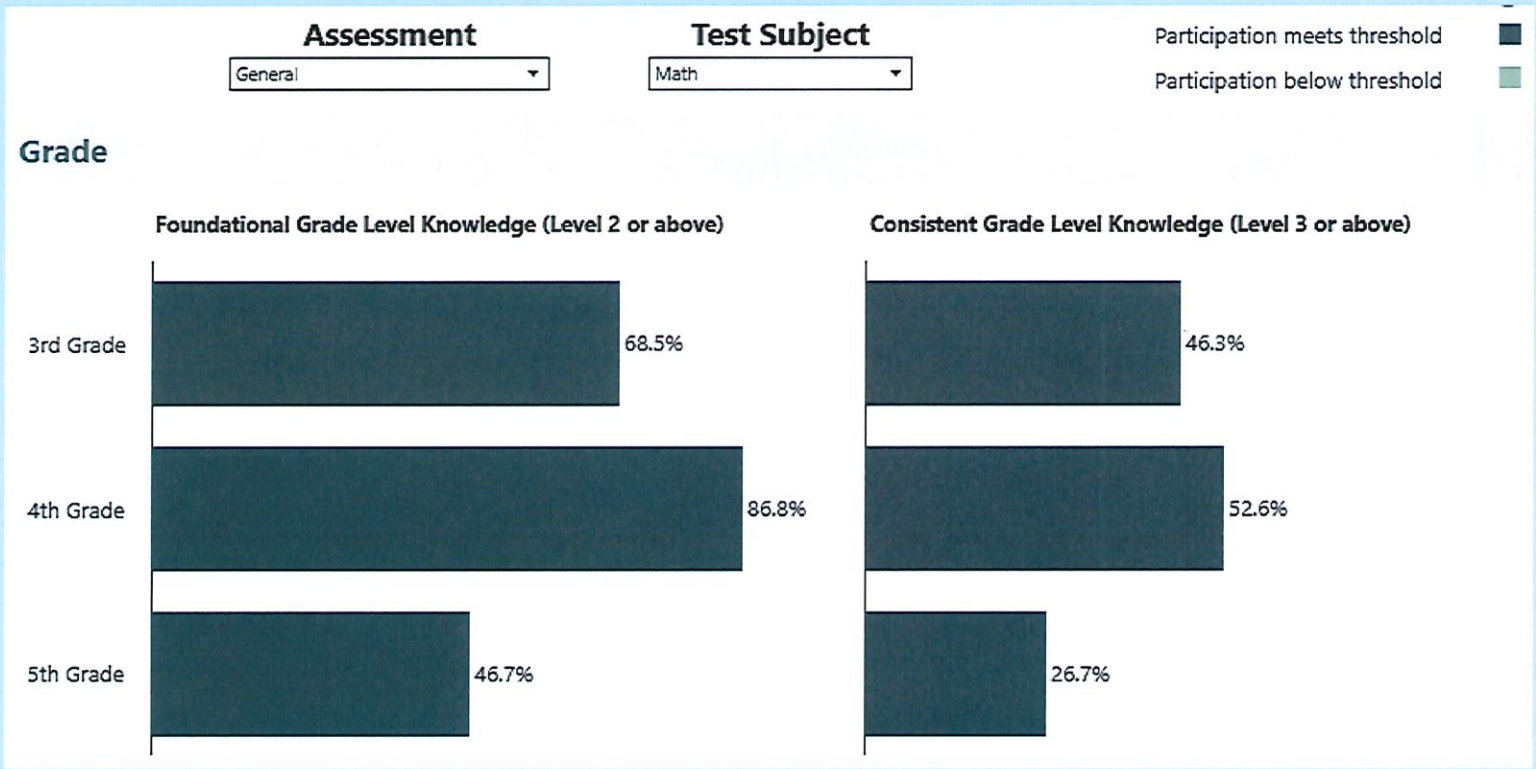
- Level 2: Students demonstrate foundational grade-level knowledge and skills with a limited range of complexity.

- Level 1: Students did not demonstrate grade-level knowledge and skills.

Powered by BoardOnTrack





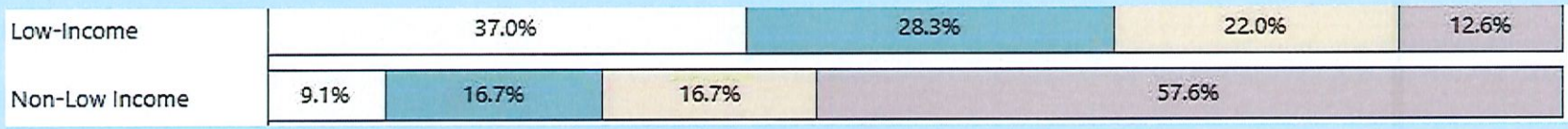


Powered by BoardOnTrack

Assessment General | **Test Subject** ELA | **Level** ☐ Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4

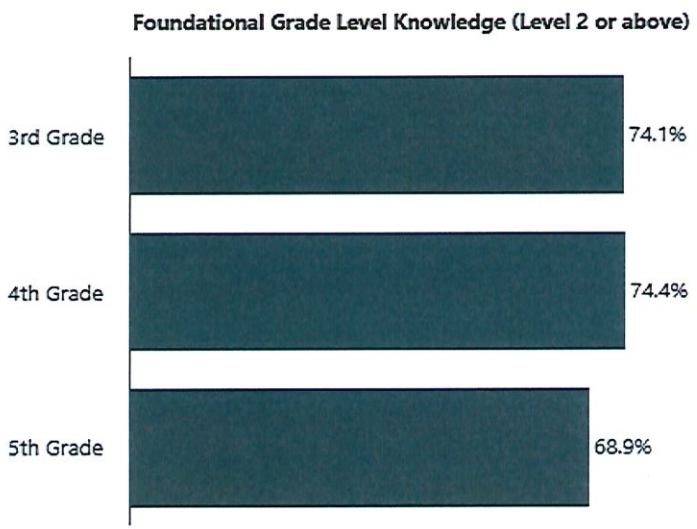
Achievement Levels

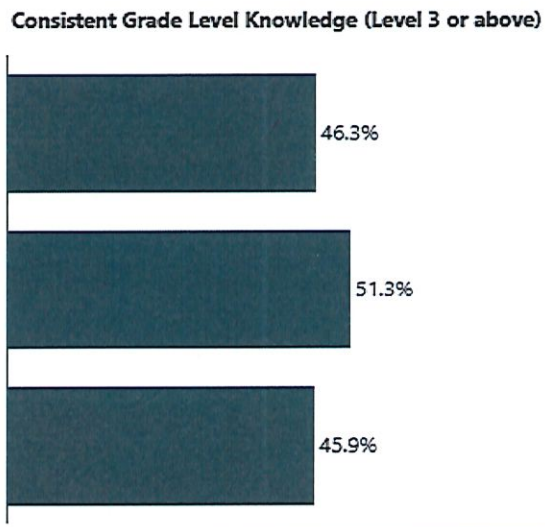




Assessment General | **Test Subject** ELA | Participation meets threshold | Participation below threshold

Grade





Powered by BoardOnTrack

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Last year (2025-2026 school year), we had 85% of our 5th grade students attending school consistently as measured by chronic absenteeism (<10% absenteeism)

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

Action Plan

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

Powered by BoardOnTrack

School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: Last year (2025-2026 school year), we had set a goal that 60% of all 3rd-5th grade students living in poverty would meet the state standard on the ELA SBA. We-achieved 33% proficiency. This was an increase of 7% points (26% proficient) from the 2024-2025 school year.

Goal Statement: 60% of all 3rd-5th grade students living in poverty will meet the state standard (Level 3 or 4) on the 2026-2027 ELA SBA.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
All students will participate in Tier I core instruction (as determined by our essential standards and guaranteed-viable curriculum). Tier II instruction will happen a minimum of 2x per week for 30 minutes for either intervention or extension depending on results of the Common Formative Assessments given by grade level teams. We will utilize "the floor is lava" and move students as they show mastery of	The desired result is that we are able to move students to proficiency of the standard. Ultimately, we have set a goal school-wide that all students are reading by the time they leave 2nd grade. We have then set a goal that all students in grades 3-5 are able to read text and comprehend it as there are questions that require them to analyze the text.	We will progress monitor in a variety of ways. We will use progress monitoring for DIBELS and re-test DIBELS in the winter and spring. We will utilize the Core Phonics Screener every 6 weeks for our students who scored in the intensive range requiring foundational teaching of reading. We will also utilize our Common Formative Assessments to continue to guide our Tier I & Tier II	We will be looking for growth on our MAP assessments. We also will look for students moving from red to yellow on DIBELS, and yellow to green. For Core Phonics, we will see that students master their skill area and are able to move to the next group.	ALL Jefferson Jaguars are responsible for this action plan. Grade level teams will be collaborating on our school-wide goals in relation to specific essential standards (K-5). Our interventionists will be supporting our grade level teams with our Tier III interventions.	The timeframe is the entirety of the 2026-2027 school year. Each grade level has set short-term goals which will require many check-ins throughout the year. As mentioned already, grade level teams have decided on a single essential standard that they are ensuring that EVERY student will master. These standards build upon each other and will help our students achieve our desired goal.	We are utilizing many resources to help our students achieve success. We will use collaborative literacy as our primary resource for our ELA instruction. We will also utilize UFLI and SIPPS for some of our more intensive interventions. Many teams are Utilizing supplementary materials such as ReadWorks and CommonLit to give students more opportunities to master essential standards.

Powered by BoardOnTrack

the standard to the next skill related group. Tier III interventions will occur 5 days a week for 20-30 minutes. We will utilize the Core Phonics Screener & DIBELS as our universal screener to help us provide students with the necessary academic skills to help fill any foundational gaps. Tier III support will be provided in collaboration with grade level teachers, Title I, and Special Education. During Tier III time we will be working on either a.) intensive reading foundational instruction, b.) "nice to know" standards for students who did not score intensively on our screeners.		instruction. SBA interims will be utilized in grades 3-5.				

Powered by BoardOnTrack

School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: Last year (2025-2026 school year), we had set a goal that 50% of all our 3rd-5th grade students living in poverty would meet the state standard on the Math SBA. Our outcome was 30% proficient. This was an increase of 7% points (23% proficient) from the 2024-2025 school year.

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

Action Plan

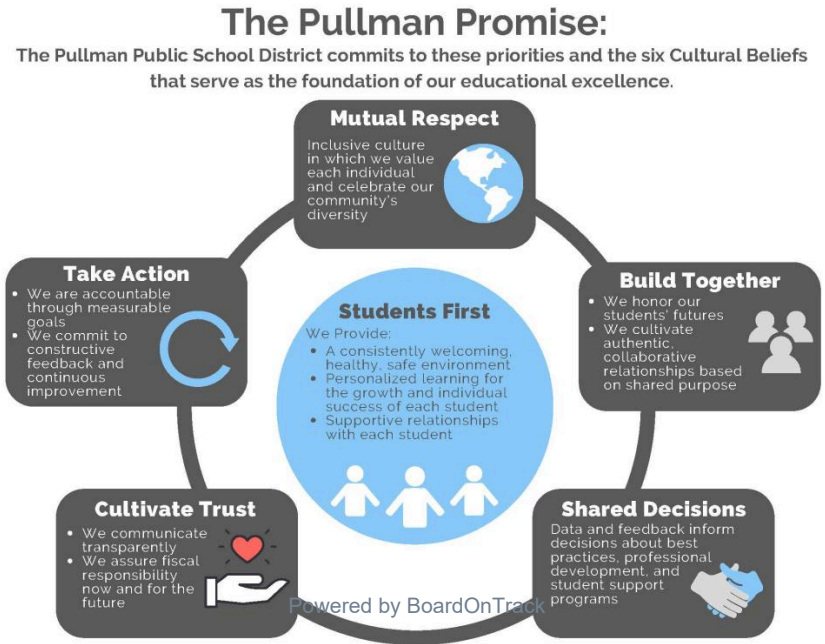
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
All students will participate in Tier I core instruction (as determined by our essential standards and guaranteed-viable curriculum). Tier II instruction will happen a minimum of 2x per week for 30 minutes for either intervention or extension depending on results of the Common Formative Assessments given by grade level teams. We will utilize "the floor is lava" and move students as they	The desired result is that we are able to move students to proficiency of the standard. Ultimately, we have set school wide goals for K-5 for math principals that build upon one another as determined by our K-5 essential standards in math. We will be working towards number sense and place value so that we can move on to solid understanding of our four operations.	We will progress monitor in a variety of ways. We will utilize the grade level prerequisite screener each trimester. We will also utilize our Common Formative Assessments to continue to guide our Tier I and II instruction. SBA interims will be utilized in grades 3-5.	We will be looking for growth on our MAP assessments. We also will look for students showing progress in their skill group for Tier II and III time as it relates to foundational math skills. For the grade level prerequisite screener, we will see that students master their skill area and are able to move to the next group.	ALL Jefferson Jaguars are responsible for this action plan. Grade level teams will be collaborating on our school-wide goals in relation to specific essential standards (K-5). Our interventionists will be supporting our grade level teams with our Tier III intervention.	The timeframe is the entirety of the 2026-2027 school year. Each grade level has set short-term goals which will require many check-ins throughout the year. As mentioned already, grade level teams have decided on a single essential standard that they are ensuring that EVERY student will master. These standards build upon each other and will help our students achieve our desired goal.	We are utilizing many resources to help our students achieve success. We will use Bridges Math as our primary resource for our math instruction. We will also utilize the Bridges Intervention Kits for some of our more intensive interventions.

Powered by BoardOnTrack

show mastery of the standard to the next skill related group. Tier III interventions will occur 5 days a week for 20-30 minutes. We will utilize the Bridges Screeners (per unit) & grade level prerequisite screeners to help us provide students with the necessary academic skills to help fill any foundational gaps. Tier III support will be provided in collaboration with grade level teachers, Title I, and Special Education. During Tier III time, we will be working on either a.) intensive math foundational instruction, b.) "nice to know" standards for students who did not score intensively on our screeners.						

Powered by BoardOnTrack

School Improvement Plan Process



Powered by BoardOnTrack

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

1) Establish a diverse team
    - Teacher leaders (formal and informal)
    - Community/parents
    - Classified staff
    - Students

2) Create protocols and norms with your team.
    - Strategies and activities - actions of the adults
    - Progress monitoring - benchmarks
    - Indicators of success - What is the evidence that the strategy is having intended effect?
    - Resources - new, existing, and where resources will come from

3) Examine school level data to determine areas for improvement.

4) Create School Improvement Plan (SIP) using PSD SIP Template.

5) Share SIP with staff and parents

6) Share with PSD School Board *on November 4, 2026*

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

School Name: Lincoln Middle School **Principal: Tammy Sewell** **Date: 11/4/26**

Team Member	Position/Role	Team Member	Position/Role
Tammy Sewell	Principal		
Becky Adderson	BGC member–Special Education		
Katharine Covill	BGC member-Music K-12		
Mimi Dissmore	BGC member-Math		
Janet Fulfs	BGC member-Social Studies		
Marla Haugen	BGC member-Science		
Emma Lopez	BGC Member-ELA		
Kim Peterson	BGC Member-Physical Education		
Dakota Wickard	Assistant Principal		
Jason Nollmeyer	Dean of Students		

Areas of Focus for School Improvement		
Chronic Absenteeism	ELA Targeted Population	Math Targeted Population

Vision

Our Vision

Our vision is that all children become productive citizens in the learning environment, lifelong learners, and positively contribute to their educational communities.

- Support the whole student across all dimensions of health to ensure every student has the opportunity to thrive and reach their full potential.
- Work together in collaborative content areas, grade level, and building level teams, to ensure learning is accessible for all students.
- Continuously work to improve our practice, utilizing the MTSS framework, RTI strategies, and the PLC process.
- Monitor student progress towards the essential learning standards, and use data to guide our instruction, interventions, and extensions.
- Regularly reflect as content area, grade level, and building level teams on results, celebrating our successes and determining next steps

Mission

At Lincoln Middle School, our mission is to provide an inclusive and responsive learning environment that fosters personal growth, lifelong curiosity, and community responsibility. Through the collective dedication of our content area, grade level, and building level teams, we implement a comprehensive Multi-Tiered System of Supports (MTSS) framework, Response to Intervention (RTI) strategies, and the Professional Learning Communities (PLC) process to ensure rigorous academic standards, targeted interventions, and enrichment extensions are accessible to every child. By honoring and nurturing all dimensions of a student's health and well-being, we empower every learner to thrive, achieve their full potential, and become a productive citizen.

Core Beliefs

We believe:

- Every student can learn at high levels when given equitable access, targeted interventions, and extensions.
- Academic success relies on supporting the whole child across all dimensions of health and well-being.
- Professional collaboration across content area, grade level, and building level teams is vital to improving our practice.
- Data-driven frameworks like MTSS, RTI, and the PLC process are essential to guiding student growth.
- Education requires a strong partnership among students, staff, families, and our educational communities.

School Level Data

Data from the 2025-2026 school year as related to the target population goals established in this SIP.

- 48% of LMS students were proficient on the ELA SBA
- 43% students were proficient on the Math SBA

Data from the 2025-2026 school year as related to chronic absenteeism

- 30% of 7th grade students were in the chronic absentee range. 67 out of 225 students.

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement:
2025-2026

- 70% of 7th grade students attended school consistently as measured by chronic absenteeism.

2026-2027

- 75% of 8th grade students will attend school consistently as measured by chronic absenteeism.

Goal Statement: **Students at Lincoln Middle School will consistently demonstrate behaviors that will positively increase 8th grade attendance and tardy records. Decrease chronic and at-risk attendance rates as measured by chronic absenteeism.**

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Letters: Information letter to students and parents that focuses on positive attendance sent by counselors at semester Attendance letters sent to families as needed, keeping them abreast of their student's	8th grade students will attend school regularly	Skyward attendance reports Daily attendance figures Regular LMS attendance team meetings	Daily attendance figures Number of CEB referrals drops	-LMS Administration -LMS Attendance Secretary -Registrar and front office staff -Counselors	26-27 School Year	-Skyward attendance reports -CEB members

: ance						
Phone calls: progressively during the year by- Teachers Attendance Secretary Dean of Students						
Community Truancy Board: use to support kids/parents in improving attendance-create plans						
Attendance Meetings: with students and their family to make a attendance plans						
Home visits: by administration and counselors as needed for students who have not been coming to school at all						

School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: **ELA SBA Proficiency: Increase from 48% TO 51% of students who will be proficient (receive 3 or 4) on SBA assessment**

Goal Statement:
Lincoln Middle School will improve student performance in English/Language Arts as measured by local, district, state, and national indicators

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Reconfigure schedule so that multiple teachers are teaching each subject/grade level	Every teacher will have someone to work through the PLC process with	This has been completed	Every teacher has someone to partner with for all classes except singletons–CTE and art	Tammy Sewell	Completed prior to the start of the 26-27 school year	Weekly PLT meetings and bi-weekly grade level meetings
Writing/Reading is being supported in all Social Studies classes	ELA standards are being practiced in Social Studies classrooms	Essential standards have been added to Social Studies CFA's and discussions	CFA data and intervention data	LMS collaborative teams	August 2026 - May 2027	Weekly Social Studies CT meetings; meeting with ELA CT as needed
Pilot a new curricular resource purchased by LMS and the district–CommonLit	Teachers will have materials that address essential standards in ELA learning which will lead to greater student mastery of essential	Pre, mid, and post yearly assessment data from CommonLit Unit/standard specific CFA's for essential	Benchmark assessment data from pre assessment to post assessment CFA and intervention data	LMS collaborative teams	August 2026 - May 2027	Weekly ELA CT Meetings CommonLit training four times a year

	standards	standards				
LMS ELA collaborative teams focus on the essential standards at each grade level and monitor student growth	Collaborative teams holding themselves accountable to each of the action steps in the PLC cycle	Fall, winter, spring MAPs data collected for all students in the area of ELA	MAPs data will be collected fall, winter, and spring and reviewed by LMS collaborative teams and LMS guiding coalition	LMS Guiding Coalition LMS ELA collaborative teams at each grade level	August 2026 - May 2027	MAPs data Biweekly Guiding Coalition meetings Continued professional development focused on the PLC process
Development of a school-wide intervention system	To ensure high levels of learning for all students, focusing specifically on the need for intervention and extension	LMS Building Guiding Coalition and Administration	Creation of an intervention plan and schedule	LMS Building Guiding Coalition and Administration	Deadline of June 2027	RTI at Work resources (from those who have attended) Solution Tree books Other schools' intervention plans
Special Education will collaborate with math collaborative team to align student goals with essential standards	All students will have access and mastery of the guaranteed and variable curriculum	LMS Math and Special Education Collaborative Teams	Increased performance on essential standard goal areas for students with special needs	LMS Math and Special Education Collaborative Teams	August 2026 through June 2028 (*ongoing implementation*)	SBA Blueprints Essential Standards Coherence Document (Achieve the Core)
Collaborative Teams will deepen their understanding of the data analysis portion of the PLC	Teams will use data to inform instructional decisions, design interventions, and enhance learning.	All Collaborative Teams Administrators will visit teams as they are engaging	Teams will upload a completed data protocol Increased numbers of students	All Collaborative Teams	August 2026 - June 2027	Data Protocol (from Solution Tree) BGC training and calibrating on the process of

		in data analysis	proficient across retakes Improved SBA results			analyzing data

School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement:
Math SBA Proficiency: Increase from 43% TO 46% of students who will be proficient (receive 3 or 4) on SBA assessment

Benchmark assessments are available to use to monitor student progress towards essential standards

Goal Statement: **Lincoln Middle School will improve student performance in mathematics as measured by local, district, state, and national indicators**

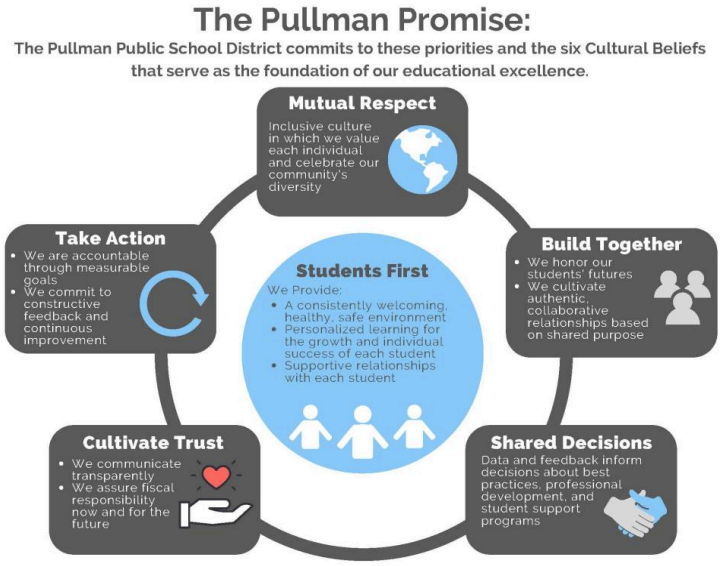
Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
LMS Math collaborative teams focus on Guaranteed Viable Curriculum (essential standards) for all students to ensure equitable practices for all	All LMS students will experience the Guaranteed and Viable Curriculum, which will ensure readiness for future grade levels and life.	LMS Math Collaborative Teams will hold themselves accountable. LMS Math Collaborative Teams will use / review CFA data and upload their results on our data protocol. Fall, winter, and	CFA and MAPs data will be reviewed standard by standard and unit by unit by LMS Collaborative teams. SBA and Spring MAPs data will be reviewed at the completion of the assessments in the spring and again the following year.	LMS Collaborative Teams, Guiding Coalition, and Administration.	August 2026 through May 2027	SBA Blueprints CommonCore Website Instructional resources (Illustrative Mathematics, CPM, etc.) Professional development in algebraic readiness
LMS Math collaborative teams revisit the Guaranteed Viable	Teachers can use this vertical alignment to intentionally					

ılum to instruction and assessment are vertically aligned	access prior learning, scaffold new learning, and guide instructional decision making.	spring MAPs data. End of year Math SBA data for all students.				
Future Development of a school-wide intervention system	To ensure high levels of learning for all students	LMS Building Guiding Coalition and Administration	Creation of an intervention plan and schedule	LMS Building Guiding Coalition and Administration	Deadline of June 2027	RTI at Work resources (from those who have attended) Solution Tree books Other schools' intervention plans
Math collaborative team rewrote 6th grade Expressions and Equations strand instruction to better align with 7th and 8th grade essential standards	Increased mastery of expressions and equations across all grade levels to prepare students for Algebra.	This has been completed.	Increased student performance on EE strand questions on CFAs, MAPs, and SBA.	LMS Math Collaborative Team	This has been completed	SBA Blueprints CommonCore Website Instructional resources (Illustrative Mathematics, CPM, etc.) Professional development in algebraic readiness
Science collaborative team is working with math collaborative team to support new data science standards	Students will have additional opportunities to support their math learning across various contexts	LMS Science and Math Collaborative Teams LMS Guiding Coalition and Administration	Increased student performance on data science standards on MAPs and SBA.	LMS Math and Science Collaborative Teams	August 2026 through June 2027 (*ongoing*)	SBA Blueprints New Washington Standards OSPI Crosswalk Doc Open Science Resources
Special Education	All students will	LMS Math and	Increased	LMS Math and	August 2026	SBA Blueprints

laborate ath collaborative team to align student goals with essential standards	have access and mastery of the guaranteed and variable curriculum	Special Education Collaborative Teams	performance on essential standard goal areas for students with special needs	Special Education Collaborative Teams	through June 2028 (*ongoing implementation*)	Essential Standards Coherence Document (Achieve the Core)
Collaborative Teams will deepen their understanding of the data analysis portion of the PLC cycle	Teams will use data to inform instructional decisions, design interventions, and enhance learning.	All Collaborative Teams Administrators will visit teams as they are engaging in data analysis	Teams will upload a completed data protocol Increased numbers of students proficient across retakes Improved SBA results	All Collaborative Teams	August 2026 - June 2027	Data Protocol (from Solution Tree) BGC training and calibrating on the process of analyzing data
Reconfigure schedule so that multiple teachers are teaching each subject/grade level	Every teacher will have someone to work through the PLC process with	This has been completed	Every teacher has someone to partner with for all classes except singletons–CTE and art	Tammy Sewell	Completed prior to the start of the 26-27 school year	Weekly PLT meetings and biweekly grade level meetings

School Improvement Plan Process



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

1) Establish a diverse team
    - Teacher leaders (formal and informal)
    - Community/parents
    - Classified staff
    - Students

2) Create protocols and norms with your team.
    - Strategies and activities - actions of the adults
    - Progress monitoring - benchmarks
    - Indicators of success - What is the evidence that the strategy is having intended effect?
    - Resources - new, existing, and where resources will come from

3) Examine school level data to determine areas for improvement.

4) Create School Improvement Plan (SIP) using PSD SIP Template.

5) Share SIP with staff and parents *(Guiding Coalition 10/7/25, Parents 10/13/25, Staff 10/15/25)*

6) Share with PSD School Board *(11/5/25)*

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

School Name: Pullman High School **Principal: Jerrod Fleury** **Date: 9/30/2026**

Team Member	Position/Role
Kyle Cance	Math Teacher
Bryce Gravel	Math Teacher
Josh Wheatley	Math Teacher
Raeiah Currier	ELA Teacher
Kayla Brown	ELA Teacher
Erin Willy	ELA Teacher
Tiffany Deccio	Counselor
Kate Agnew	Physical Education Teacher
Kelli Dahmen	ELD Teacher
Evan Hecker	Assistant Principal/Parent
Brittney Moore	Dean of Students
Scott Thompson	SPED Teacher

Team Member	Position/Role
Sherree Komp	Math Teacher
Garrett Jones	Math Teacher
Jake Unziker	Math Teacher
Hailee Speir	ELA Teacher
Rachel Handley-Chartrand	ELA Teacher
Debbie Nakata	Social Studies Teacher
Denise Thompson	Behavioralist Counselor
Mike Ausmus	SPED Teacher
David Cofer	Physical Education Teacher
Aubrey Anderson	Assistant Principal/Parent
Betty Klover	SPED Teacher

Areas of Focus for School Improvement

Chronic Absenteeism	*ELA Targeted Population*	*Math Targeted Population*

Vision

The Pullman vision is built around "The Greyhound Way." The Greyhound Way centers on the belief that relationships are the foundation that empowers every member of our school community to **grow**, **thrive**, and **excel.**

Mission

Our mission is to cultivate authentic relationships and a strong sense of belonging so that every student and staff member feels known, supported, and valued. Through meaningful connections, continuous growth, and a culture of hope, we empower every member of our school community to pursue excellence and thrive in school and beyond.

Core Beliefs

Our vision is supported by our four essential pillars of CONNECTION, GROWTH, HOPE, and EXCELLENCE. **CONNECTION:** When we build authentic relationships and a sense of belonging, we create the foundation for every student. **GROWTH:** As we learn, improve, and achieve, we gain confidence and believe in a bright future. . **HOPE:** With hope comes motivation and determination to set goals, work hard and pursue your very best. **EXCELLENCE:** Excellence opens doors to opportunities and equips students with the skills, confidence, and character to thrive in life. Connection creates the conditions for Growth; Growth builds Hope; and Hope inspires Excellence.

School Level Data

The data at Pullman High School continues to support the need for focused interventions around chronic absenteeism for 9th grade students, ELA support for low-income 10th grade students, and Math support for low- income 10th grade students. Attendance patterns show that while many students maintain consistent engagement, we need to continue to work on reducing chronic absenteeism to ensure all learners have access to instruction. In academics, SBA scores indicate that not all learners have met grade-level expectations. By focusing on consistent attendance, strengthening core instruction in math and English, and providing targeted support, we are committed to ensuring that every student has the opportunity to achieve at high levels—because all means all.

School Improvement Action Plan: ***Chronic Absenteeism***

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

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

Goal Statement: {SMART Goal}

By June 2027, Pullman High School will reduce the percentage of 9th grade students who are chronically absent from 34% to 25%

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Tier 1 Strategies						
Create and communicate a tiered schoolwide approach to attendance	Students, staff, and families understand attendance expectations and available supports	Review of attendance procedures; staff and family feedback	Consistent use of attendance procedures and increased awareness of supports	Administration and attendance staff	Developed at the beginning of the year; reviewed quarterly	Tiered attendance procedures and staff training time
Greet students daily and increase positive adult presence in hallways and entry areas	Students feel welcomed, connected, and recognized at school	Walkthrough logs, staff supervision schedules, and student surveys	Improved student sense of belonging and increased daily attendance	All staff and administration	Daily	CharacterStrong routines and staff supervision schedule
Provide positive attendance messaging through newsletters, announcements, posters, ParentSquare, and social media	Students and families understand the connection between attendance and academic success	Communication logs and family feedback	Increased awareness of attendance expectations and fewer preventable absences	Administration, attendance staff, and counselors	At least monthly	ParentSquare, school newsletter, announcements, and social media
Recognize strong or improved attendance through quarterly assemblies	Students receive positive reinforcement for consistent or improved attendance	Monthly attendance data and recognition records	Increased number of students demonstrating regular or improved attendance	Counselors, administration, attendance staff, and leadership team	Monthly	Announcements, certificates, family communication, and small incentives

Increase communication with families when attendance concerns emerge from teachers	Families are engaged as partners in identifying and addressing barriers	ParentSquare, phone and email logs, and conference notes	Increased family participation and fewer unexcused or unexplained absences	Teachers, attendance staff, counselors, and administrators	Contact after emerging patterns or three to five absences	ParentSquare and phone/email communication logs
Tier 2 Strategies						
Use Hound-Time to build student-adult connections and monitor attendance	Identify student attendance trends and meet monthly with small groups of students to increase attendance	Advocacy rosters, student reflections, and attendance reviews	Students report stronger connections and improved attendance	Hound-Time teachers, counselors, and administration	Monthly	Hound-Time schedule, reflection templates, and attendance reports
Identify and conduct individual student check-ins, attendance goal setting, and student contracts	Students understand their attendance patterns and take greater ownership of improvement	Weekly attendance checks and student goal sheets	Students meet individualized weekly attendance goals	Counselor, administrator, or Dean of students	Weekly	Goal-setting form/contract and attendance dashboard
Use student attendance success groups when several students share similar barriers	Students build accountability, belonging, and strategies for improving attendance	Group participation and weekly attendance data	Participants demonstrate improved weekly attendance	Counselor, administrator, social worker, or support staff	Four- to six-week cycles	Group meeting time and goal-setting materials
Tier 3 Strategies						
Develop an individualized Attendance Success Plan with the student and family through CEB	The school, student, and family have a coordinated plan for removing barriers and improving attendance	Written success plan, daily attendance, and weekly reviews	Student demonstrates sustained improvement toward an individualized attendance goal	Administrator, counselor, student, family, and attendance team	Developed when Tier 2 support is insufficient; reviewed weekly	Attendance Success Plan template
Provide individualized mentoring and frequent check-ins	Students receive intensive encouragement, accountability, and assistance throughout the school day	Daily or multiple weekly check-in records	Improved daily attendance, class attendance, and engagement	Assigned mentor, counselor, administrator, or support staff	Daily or several times per week	Check-in/check-out system

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

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

Improving outcomes in English Language Arts is an essential priority for our school. Literacy skills are the foundation for success in every subject area, and strong reading, writing, and communication skills open doors for students both in high school and beyond. Current SBA data reveals that only 45% of our current low income 10th grade students met standard in ELA based on their 8th grade ELA SBA scores. Research shows that when students face barriers outside of school, such as limited access to resources or enrichment opportunities, strong instruction and support in ELA can help close achievement gaps and ensure equity.

Goal Statement: {SMART Goal}

Pullman High School will increase ELA achievement among low-income 10th-grade students by providing resources and support to help move 50% of level 1 students to level 2 (6/11 students) and by moving 50% of students from level 2 to level 3 (9/18 students) as indicated by the SBA assessment given in the spring of 2027.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Tier 1 Strategies						
Embed high-leverage Tier 1 instructional strategies focusing on Student Engagement	All students can access grade-level content, texts, and instructional materials	Classroom walkthroughs, PLC commitments, and student work	Increased student engagement and fewer students performing below proficiency	All ELA teachers and administrators	Weekly to monthly; professional development in Tier 1 instructional strategies	PD to develop Tier 1 instructional strategies
Update/refine CFA's (common formative assessments) across ELA courses	Increased consistency in measuring student mastery and identifying learning needs	Data cycles following each CFA	Growth in CFA results and improved SBA performance	ELA PLCs	Ongoing; common assessment bank and PLC collaboration time	Common assessment bank, PLC collaboration time
Clarify, update and pace essential standards across all ELA courses	Teachers prioritize essential content and provide coherent, standards-aligned instruction	Review of essential standards, pacing documents, and unit plans	Common pacing guides and CFAs focused on essential standards	ELA PLCs and Guiding Coalition	Ongoing throughout the year; PLC training and Solution Tree resources	PLC training, Solution Tree resources, Best Practices

Tier 2 Strategies						
Assign a staff member to provide academic support for ninth-grade students who are struggling	Ninth-grade students receive early intervention, regular check-ins, and help accessing academic supports	Weekly review of grades, attendance, missing assignments, and assessment results	Fewer ninth-grade students failing ELA, improved assignment completion, and increased credit attainment	Ninth-grade student support staff member, ELA teachers, counselors, and administrators	Weekly throughout the school year	Tracking tools for support staff
Establish a ELA tutoring or “ELA Lab” program before school, after school, or during lunch	Students have additional opportunities to receive assistance, complete missing work, and practice essential skills	Participation logs, assignment completion, and grade checks	Improved assignment completion and course pass rates	Math teachers, paraprofessionals, and peer tutors	Two or more times per week	Tracking method, staff support
Tier 3 Strategies						
Adjust the intensity, group size, duration, or instructional approach when progress is insufficient - ELA Learning Lab	Students receive increasingly individualized support based on their response to intervention	Frequent progress-monitoring data and intervention records	Student growth improves following adjustments to the intervention plan	ELA teacher, student support staff member,	Adjustments considered every four to six weeks	Create time during Hound Time to offer ELA Learning Lab

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

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

Strong math skills can build confidence, open doors and set students up for success in college and career. Current SBA data is based on our current 10th graders scores from 8th grade. The SBA data shows a significant gap in math performance. Current SBA data reveals that only 28% of our current low income 10th grade students met standard in Math based on their 8th grade Math SBA scores. Students from low-income will often rely on us to provide the support and encouragement they need to stay on track. It is our goal to make sure every student has the chance to succeed in math.

Goal Statement: {SMART Goal}

Pullman High School will increase Math achievement among low-income 10th-grade students by providing resources and support to help move 30% of level 1 students to level 2 (6/19 students) and by moving 30% of level 2 students to level 3 (5/17 students) as indicated by the SBA assessment given in the spring of 2027.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Tier 1 Strategies						
Implement student self-reported grades, goal setting, and learning reflections	Students understand their progress and take greater ownership of their learning	Student goal sheets, CFA reflections, and grade checks	Increased motivation and measurable growth across units	Math teachers	Quarterly; collaborative planning time and goal-tracking tools	Time for Math team to develop Goal-tracking tools
Embed high-leverage Tier 1 instructional strategies in all math courses centered on student engagement	All students have access to rigorous, standards-aligned instruction	Classroom walkthroughs and lesson-plan reviews	Increased engagement and fewer students performing below proficiency	All math teachers and administrators	Daily; professional development and instructional coaching	Student engagement strategies
Clarify and pace essential standards across Algebra 1, Geometry, and Integrated Math	Consistent course expectations and improved instructional coherence	Review of essential standards and pacing documents	Common pacing guides, posted learning targets, and increased standards mastery	Math PLCs and Guiding Coalition	Ongoing; Solution Tree resources and PLC collaboration time	PLC training, Solution Tree resources, Best Practices
Continue common formative assessments	Teachers consistently identify student learning	Data cycles following each CFA	Growth in CFA results and improvement on state assessments	Math PLCs	Ongoing; common assessment bank and collaboration time	Common assessment bank, PLC collaboration time

(CFA) across math courses	needs and adjust instruction					
Administer SBA interim assessments at least twice per year	Students and staff receive standards-based progress data before the state assessment	Assessment participation and results	At least 80% student participation and measurable growth between assessments	Math Department and administration	Fall and winter; scheduling and assessment-development time	Administer SBA interim assessments at least twice per year
Implement co-teaching in Algebra 1 and para support in Integrated Math	Students receive more differentiated instruction, immediate feedback, and support within the general education classroom	CFA results, course grades, classroom walkthroughs, and student work	Increased Algebra 1 completion rates and fewer students requiring additional intervention	Algebra 1 co-teachers, special education staff, and administration	Daily throughout the school year; common co-planning time	Co-teaching resources site visits, common prep time
Tier 2 Strategies						
Provide a scheduled math Learning Lab period for students who are struggling	Students strengthen prerequisite skills and receive targeted reteaching without replacing core instruction	CFA results, course grades, and intervention skill checks	Improved grades, skill mastery, and movement toward grade-level proficiency	Math intervention teacher, classroom teachers, counselors, and administration	Ongoing; dedicated Learning Lab period and resources	Scheduling, support from other staff, planning time
Establish a math tutoring or “Math Lab” program before school, after school, or during lunch	Students have additional opportunities to receive assistance, complete missing work, and practice essential skills	Participation logs, assignment completion, and grade checks	Improved assignment completion and course pass rates	Math teachers, paraprofessionals, and peer tutors	Two or more times per week	Check-in document tracing document for students attending
Implement IXL Math as a targeted supplemental intervention in co-taught and resource math classrooms.	Students receiving specialized math support will strengthen prerequisite skills, address individual learning gaps, and improve their ability to access grade-level math content.	Teachers will review IXL Diagnostic levels, recommended skills,	Increased IXL Diagnostic levels and demonstrated growth in targeted skill strands;	Co-teaching math teachers, resource-room teachers, special education case managers, building administrators.	Implement throughout the school year. Establish baseline data during the first four weeks; review progress at least biweekly; evaluate results at the end of each quarter and semester.	IXL Math licenses; student devices and internet access; IXL Diagnostic and analytics reports;
Tier 3 Strategies						
Develop individualized math intervention plans for students who do not	Students receive intensive instruction matched to their	Weekly skill probes, work samples, attendance, and grade reviews	Accelerated skill growth and improved progress toward individual goals	classroom teacher	Plans reviewed every four to six weeks	Process for identifying these students. Creating time to meet with students.

respond adequately to Tier 2 supports through Learning Lab	specific academic needs					

Coversheet

Survey Results Summary - "Help Shape What It Means to Be Future Ready in Pullman"

Section: VI. Discussion Items
Item: A. Survey Results Summary - "Help Shape What It Means to Be Future Ready in Pullman"
Purpose:
Submitted by:
Related Material: ES Survey Results Summary 11.12.26.pdf
Survey Summary - Future Ready in Pullman.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

Survey Results Summary - What It Means to Be Future Ready

Executive Summary

November 12, 2026

Bob Maxwell & Arron Carter

Superintendent | Board President

Background:

The "Help Shape What It Means to Be Future Ready in Pullman" survey was distributed to families, community members, students, and staff from October 23 through November 8, 2026. The survey was intended to gather community perspectives on what is most important for students to know and be able to do as they prepare for their future. The feedback will support the development of talking points for the upcoming legislative session.

Recommended Board Action:

Motion to Approve

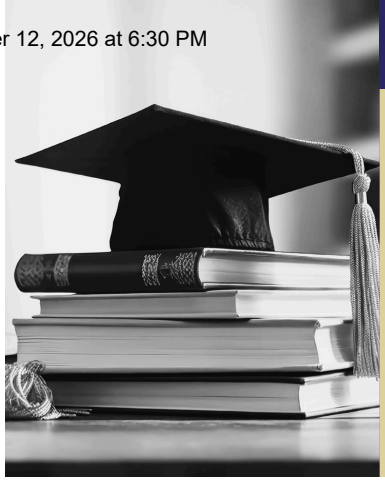
❑ Approved ❑ Not Approved

Date: _____

Board Secretary Signature: _____

Community Survey Results Summary

Help Shape What It Means to Be Future Ready in Pullman



Pullman School District Board of Directors
Survey Administration: October 23, 2026 - November 8, 2026
Total Respondents: 137

Purpose

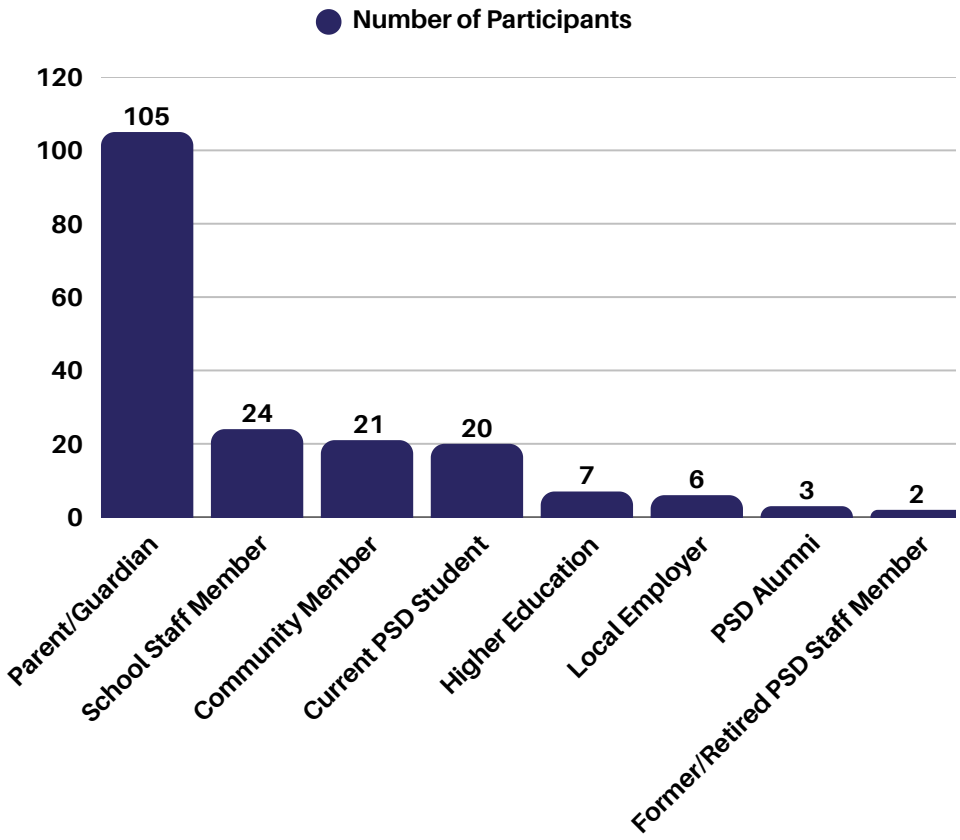
The Pullman School Board invited community input to gather perspectives on what is most important for students to know, be able to do, and/or experience as they prepare for their future. The feedback will support the development of talking points for the upcoming legislative session.

This report identifies and summarizes recurring themes in written responses to Questions 1, 2, 3a, 3b, 4a, 4b, and 4c. Themes are grouped for readability; they are qualitative and are not ranked.

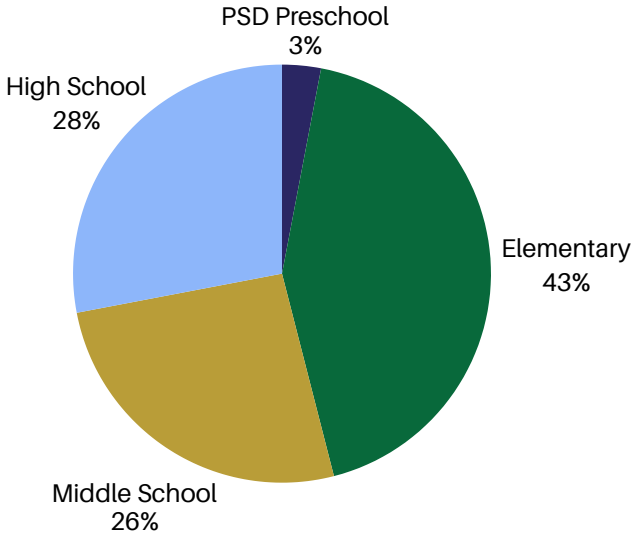
Participation

Which best describes your connection to Pullman Public Schools?

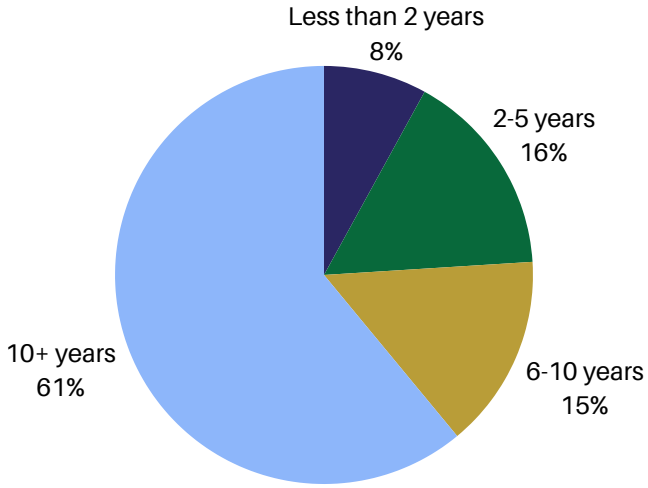
Participants were able to select all that applied.



If you are a parent/guardian, what grade levels apply to your students?



How long have you been connected to the Pullman community?

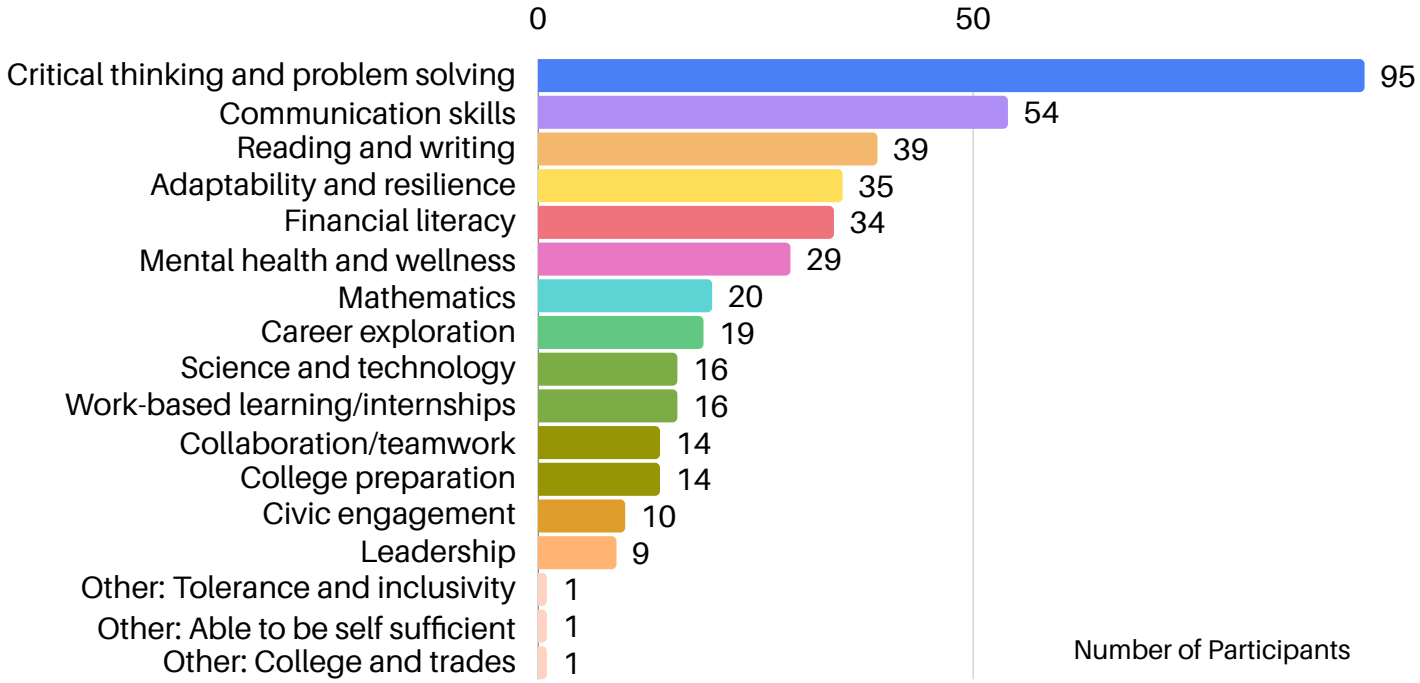


Survey Results Summary

The summary is organized by question and includes both recurring ideas and notable perspectives that may inform the School Board's discussion.

Note: *This survey summary was generated using artificial intelligence (AI) to identify and organize recurring themes in community responses. The summary is intended to reflect the feedback received and does not represent an independent evaluation or ranking of responses.*

Which of the following should be the highest priorities for preparing students for the future? (Participants could select up to 3)



Question 1: What is one thing adults in our school system should understand better about being a student today?

Understanding students' current experiences, challenges, and needs.

Mental health, stress, and emotional well-being	Students are navigating significant stress, anxiety, fear, and pressure. Respondents emphasized the importance of understanding how these challenges affect learning, engagement, and social relationships.
Technology and artificial intelligence	Students are growing up in a rapidly changing technological environment. Adults need to understand the influence of AI and social media, including the need to teach responsible use, discernment, and independent thinking.
The need for relevance and real-world learning	Students want to understand how classroom learning applies to everyday life, future careers, and the world beyond school.
Individual differences and student needs	Respondents highlighted neurodiversity, different learning styles, and the importance of recognizing that students have varied strengths, interests, and support needs.
Student engagement and motivation	Some respondents expressed concern that students are disengaged, overwhelmed, or insufficiently challenged. Others noted that students need adults to better understand their workload and competing demands.
Relationships, kindness, and belonging	Students need to feel respected, supported, and connected to their school community.

Question 2: What should every Pullman student experience before graduating from our schools?

Essential experiences that contribute to readiness for life after graduation.

Real-world and career experiences	Career exploration, internships, job shadowing, work-based learning, and opportunities to experience different professions were common suggestions.
Financial and life skills	Students should understand budgeting, saving, credit, debt, taxes, and other practical skills needed to manage adult responsibilities.
Meaningful relationships and mentorship	Respondents emphasized positive relationships with teachers, mentors, peers, and community members.
Postsecondary opportunities and pathways	Students should have opportunities to explore college, Running Start, technical education, trades, and other options aligned with their interests.
Communication, collaboration, and interpersonal skills	Students should develop the ability to communicate effectively, work with others, navigate differences, and build healthy relationships.
A sense of belonging, compassion, and personal growth	Respondents highlighted kindness, respect, school pride, community connections, and opportunities to learn from both successes and failures.
A meaningful and engaging educational experience	Students should receive an education that connects to real-world applications and prepares them for life beyond simply earning a diploma.

Question 3a: What are we doing particularly well to prepare students for their future goals?

Existing district strengths identified by respondents.

Supportive and dedicated teachers	Respondents frequently praised teachers for their commitment, quality instruction, encouragement, and willingness to help students succeed.
Academic and postsecondary opportunities	College in the Classroom, AP courses, Running Start, electives, advanced coursework, and trade-related opportunities were recognized as strengths.
Positive student-teacher relationships	Respondents appreciated educators who connect with students, provide guidance, encourage self-advocacy, and support individual growth.
Strong foundational academics	Some respondents specifically recognized elementary instruction and the development of core academic skills.
Social-emotional learning and student development	Opportunities to develop communication, writing, speaking, and interpersonal skills were identified as positive.
Collaboration among staff and schools	Some respondents highlighted collaboration between educators and schools as a strength.
Opportunities for enrichment and exploration	Advanced opportunities, electives, and exposure to different subjects and pathways were viewed positively.

Question 3b: Where do we have the greatest opportunity to improve?

Areas where respondents believe additional attention or development is needed.

More challenging and individualized learning opportunities	Respondents expressed concern that some students, particularly highly capable students, are not sufficiently challenged. Suggestions included expanding advanced coursework, enrichment, acceleration, and opportunities for students to pursue their interests.
Greater real-world relevance in instruction	Respondents want stronger connections between classroom learning, practical applications, and career-related skills.
Expanded career pathways and opportunities	Suggestions included additional CTE courses, career exploration, internships, job shadowing, and more options for students pursuing different postsecondary paths.
Improved student behavior, safety, and school climate	Bullying, harassment, classroom disruptions, and concerns about student accountability were raised.
Mental health and student support	Respondents emphasized the importance of addressing student well-being and providing appropriate support.
Stronger communication and community partnerships	Some respondents called for more collaboration with local organizations, employers, families, and community members.
Greater attention to foundational skills	Reading, writing, communication, problem-solving, and interpersonal skills were identified as areas for continued development.
Listening to students and staff	Respondents emphasized the importance of seeking feedback from educators and students when making decisions that affect learning.

Question 4a: How should we prepare students to enter the workforce?

Skills, experiences, and preparation needed for successful employment.

Career exploration and hands-on experience	Provide internships, job shadowing, work-based learning, and opportunities to engage with local employers and industries.
Communication and interpersonal skills	Develop professional communication, face-to-face interaction, interviewing, email etiquette, teamwork, and the ability to work effectively with others.
Practical financial literacy and life skills	Teach budgeting, taxes, paychecks, credit, debt management, and other essential adult responsibilities.
Work ethic and professionalism	Emphasize responsibility, punctuality, time management, accountability, adaptability, and taking feedback.
Transferable skills and problem-solving	Prepare students to learn new skills, think critically, adapt to changing environments, and navigate different career paths.
Multiple postsecondary pathways	Ensure students are prepared for college, technical education, trades, entrepreneurship, and direct entry into the workforce.
Technology and responsible AI use	Help students understand and use technology appropriately while maintaining independent thinking and sound judgment.

Question 4b: What strengths do current graduates or young employees often demonstrate?

Strengths and positive attributes identified by respondents.

Technology proficiency	Comfort with computers, digital tools, and emerging technologies was a commonly noted strength.
Adaptability and willingness to learn	Respondents described young employees as open to new ideas, eager to learn, and able to adjust to changing environments.
Fresh perspectives and creativity	Some respondents noted that young employees bring innovative ideas and think outside the box.
Ambition, energy, and curiosity	Enthusiasm, motivation, and interest in exploring new opportunities were identified as positive attributes.
Academic preparation	Some respondents recognized strong grades, test scores, and academic knowledge.
Responsibility and resilience	Accountability, perseverance, efficiency, and the ability to manage challenges were also mentioned.
Self-advocacy and openness to feedback	Some young employees demonstrate an ability to ask questions, communicate their needs, and seek opportunities for growth.

Question 4c: What skills or traits need additional development?

Skills respondents believe students need to strengthen before entering adulthood and the workforce.

Communication and interpersonal skills	Face-to-face communication, professional speaking, grammar, writing, listening, and the ability to interact appropriately with others.
Critical thinking and practical problem-solving	Independent reasoning, decision-making, applying knowledge to real-world situations, and solving problems without relying excessively on technology.
Work ethic and personal responsibility	Accountability, perseverance, respect, initiative, time management, and the ability to independently identify and complete tasks.
Collaboration and teamwork	Working effectively with others, navigating differences, conflict resolution, and demonstrating kindness and compassion.
Career and professional readiness	Professionalism, workplace expectations, job-specific preparation, and understanding how to pursue college, trade, or employment opportunities.
Adaptability and resilience	Developing a growth mindset, learning from mistakes, and responding constructively to challenges.
Foundational academic and life skills	Reading, writing, financial literacy, and practical skills needed for independent living.
Responsible technology use	Maintaining independent thinking and developing sound judgment when using AI and other digital tools.

Overall Themes Across the Survey



Critical thinking, problem-solving, and foundational skills

Respondents want students to develop the ability to think independently, apply knowledge, communicate effectively, and solve practical problems.



Real-world experiences and career readiness

Career exploration, internships, work-based learning, financial literacy, and practical life skills were recurring priorities.



Relationships, well-being, and belonging

Students need supportive relationships, mental health support, kindness, respect, and a safe and inclusive learning environment.



Multiple pathways and individualized opportunities

Respondents emphasized preparing students for a variety of futures, including college, trades, technical education, entrepreneurship, and employment, while ensuring students have opportunities to pursue their individual strengths.



Responsible technology use and adaptability

Students should be equipped to navigate an evolving technological landscape, including AI, while maintaining independent thinking, sound judgment, and the ability to adapt.



Stronger connections among schools, families, and the community

Respondents identified opportunities to strengthen partnerships, listen to student and staff perspectives, and connect students with mentors, employers, and community resources.

Conclusion

The survey responses suggest that community members view Future Ready as more than academic achievement or preparation for a single career path. Respondents emphasized a combination of academic foundations, practical life skills, personal development, relationships, and real-world experiences.

The feedback also reflects an important balance: preparing students for a changing future while ensuring they develop the foundational skills, independence, resilience, and interpersonal abilities needed to navigate that future successfully.

Source: Pullman School District, "Help Shape What It Means to Be Future Ready in Pullman" survey responses, October 23–November 8, 2026. This is a qualitative synthesis of the submitted responses; themes are not presented as statistically ranked findings.

Coversheet

Administrative Requirements Update

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

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

Monthly Administrative Requirements

November:

- ☐ Special Education Report Prep – *Due:*
  Person(s) Responsible: Director/Asst Dir of Special Services
  - IDEAB Child Count
  - November 1st Special Education Count
  - Least restrictive environment IDEAB
- ☐ Levy Certification to County
  - *Person(s) Responsible: Finance Director*
- ☐ Home Based Instruction Report
  - *Person(s) Responsible: Choice/Transfers Coordinator*
- ☐ Verify Free & Reduced
  - *Person(s) Responsible: Nutrition Services Supervisor*
- ☐ Initial submission of S275/277 Report
  - *Person(s) Responsible: Human Resources Manager*
- ☐ Review winterization prep with Maintenance and Custodians
  - *Person(s) Responsible: Executive Director of Operations*
- ☐ Veterans' Day:
  RCW 28A.230.160 requires that all Washington public schools observe Veterans Day by providing educational activities during the school week preceding the 11th day of November of each year. The responsibility for the preparation and presentation of the activities will be with the principal or head teacher of each school building. The laws dictates that activities be at least 60 minutes total throughout the week and will embrace topics tending to instill a loyalty and devotion to the institutions and laws of this state and nation.
- ☐ Secondary Principals present School Improvement Plans to board
- ☐ School Improvement Plans – to board for approval

December:

- ☐ SPED Personnel Report
  - *Person(s) Responsible: Human Resources Manager & Director/Asst Dir of Special Services*
- ☐ Special Education Reports Due:
  Person(s) Responsible: Director/Asst Dir of Special Services & Prog. Mgr – Special Programs
  - IDEAB Child Count
  - November 1st Special Education Count
  - Least restrictive environment IDEAB
- ☐ Audit Preparation
  - *Person(s) Responsible: Administrative Staff*

Coversheet

Expense Claim Audit - Community Update Board Schedule

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

BOARD DIRECTOR SCHEDULES

Expense Claim Audit Schedule

Month	Reviewer
August 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

The Pullman Promise: Priorities, Goals, Success Indicators

Section:	VII. Informational Items
Item:	E. The Pullman Promise: Priorities, Goals, Success Indicators
Purpose:	FYI
Submitted by:	
Related Material:	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