

Once a Greyhound... Always a Greyhound

Juston Pollestad, Pullman High School Principal

One of my many joys as principal here at Pullman High School is to give tours to our alumni during the summer (I love showing off our beautiful building). During a typical summer I have the pleasure of giving several tours of the remodeled Pullman High School to classes celebrating their reunions. I'm careful to call this building remodeled as opposed to new. For many of our alumni, the "new" high school was the building that held this location beginning in 1972 when PHS moved from the current Gladish Building.

Over the past few years, I've been able to give tours to classes celebrating their 20th, 25th, 30th, and 40th reunions. Regardless of how long it's been since the alumni had graduated from PHS, they all return with fond memories, and a sense of pride in being a Greyhound.

That Greyhound pride comes from the connections they made while at PHS. Our alumni walk the halls and reminisce about their time here, connections they made, and memories they share. The constant that arises during their reminiscing revolves around the adults who impacted their lives. (The teachers that took extra time to help them; those who

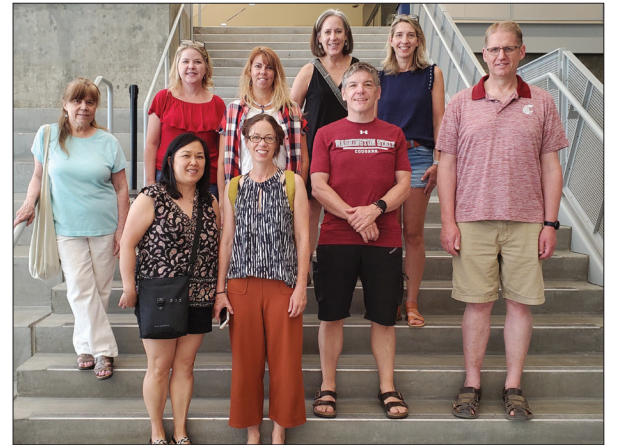
were so passionate about their subject, that they, as a student, fell in love with the subject themselves; or the teacher that gave them grace because they knew life at home was at times more difficult than any challenges that could arise at school.)

The other common topic brought up by alumni is the connections they made with peers. They remember what it was like to be in the school play, to be a part of FFA, play on a sports team, perform in band concerts, or have made new friends by joining a club. It's these connections from our teachers and offerings that bind us together as Greyhounds.

I'm thankful we are back in our building where our teachers can support our students and where our students can get back to participating in the activities, clubs, and athletics they enjoy. Our students don't realize it yet, but those connections are already happening for them. Today's Greyhounds are making memories that will be discussed at future reunions decades from now. We are building connections that will remind them they are Greyhounds for the rest of their lives!



Pullman High School Class of 1980.



Pullman High School Class of 1990.

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.

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Pullman Public Schools

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



View notifications here:
www.pullmanschools.org/families/important_notices/annual_notifications

Annual Notifications

Pullman Public Schools is required to provide the following notifications to parents each school year. They can be read in their entirety on the district webpage or you can call the school district office to request a packet of all notifications be mailed to you

- [Academic Acceleration Policy](#)
- [Admission Requirements](#)
- [Annual Summary of Pesticide Use](#)
- [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 Absences](#)
- [Explanation of Roles & 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- Annual Notifications](#)
- [Media Opt-Out Information](#)
- [Non-Discrimination 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](#)
- [Pullman School District Wellness Committee](#)

Meeting the Needs of Students with the Help of Professional Learning Communities

Bob Maxwell, Superintendent

The effects of the pandemic on schools turned a spotlight on education and the need to continue to improve our educational systems to meet the needs of all current and future students. The last year has been challenging. Despite the heroic efforts of educators throughout our district, the inequities present in our various systems seemed to be exacerbated by the pandemic. Virtual learning and our need to adapt quickly revealed that student access to the same high-quality education was limited for some.

Pullman School District staff are committed to ensuring learning while challenging and supporting each student to achieve their full potential. As a community we want to see results in the classroom for the lifelong betterment of your students.

Starting the 2021-2022 school year, it is imperative that our learning efforts are targeted and result in a positive impact for all students. We have a lot of ground to cover in order to accomplish our mission. To help us move forward we will be utilizing *professional learning communities (PLCs)* to support teaching and learning. The term professional learning community (PLC) has been around for decades and the research indicates that the most effective schools and the most effective departments within schools utilize professional learning communities. While many of our staff have participated in a PLC or attended a training, an important step moving forward will be moving beyond the professional learning community concept of a “title” to “substantial action” as noted in the publication of *Professional Learning Communities at Work™: Best Practices for Enhancing Student*

Achievement by **Richard DuFour** and **Robert Eaker** (Solution Tree Press, 1998). According to *Professional Learning Communities at Work™*, when a school functions as a professional learning community, its members:

- Collectively pursue a shared mission, vision, values, and goals.
- Work interdependently in collaborative teams focused on learning.
- Engage in ongoing collective inquiry into best practice and the “current reality” of student achievement and the prevailing practices of the school.
- Demonstrate an action orientation and experimentation.
- Participate in systematic processes to promote continuous improvement.
- Maintain an unrelenting focus on results.


In their subsequent work Dr. DuFour, Dr. Eaker, and **Rebecca DuFour** argue that these characteristics are driven by *three big ideas* that guide the daily work of educators in a professional learning community:

1. The fundamental purpose of the school is to ensure high levels of learning for all students, and the extent to which the school is successful in achieving that purpose will have a profound effect on the short- and long-term success of students. The relevant question in a professional learning community is not “Was it taught?” but rather, “Was it learned?” The shift from a focus on teaching to a focus on learning underpins the work of a professional learning community.

2. Educators cannot fulfill the fundamental purpose of learning for all if they work in isolation. Therefore, they must work together collaboratively to address those issues that have the greatest impact on student learning and must take collective responsibility to ensure the learning takes place.
3. Educators will not know the extent to which students are learning unless they have a results orientation, constantly seeking evidence and indicators of student learning. They will use that evidence to identify students who need additional time and support for learning and to inform and improve their own practice in the classroom.

I am excited to announce that Pullman School District will be participating in the **WASA PLC at Work Project** beginning this fall in partnership with Solution Tree. This three-year statewide project is designed for district leaders to engage deeply in the PLC at Work process to address issues of equity and to ensure that all students learn at high levels. Through the *WASA PLC at Work Project*, we will be intentional in making sure our learning efforts are targeted and result in a positive impact for all students. District leaders and staff will engage in professional learning using a unique blend of research-based, results-driven services to address learning recovery and improve learning outcomes for all students.


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 Pullman High School: @PullmanHS
 Franklin Elementary: @FESFoxes
 Kamiak Elementary: @PullmanKES
 Sunnyside Elementary: @SESSuperstars



The Pullman High School Booster Committee is now holding their All Sports Pass sale and Membership drive. The All Sports Passes are good for admission to all regular season home games (subject to attendance guidelines). Monies raised will go directly back to the students at Pullman High School by way of grants and funding to the ASB. To purchase an All Sports Pass, become a member or make a donation to the Boosters you can pullmanhighboosters.org/membership or email pullmanhighboostermembership@gmail.com to have registration form mailed to you, or for more information. Thank you for supporting the current and future students at Pullman High School!

GO HOUNDS!



SAVE THE DATE for an evening of fun and Greyhound support!

BOO-ster Bash Dinner and Auction Fundraiser

Thursday, October 28th, 2021
 Ensminger Pavilion, WSU
 5:30pm Silent Auction and Social
 7:00pm Dinner by Fork in the Road and Live Auction

PULLMAN

Community Update

PRSR STD
US Postage
PAID
Pullman, WA
Permit No. 42
ECRWSS EDDM
Postal Customer
Local

PULLMAN

Community Update

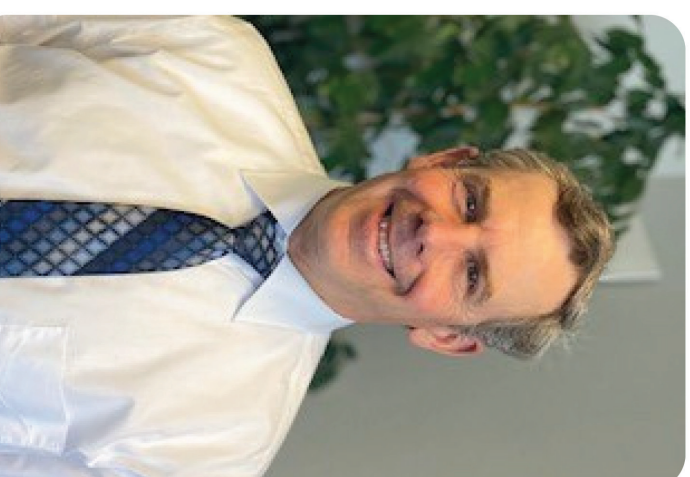
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CITY OF PULLMAN | PULLMAN CHAMBER OF COMMERCE | PULLMAN REGIONAL HOSPITAL | PULLMAN SCHOOL DISTRICT | WASHINGTON STATE UNIVERSITY

Welcome to the

2021-2022

School Year!



BOB MAXWELL
SUPERINTENDENT

"We are back in-person and schools will operate following the Washington State Department of Health updated safety procedures to ensure a safe return. Please note that safety procedures can change due to the COVID-19 pandemic. We look forward to providing each student with a quality learning experience."



STUDENTS FIRST TAKE ACTION **BUILD TOGETHER #PROUD2bePSD**

SHARED DECISIONS **CULTIVATE TRUST** **MUTUAL RESPECT**