



BACK TO SCHOOL Checklist

THE FIRST DAY OF SCHOOL FOR GRADES 1-12 IS AUGUST 25
THE FIRST FULL DAY OF SCHOOL FOR KINDERGARTEN/PRESCHOOL IS AUGUST 30



SCHOOL SUPPLIES

THE SCHOOL SUPPLY LIST IS ALSO AVAILABLE ON OUR DISTRICT WEBSITE.

(contact your student's school if you need assistance with supplies)



COMPLETE ANNUAL AUGUST UPDATES

FOR RETURNING FAMILIES ONLY: COMPLETE THE ANNUAL AUGUST UPDATES IN SKYWARD FAMILY ACCESS

COMPLETE FOOD SERVICE APPLICATION

COMPLETE THE ONLINE FOOD SERVICE APPLICATION FOR THE 2021-22 SCHOOL YEAR ONLINE IN SKYWARD FAMILY ACCESS



MARK YOUR CALENDARS!

ADD SCHOOL EVENTS, HOLIDAYS, & COLLABORATION DAYS TO YOUR CALENDAR. THE 2021-22 ACADEMIC CALENDAR IS AVAILABLE ON OUR DISTRICT WEBSITE.



VOLUNTEER FORMS

FILL OUT PARENT VOLUNTEER PAPERWORK (MUST BE DONE ANNUALLY)



OPEN HOUSE

CHECK OUR SCHOOL'S WEBSITES TO SEE HOW THEY ARE WELCOMING STUDENTS TO THE 2021-2022 SCHOOL YEAR!



ELEMENTARY CLASSROOM PLACEMENTS



Teacher assignments for elementary (K-5) students will be mailed on Friday, August 13. Students will receive a postcard letting them know who their teacher will be and welcoming them to the 2021-2022 school year!



2021-2022 ELEMENTARY SCHOOL SUPPLY LIST

ALL GRADES:

- Please make sure your child has a clean pair of tennis shoes (they do not need to be new, just clean) that can be left at school for P.E. days. Label the inside of each shoe with your child's name.
- Please put your child's name on the inside of a folder-size, waterproof backpack or school bag to be used daily for transporting library books, messages, school papers, etc.
- School supplies may need to be replaced during the year.

KINDERGARTEN

- 12 Elmer's glue sticks
- 1 Crayola Crayons (box of 24 only)
- 1 package Crayola Colored Pencils
- 4 cans of Play-Doh (Play-Doh brand)
- 1 package of fine Expo black whiteboard marker
- 2 Highlighters (Yellow)
- 1 Pink or White Pearl Eraser
- 1 box gallon-size Ziploc bags (last name A-H)
- 1 box quart-size Ziploc bags (last name I-Q)
- 1 box sandwich-size Ziploc bags (last name R-Z)

GRADE 1

- 8 glue sticks
- 2 packages of Pink Pearl Erasers (big)
- 1 Crayola Crayons (box of 24 only)
- 1 box gallon-size Ziploc bags (last name A-H)
- 1 box quart-size Ziploc bags (last name I-Q)
- 1 box sandwich-size Ziploc bags (last name R-Z)
- 1 package of Expo whiteboard markers
- 3 Highlighters

GRADE 2

- 6 glue sticks
- 1 box of 12 colored pencils
- 1 eraser (pink pearl)
- 2 dozen pencil-top erasers
- 1 Crayola Crayons (box of 24 only)
- 1 package of Expo whiteboard markers
- 2 packages of highlighters (yellow)
- 1 binder- 1", white

GRADE 3

- 1 Crayola Crayons (box of 24 only)
- Highlighters (yellow)
- 6 glue sticks
- 4 Expo whiteboard markers

GRADE 4

- 1 Pink Pearl eraser
- 4 glue sticks
- 1 box of colored pencils
- 1 Crayola Crayons (box of 24 only)
- 2 ultra-fine tip black Sharpie pen or marker
- 1 binder- 1", white (no trapper keepers)
- 4 Expo dry erase markers

GRADE 5

- 1 package colored pencils
- 4 Elmer's glue sticks
- 1 package of pencil-top erasers or Pink Pearl Eraser (big)
- 1 box Crayola Washable Markers (skinny)
- 1 black fine-tip/ultra fine-tip Sharpie
- 4 Expo whiteboard markers
- 1 highlighter
- 1 handheld pencil sharpener
- 1 binder- 1.5"
- 1 package of 8 binder dividers



Annual Notifications

Dear Parent/Guardian,

Pullman Public Schools is required to provide the following notifications to families each school year. They can be read in their entirety on the district webpage (<http://www.pullmanschools.org>) or you can call the school district office (509.332.3581) to request that a packet of all notifications be mailed to you.

Notifications:

- Academic Acceleration Policy
- Annual Summary of Pesticide Use
- Admission Requirements
- ASB Activities Reports
- ASB Financial Reports
- Asbestos Hazard Emergency Response Act (AHERA) Inspection Report
- Assessment Plan
- Child Find
- Community Resources for Families
- District Policy for Waiving and Reducing ASB Fees
- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
- Excused and Unexcused Attendance Policy
- Explanation of Roles and Responsibilities of Safety and Security Staff
- Family Educational Rights and Privacy Act (FERPA)
- Federal Program Notifications
- FERPA Directory Notification
- Food and Snack Policy + Approved Snacks List for Classroom Events
- Home Language Survey
- Immunizations Required for School Attendance
- Learning by Choice – Student Enrollment Options in Washington State
- Maintenance of Grounds and Integrated Pest Management (Pesticides applied on a regular basis)
- McKinney-Vento Homeless Students – Information for Parents, Guardians and Caregivers
- Media Opt-Out Information
- Nondiscrimination Policy
- Prohibition of Harassment, Intimidation and Bullying Policy
- Protection of Pupil Rights Amendment (PPRA)
- Right to Request Teacher and Paraprofessional Qualifications
- Sexual Harassment Policy
- Student Rights and Responsibilities Policy
- Title I – Parental Involvement Policy
- Tobacco Free Environment – Policy Related to Use of Tobacco and Nicotine Products and Delivery Devices
- Water Quality in Our Schools

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

The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, and Section 504 Coordinator, Director of Special Services, (509) 332-3144. 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.

BOARD REPORT

Advancing Equity Within and Outside Our School District (Being nice to one another!!)

Jim Evermann, School Board Member, District 3

This past May, the school board was invited to the Equity Conference sponsored by three groups*. This was a culmination of several years of an initiative, to not only insert equity into our school district, but to also begin to see how that can be beneficial for our community as well.

While there were several excellent presentations, I wanted to introduce two which resonated with me, as our own school board wrestles with ways to take the next steps in equity integration. School board member, **Allison Munch-Rotolo**, capsulized this in her essay in the April, 2021 Community Update when she wrote that “learning depends on students having their needs met by experiencing a sense of belonging.”

In one of the first days presentations, **Gloria Henderson** spoke about this very theme, when she said that it is the school boards responsibility to advance all equity policies to the point of not being a policy that sits in place, but a policy that lives—it has to motivate the schools to incorporate equity in all aspects of its infrastructure, its curriculum, its hiring of wonderful teachers, and its ability to see that each schools’ programs are equitable for all the students, that they feel like they belong.

On the second day, there was the educator and author, **Dr. Ann Ishimaru****, who spoke of Learning Found; Leading with (not just for) the Youth, Families and Communities towards an Educational Justice. Dr. Ishimaru emphasized that the learning we seek from the effects of the COVID-19 pandemic is a learning to be found by innovation, by enterprising teachers, by supportive school administrators,

and by the drive and tenacity of families and communities. She challenged school boards to search for opportunities to listen more attentively to the community to both gain their insights, and also to implement those into new living policies, promoting an education justice (equity) for all our students.

The Equity Conference made me recall a presentation we, the School Board, had attended several years ago right here in Pullman. It was at a workshop at Jefferson Elementary School and our presenter was **Mr. Jim Bruce**, Principal. Jim was taking us on a tour of the newly added Jefferson classrooms and he told us about the schools’ efforts to include all the kids in the learning process. The program he was speaking about was called “Kids at Hope.” I had not connected the dots to what Mr. Bruce was doing back then, but he was advocating for an equity program that included all the elements of what we have been learning about, except now it was focusing on what we can do in the schools, the classrooms, on the playgrounds, and in the community.

Each school in Pullman has its own unique way of doing this—each is set on developing a healthy relationship with the students and finding ways to express a caring attitude and a sense of hope for each of the students. Through outstanding teacher practices, learning becomes an adventure, a journey of belonging.

The sign in Mr. Bruce’s office says it all—“All children are capable of success—no exceptions!!!” We look forward to the new school year with excitement, a sense of discovery of what the classrooms will offer in terms of learning,

expanded cultural beliefs, and most of all the hope of finding a champion.

“Every child deserves a champion. An adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”—*Rita Pierson*

*Washington State School Directors Association (WSSDA); Association of Washington School Principals (AWSP); and Washington Association of School Administrators (WASA)

**From her book, *Just Schools*, 2020

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

Jim Evermann Director, District 3 jfe@psd267.org	Allison Munch-Rotolo Director, District 2 Amunch-rotolo@psd267.org
Nathan Roberts Director, District 4 nroberts@psd267.org	President Susan Weed Director, District 1 Sweed@psd267.org
Amanda Tanner Director, District 5 atanner@psd267.org	

WE are Emerging Stronger

Stephanie Bray, Franklin Elementary Principal

The power of “we” . . . Who is “we”? “We” includes ALL stakeholders in the Pullman School District and Franklin Elementary. “All” includes students, teachers, staff, district office personnel, parents, guardians, community members, school board, state partners, political support, and so many more. Through the midst of a very different year in 2020-2021, WE are emerging stronger than ever before. This August, we look towards a brighter future and new goals.

This summer, yes even through all the construction, district leaders, teachers, staff, and stakeholders met to reflect on goals of our schools, “dig” into the uncomfortable, and work towards creating new goals. Looking through our data from the previous school year, both academic and social/emotional, Franklin Elementary found celebrations, emerging trends, and areas of growth. As a school district, our elementary schools discovered common themes and created goals to address our areas of growth in all areas.

Celebrations are necessary to motivation, acknowledgement, and ultimately are the impact of ALL stakeholders supporting our students. Franklin Elementary was able to celebrate many things this past year! Teachers, staff, guardians, parents, and students were able to incorporate new learning models into instruction through virtual learning. All staff members were able to “lean” on and learn from each other, and preserve together. When students had the opportunity to come in person, we pivoted again. In-person learning was a success, though it looked dramatically different, but again, WE succeeded. We ended our year strong, and then “dug” into our data. Franklin made HUGE growth even through all the challenges of the previous year. Franklin was able to meet our School Improvement Plan goals in many areas, for example, 80% of our students met or exceeded their projected growth in math. We discussed not only our growth, but also reflected on areas to “close the gap”, for example focusing on students receiving Specially Designed Instruction or students receiving reduced lunch rates. Were we able to close the gap in these areas? Yes! Focusing on areas of growth for

Franklin, creating goals to address area of opportunity, and then celebrating when WE meet these goals is extremely important.

As an elementary team, new trends emerged from our Center for Educational Effectiveness survey taken by staff and our parents/guardians. Over the past 2 years, Franklin Elementary staff has reduced our own “I vs. They” gap. For example, “I” am willing to work at change, but not having the confidence in each other. We have successfully closed that gap and are now ready to work at change. This is vital information for Franklin and enforces the power of “WE”. So what caused this? Franklin has worked hard to acknowledge and practice our district’s cultural beliefs. We have a 100% awareness and participation in our School Improvement Plan, we celebrate student success, and we have created and practice our Franklin staff beliefs: Every Fox is my Fox! ALL students can learn and grow with my support, ALL students can grow socially and emotionally, and WE are a staff who learns, grows, and supports one another. Now that we have celebrated and are ready for continued improvement by demonstrating a willingness for development and change, we can address our areas of growth.


Franklin Elementary has new and continued areas of focus to continue to meet the needs of ALL our students. We will continue to focus on growth, achievement, and “closing the gap” in relation to academics and social emotional learning. But, through our reflection of the data and information available, Franklin found new areas of growth we will begin to address in the 2021-2022 school year as WE emerge a stronger force in our community advocating for education of ALL. Our new areas include:

- Improving and measuring our ability for our school community to engage in difficult conversations about race, gender, oppression, and discrimination, including implicit biases.
- Facilitating Professional Learning Communities (PLC) and peer observations to grow our practice and implementation in regards to reading and writing instruction.
- Continued training for ALL staff around Social Emotional


instruction and a focus on community circles.

As we move towards our next year, it’s important to acknowledge the power of “WE”. “WE” ALL have in impact on the students served at Franklin Elementary and the Pullman School District. “WE” need to continue to work together, support each other, and create/foster relationships that will ultimately positively impact the education and social/emotional well-being of our children. “WE” have the power to do so much together, “WE” have emerged stronger, and “WE” believe in the power of public education.


LET'S BE SOCIAL!

Like us on Facebook! 
Pullman Public Schools:
www.facebook.com/PullmanPublicSchools

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Lincoln Middle School: [@LMSPrincipals](https://www.instagram.com/LMSPrincipals)
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Kamiak Elementary: [@PullmanKES](https://twitter.com/PullmanKES)
Sunnyside Elementary: [@SESSuperstars](https://twitter.com/SESSuperstars)