

Students of Color Equity Panel

The Students of Color Equity Panel, comprised of Pullman High School students, filmed their open conversation and reflections on race, equity, diversity, and inclusion. This recorded discussion was student-led and provided insight into the student experience in regards to race and equity. The student conversation is impactful, honest, and humbling.

If you are interested in viewing the recording of the discussion please visit our district website:

www.pullmanschools.org • District News • Students of Color Equity Panel

PEF 2021 Scholarship Recipients

Jessica Clark Memorial Scholarship	\$1000	Hailey Talbot
Class of 1948 Scholarship.....	\$1000	Meghan McSweeney
Class of 1956 Scholarship.....	\$750	Kalee Hildenbrand
Class of 1960 Scholarship.....	\$1000	Kellan Yoshikawa
Mary Paznokas Scholarship	\$500	Andersen Barry
Ryan Brindamour Memorial Scholarship...	\$1000	Reebal Adam Karaki
PEO Pullman Chapter S Scholarship	\$1500	Allison Lenssen
Corinne Simasko Memorial Scholarship....	\$1900	Felicia Adesope
Noah Evermann Humanitarian Award	\$2500	Jamie McMurray

Flexible Seating

Pam Brantner, Sunnyside Elementary Principal


As years go by and things continue to change around us, we are learning more and more ways to ensure a better learning environment for all students. Strategies are explored and shared among educators. One approach that seems to be popping up all over the nation, and is currently in trial at Sunnyside Elementary, is “Flexible Seating”. I am sure you are wondering what flexible seating encompasses. Well, much like you and I, kids tend to wriggle and get antsy if they sit too long. As a result, teachers and schools have become creative by providing, wriggle cushions, mats, cozy corners, standing desk and even exercise balls.

Flexible seating can take on many forms, from unconventional seating options to the flexibility to move around the room. This can allow students to work separately or in groups. Over the course of the last few years, Sunnyside Elementary have had numerous teachers who implemented flexible seating in their classroom, all the way from kindergarten to fifth grade. As a person who grew up with desks in rows it can be quite shocking to walk into, but for these kids it is just the norm. Some students were standing at tall tables, other were sitting at a table lowered to the ground, some had clipboards, lap desks, and butterfly chairs. The group seemed to be a more cohesive unit, that learned to share and value their community.

Education Trend magazine lists the top 9 benefits of flexible seating for students.

1. Choice—students feel empowered and have a degree of choice and control over their environment. It also allows them to change their locations and positions as needed
2. Physical health—kids need to move, whether it be wobble, rock, bounce, or stand, it increases the oxygen flow to the brain, blood flow and core strength.
3. Comfort—student choice allows them to move and choose the best learning spot for themselves
4. Community—encourages students to share all locations
5. Collaboration—work in groups or pairs without moving desks
6. Commitment to learning—conducive to group work- students have a sense of ownership in the classroom that makes the room an “ours” instead of “mine”
7. Communication—teachers and students work together to establish rules and expectation of seating
8. Sensory input—can help all children with focus and process information
9. Fun—Flexible seating is a change of the environment, that allows for choice and some freedom, which leads to group learning, and fun!

Flexible seating can have many benefits if there is a growth mindset among the educator and students. Teachers will need to be explicit with how they set up their classroom, and seating. It can be a slow process to introduce, never the less it can create a more active, engaged, enthusiastic, and relaxed room of students. It is our hope that we will be able to implement this flexible arrangement into more classrooms next year, once COVID subsides.



PULLMAN PUBLIC SCHOOLS
LMS & PHS Assistant Principal

Samantha Schertenleib

Samantha Schertenleib, currently a science teacher at Pullman High School, was selected through a rigorous process and from among four finalist candidates to be recommended for hire as the LMS/PHS Assistant Principal beginning in July, 2021. Mrs. Schertenleib is familiar with the staff and families of LMS and PHS due to position as a teacher. We are excited to welcome Mrs. Schertenleib in her new role!

Congratulations!

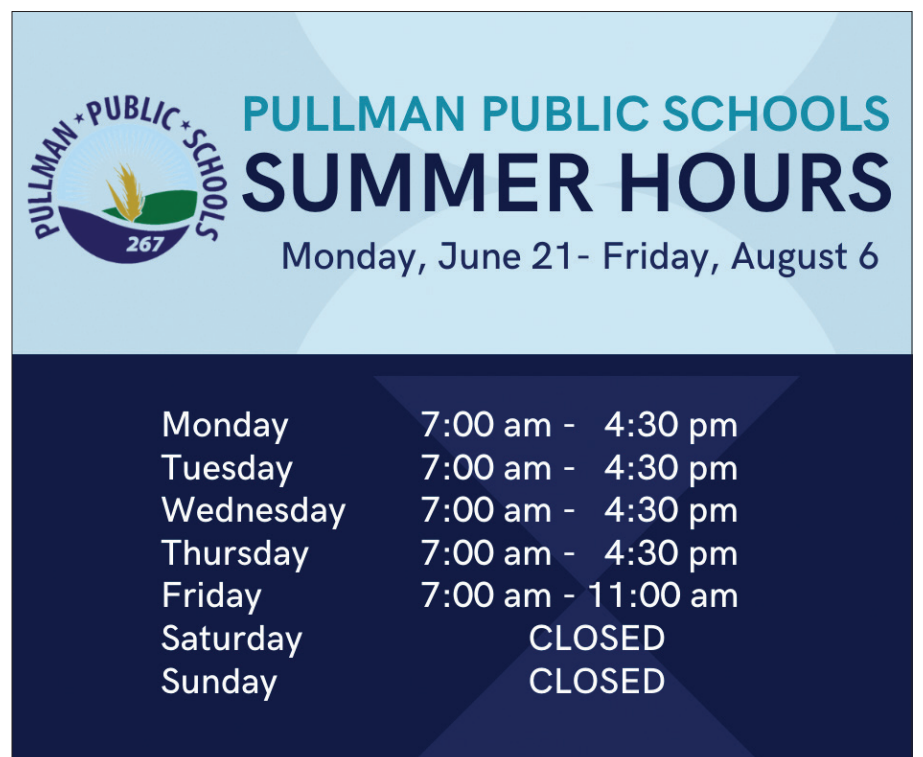


PULLMAN PUBLIC SCHOOLS

Summer Meal Program

This summer the district will be offering a free summer meal program (grab & go breakfast and lunch) for all children 1-18 years of age. These meals will be available for pick up at Kamiak Elementary, LMS, and PHS!

June 9th will be the last day that take home meals (3 & 5 day meal kits) will be provided



PULLMAN PUBLIC SCHOOLS

SUMMER HOURS

Monday, June 21- Friday, August 6

Monday	7:00 am - 4:30 pm
Tuesday	7:00 am - 4:30 pm
Wednesday	7:00 am - 4:30 pm
Thursday	7:00 am - 4:30 pm
Friday	7:00 am - 11:00 am
Saturday	CLOSED
Sunday	CLOSED

BOARD REPORT

Building our District through Feedback

Nathan Roberts

Pullman Schools and the Center for Educational Effectiveness (CEE) recently collaborated to conduct a second expanded district climate survey in Spring 2021. Whereas the first survey in 2019 focused on staff experiences, this year’s survey added parents and students and included questions on diversity, equity, and inclusion. The CEE Anonymous surveys provide respondents with a safe environment to raise questions and serve as a valuable resource for the district to build a culture of trust and honest dialogue. The 2021 survey has shown several positive signs and demonstrated that we have work to do remediating the impacts of COVID-19, improving equity in our education, and promoting culturally responsive learning.

One of the most surprising results was that--despite the disruptions to education caused by the pandemic--89% of students responded positively (“Almost Always or Often True,”) to the statement, “If I want to talk with my teacher(s), they are available to me” and 81% replied positively to “my teacher listens to my ideas and/or concerns.” Only seven percent of students indicated that they “didn’t enjoy coming to school.” Though any number of students disclosing an aversion to school is disheartening, these responses are a testament to the hard work of our staff and administrators educating students through a challenging pandemic.

Student survey data did reveal several adverse impacts of the pandemic. Nineteen percent of students indicated a negative response (“Seldom or Almost Never True”) when asked if they were interested in their schoolwork, and several questions on subject comprehension and clarity of assignments were 15% to 20% negative. It is clear online education impacted student learning; but despite those impacts, students responded favorably in most academic categories and 85% replied favorably to the question of whether Pullman schools “maintain high standards and expectations.”

Pullman Schools scored consistently well in categories related to belongingness and inclusion as well. Student responses reflected a

belief that our schools “respect student differences” and that they feel “safe and welcome in our schools.” Our staff also responded less than ~5% negatively when asked about staff administrator relationships, administrator trust and our district commitment to education. This improved over the 2019 results where 10 - 15% of staff replied in the negative regarding staff and administrator relationships and trust. Our district has put tremendous effort towards building our culture over the last year and the results show.

Though there are many causes to celebrate, the survey revealed a consistent desire to promote conversations about diversity, equity, and inclusion. With only two thirds of parents responding positively to “our family’s culture is reflected in what my student studies at school” and a fifth of parents and students responding negatively when asked about our “Commitment to Dismantling Racism or Oppression.” Staff also commented 24% negative and 39% “sometimes true” to “We talk about race and bigotry as a staff.” Just over half of students responded positively to “the school includes students in conversations about addressing cultural, race, and gender bias” and 41% positively when asked if our schools include parents and the community in those conversations.

This data has created numerous questions for all of us. Our students have already taken the lead in having conversations and activities to address these sentiments. Survey results show staff, students, and parents agree they want the district to address diversity, equity, and inclusion.

The opinions expressed in Board Reports are those of individual school board members and do not necessarily reflect the opinions or views of the board as a whole or of Pullman Public Schools.

Board of Directors

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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.

The Pullman High School Boosters Senior Party Committee and PHS Class of 2021 would like to thank the following individuals and companies for their generous support of this year’s Senior Party!

- ArtBeat
- Karin & Greg Bloom
- Crimson & Gray
- Electrical Consultants
- Emmanuel Baptist Church
- Gladish Community Center
- Jenny & Mike Hayton
- Stephanie & Eric Horn
- Irwin, Myklebust, Savage & Brown
- J & H Printing
- Glenn Johnson
- Karen & Bill King
- Kiwanis Club of Pullman
- Sherree & Todd Komp
- Les Schwab Tire
- Meter Group
- Mike Lowery, CPA
- Mike Waite
- Myers Auto Rebuild & Towing
- P1FCU
- Pickard Orthodontics
- ProFormance Physical Therapy
- Pullman Vision Source
- RE/MAX Home and Land Property Management
- Regency Pullman
- Sam Dial Jewelers
- Schweitzer Engineering Labs
- Jodeen & Rick Smith
- Edie & Brian Talbot
- Amy & Chip Tull
- Susan Weed/Pullman Radio
- Pat & Raymond Wright

Thank you also to everyone who bought and displayed a poster or stencil for \$21 apiece. We are so grateful for every donation, and the support of the entire community. Working together, we helped make the PHS Class of '21 feel supported and loved! Go Greyhounds!