

NEW YEAR'S RESOLUTIONS: LIVING WITHIN OUR BUDGET AND PROJECTING FOR THE FUTURE

Jim Evermann, Pullman School District Director

As we begin our new year there are always those resolutions we make and then as the year progresses, we wonder "What was I thinking?" Resolutions are personal goals for us as we try to navigate our busy lives. Within the Pullman School District (PSD), our lives have become steadily busier as we observe our increased student enrollment, our need for ever expanding resources and the need to sustain our communication efforts to encompass not only students, parents and teachers but our community as well.

Planning for the future while still addressing the needs of today requires a concerted effort of foresight, listening and then doing. In a recent article by Dr. **Gene Bottoms** (2018), he shares some top questions that we, as a school board grapple with daily. At the center of all our discussions and decision making is the question of "How does this decision impact our students?" This leads us to consider what Dr. Bottoms six questions are:

1. How do we create a community and district wide culture of continuous improvement, plan strategically and align our operating plans to achieve our goals?
2. How are we monitoring leading critical indicators to support all our students achieving at or above grade level and how are we communicating this information?
3. How do we hold ourselves accountable for assisting in the implementation of school improvement plans?
4. What steps do we take through our policies and procedures to ensure we are meeting or exceeding an equitable learning-working environment for students and PSD personnel?
5. How are we at reaching out and responding to our key stakeholders, teachers, parents and community members to discover new ways to enhance student learning?
6. How do we ensure that we are being fiscally responsible with our financial resources and just as important how do we communicate this information to our community?

This last question is one that would be a good one to tackle first, as our new year begins. It is one that is often on everyone's mind but rarely directly addressed. We are fortunate in the PSD to be very proactive when it comes to budgets. This is in part due to a very good administrative team and **Diane Hodge**, our District Fiscal Manager. The budget process begins very early in the year and the administrative team spends considerable time organizing and reviewing our budget to ensure that we are all well prepared financially to support our students in the upcoming school year.

Our schools are funded through a combination of state and federal dollars, grants and our community voter-approved

Highly Capable Program Referrals Will Be Accepted March 4 - March 8

Referral forms for current K-11th grade students to receive highly capable services during next school year will be accepted March 4 – March 8. Parents/guardians, teachers, students, and anyone else with direct knowledge of a student's abilities may refer a student for highly capable services.

For more information on the referral process or to obtain a referral form, contact the school psychologist at the student's school or the Instructional Programs Office at (509)332-3144. Additional information, as well as the referral form, can also be found at <http://bit.ly/2htubQG>.

قبول الإحالات لبرنامج المتفوقين (ذوي القدرات العالية) سيبدأ في الفترة بين 4 مارس - 8 مارس سيتم البدء في قبول طلبات الإحالة لبرنامج المتفوقين (ذوي القدرات العالية) في الفترة بين 4 مارس - 8 مارس وذلك للطلاب المقيدون حالياً بمرحلة الروضة وحتى الصف 11 لتلقي الخدمات خلال العام الدراسي المقبل ويستطيع كل من لديه دراية أو معرفة بقدرات التلميذ كالمعلم أو ولي أمر أو الوصي أو الطالب أن يتقدم بطلب إحالة من أجل الحصول على هذه الخدمات.

للحصول على المزيد من المعلومات عن عملية الإحالة أو للحصول على نموذج إحالة الرجاء الإتصال بالأخصائي النفسي في المدرسة أو بمكتب البرامج التعليمية على الرقم 332-3144 (509).

يمكنكم أيضاً الحصول على المزيد من المعلومات ونموذج الإحالة عن طريق الرابط التالي <http://bit.ly/2htubQG>

levy dollars. In our most recent budget analysis, the data was presented by Diane Hodge in such a way that it was both instructive and clarifying. It was divided into two parts: where does our PSD money come from and where is it spent?

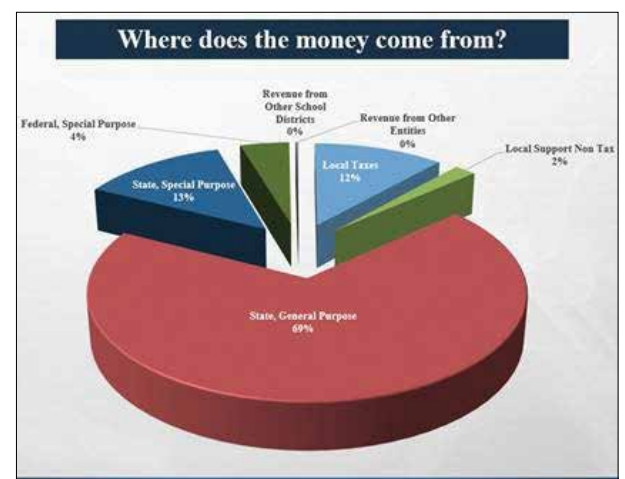
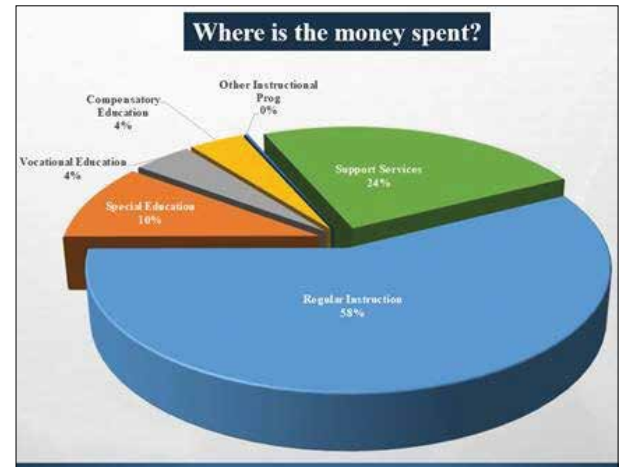
The elements to "building a budget" require that the Superintendent, Dr. **Bob Maxwell**, formulates a budget with input from the management team and Diane Hodge. Once there is a close-to-final budget the school board's financial committee (**Nathan Roberts and Jim Evermann**) review it with Dr. Maxwell and then it is passed to the Board of Directors for final approval.

In Figure 1, we see where our district's finances are derived from in a percentage model. The largest apportionment (6.9%) is obtained through the State. This is based primarily on the number of students enrolled in the district. This is followed by state funding for special purposes (13%), such as Special Education. Local taxes-levies account for 12%. Beginning in 2018-19 the levy money can now only be used for classroom-student related expenditures. Smaller revenue sources include grants and special purpose (4%), local support from non-taxed sources (2%) and revenue from other school districts and other entities (<1%).

While this information is of value and essential, where the difficult part comes from in building the budget is how do we allocate this resource? Diane Hodge indicated that "the PSD has always tried to provide the best services available to our students while being fiscally responsible." In Figure 2, we can get a better perspective on how the PSD financial resources are used. Salaries and benefits constitute the major portion of the budget allocation with approximated 80% going towards certified salaries (counselors, teachers and administrators) and classified salaries (paraprofessionals, food services, bus drivers, technical support, secretaries and staff). This is followed by purchased services for contracted special services, workshops and district repairs not covered through our district maintenance personnel (12%) and other items such as travel and capital outlay are <1%.

One thing that is essential for our community to understand is that the PSD has an annual audit by the State Auditor's office. This is to provide an additional layer of oversight and ensures that we remain financially accountable. The PSD and the Board of Directors are committed to acting fiscally responsible and together with community input provide the foresight necessary to take the Pullman Schools into the next year and beyond with confidence and pride in our educational system.

Diane Hodge can be contacted at dhodge@psd267.org.



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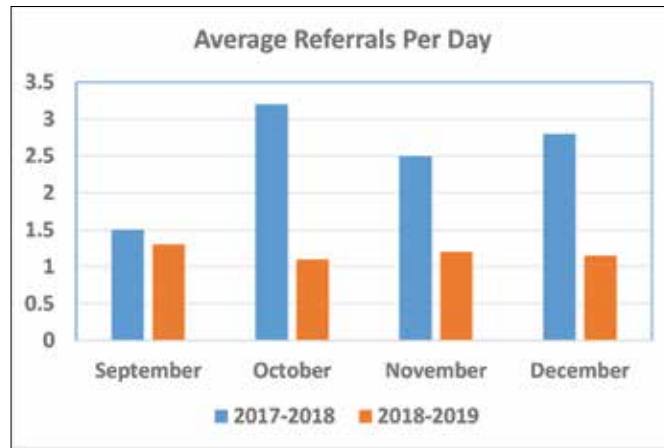
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Franklin Elementary: Providing Cozy Corners & New Discipline Procedures for Students

Do you remember doing something “bad” at school, being told by the teacher to go to the office, and then walking down the hall for what seemed like an eternity to the office? In the office, you probably sat in a massive chair waiting to be called in and talked to by the principal, who would ultimately “hand out” some punishment for your action. After it was done the punishment was served and you re-entered class and all eyes were on you, the teacher gave you “that look”, and you gloomily sat back down. This past discipline “routine” is in its initial stages of becoming a thing of the past at Franklin Elementary.



**Average Referrals Per Day, this year compared to last year



**Picture of a cozy corner at Franklin Elementary

After two years of review, the Office of Superintendent of Public Instruction of Washington adopted final rules to how a public school district may administer discipline. These new rules have a two-year adoption process with two phases. Franklin Elementary and Pullman Public Schools took proactive steps to add input on these changes, study them, and implement them at the beginning of the 2018-2019 school year.

With the help of our counselor, **Katie Evermann**, teachers, and staff, Franklin Elementary has set up new discipline procedures that begin in the classroom and have started our path to create cozy corners in our classrooms. What is a cozy corner? It's simple, and doesn't take much—a quiet nook away from the activity of the classroom, something soft to sit on, and a classroom agreement on time and function for the space. Teachers include headphones, writing materials, glitter jars, or any variety of items to help students take a break and decompress as a way to self-regulate. These spaces allow students to be self-reflective and identify their emotions, as well as their triggers. From an article written by Jill Kiedaisch at We Are Teachers, “Safe spaces represent a shift in educator thinking from what a child is doing to disrupt the classroom to what might be causing the behavior.” These spaces are for all students and “are often cited for helping kids suffering from intense levels of stress or trauma”.

Our new discipline procedures start in the classroom with cozy corners and teacher intervention. Teachers at Franklin use Positive Behavior Intervention and Support and Second Step Curriculum to promote social-emotional development, safety, and student well-being. Our educators implement a variety of systems that help our students feel safe, learn about empathy and inclusion, and ultimately access learning. Buddy classrooms are used when a student needs to reflect in a different environment. Talks with the principal, after all strategies have been implemented, include identifying a trigger with the child, discussing strategies the student can use in the future, and restoring the child's self-perception. Does that mean no consequence at all? Not necessarily, it depends on the student and the action. These procedures, in conjunction with cozy corners, have had dramatic effects! We have seen a drastic decrease in the number of office

referrals for behavior from last year. Does this mean we are done? Absolutely not! Our journey around restorative justice, calm spaces, and new discipline procedures is just beginning. We will continue to work to do what is best for our students each and every day to ensure learning for all. Every Kid, Every Day!

Coffee with Bob

Join us for updates from Superintendent Maxwell!



12-1pm at the District Office
240 SE Dexter Street

2018-2019 Dates

- October 29
- November 26
- December 11
- January 8
- February 4
- March 7
- April 11
- May 2
- June 5

Questions? Contact Shannon Focht: 509.332.3581 or sfocht@psd267.org

Child Find 2018-2019

Early Childhood Developmental Screening

PULLMAN SCHOOL DISTRICT
Ensuring Learning While Challenging and Supporting Each Student to Achieve Full Potential


WHO: Children - Birth through 5 years of age who are living in the Pullman School District. If your family is living in a temporary situation, you may contact the district in which you are currently staying for a screening.

WHAT: This screening is an opportunity to identify, locate, and evaluate children who might have a disability and to address potential concerns.


WHEN: Friday mornings during the 2018-2019 school year:

- September 7th
- October 5th
- November 2nd
- January 11th
- February 1st
- March 1st
- April 12th
- May 3rd

WHERE: **Community Child Care Center/Head Start**
530 NW Larry Street (aka Greyhound Way) (behind Pullman High School)
Pullman, WA



For more information or to schedule an appointment please contact:
Instructional Programs Office
Pullman School District
Phone: 509-332-3144



The Pullman School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, age, veterans or military status, sex, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups. This holds true for all district employment and opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, 509.332.3144. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.

Let's be social!

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- Kamiak Elementary: www.facebook.com/PullmanKES
- Franklin Elementary: www.facebook.com/PullmanFES
- Jefferson Elementary: www.facebook.com/PullmanJES
- Sunnyside Elementary: www.facebook.com/PullmanSES
- Lincoln Middle School: www.facebook.com/PullmanLMS
- Pullman High School: www.facebook.com/PullmanHS

Follow us on Twitter!

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- Lincoln Middle School: @LMSPrincipals
- Pullman High School: @PullmanHS
- Kamiak Elementary School: @PullmanKES
- Instagram: @Kamiak.Elementary.School

The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation (including gender expression or identity), marital status, the presence of any sensory, mental or physical disability, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

The following employee has been designated to handle questions and complaints of alleged discrimination: **Roberta Kramer**, Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, 509.332.3144. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.