



Congratulations to our School Board!

The Pullman School District Board of Directors has been selected to receive the 2021 Board of Distinction award from the Washington State School Directors' Association. This high honor recognizes exceptional collaborative leadership, oversight, and dedication to students and the community as well as exceptional levels of correlation between data, board decisions and positive outcomes for students. In this third school year of shifting instructional models and continued health and safety challenges, this year's Boards of Distinction application asked school directors to illustrate how their actions exemplified visionary leadership and helped their school districts close opportunity gaps.

Thank you for serving our community!

Professional Learning Communities (PLC)

Roberta Kramer, Assistant Superintendent

Late this summer the Pullman School District embarked on a three-year project to develop, implement, and sustain a Professional Learning Community (PLC). The evolution of PLCs began in Illinois in the 1980's when Rick Dufour and his colleagues began thinking about how to create structures that enhance student achievement. These structures became PLCs and are one of the best approaches to ensuring that equitable student experiences ensure student achievement.

Professional Learning Communities are those school and district teams that collaboratively study student achievement by asking four questions:

- 1) What do we expect our student to learn? Year 1
- 2) How will we know if students have learned it (common assessments)? Year 2
- 3) How will we respond if students haven't learned it (intervention)? Year 3
- 4) How will we respond if students have already learned it (extension)? Year 3

We have spent time learning from experts in this field, including leaders from the White River School District in western Washington, with approximately 20 other Washington school districts.

With our focus this year on Question 1, we are identifying specifically which standards will be essential in our school district. This will guarantee that our curriculum is consistent across our school district and also aligned from one level to another. In addition, we will host the superintendent from White River School District, Janel Keating, on our January 14 Learning Improvement Day. This learning opportunity will afford all staff to hear from an expert with over 25 years of experience in PLCs. In addition, our district is fortunate to have another expert, Bryce Amos, a superintendent from Iowa who serves as our "coach." Mr. Amos has many years of experience creating and sustaining professional learning communities in large urban and small suburban school districts. During his visits to our district he is able to observe, ask questions, and provide guidance related to our processes.

We are excited to embark on this PLC learning journey! We know that by collaborating about student learning our students will continue to be successful!

INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
- * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



Local Liaison

State Coordinator

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education: 1-800-308-2145 * homeless@serve.org * <http://nche.ed.gov>



FRANKLIN IS A WINTER WONDERLAND!



Winter is here! Franklin Elementary staff and students participated in a schoolwide winter decorating project by decorating their classroom doors with the theme of "Winter." Staff and students got to walk through the school and vote for which decorated door was their favorite!

Importance of Parent Teacher Connections

Pam Brantner, Sunnyside Elementary Principal

Many people gauge levels of student academic success based on teacher status, academic grades, or socioeconomic status. However, the real key to student success is none of these. The best indicator for student academic success depends on the relationship between school and families. Especially when there is direct communication by school staff and families are familiar with learning at their child's school.

Families involved in their child's education at home and at school have higher academic achievements than those who do not. Many staff members such as social workers, teachers, counselors, and administrators play a vital role in connecting families with their school by encouraging family engagement. Family engagement is not only parent interest in their child's learning; it is a shared responsibility with staff and teachers to meet educational goals and encourage a student's growth.

When families are engaged in their child's school life, kids develop a love of learning that will expand their knowledge base and sense of wonder. When teachers focus on family relationships, they often see change with those children in their classroom. The more teachers involve parents, the more motivation, positive behaviors, and good grades increase.

Teachers often encourage parent engagement and involvement by inviting parents to school meetings or events, asking them to volunteer at school or get involved with PTO/PTA, or suggesting parents meet with their child's teacher to set goals and objectives. Or better yet, volunteer within the classroom, share a hobby or cultural background.

When parents and teachers commit to this learning atmosphere and work together to help students succeed, this is when we see success and growth. So, why is parent involvement so important? When school staff establishes relationships with families early on, families will feel more welcome and more willing to be involved in their child's education. If those relationships are not established early on, parents may feel they are not supposed to be part of their child's learning process.

Children with engaged parents are more likely to earn higher grades and test scores, graduate from high school and attend post-secondary education, develop self-confidence and motivation in the classroom, and have better social skills and classroom behavior. According to waterford.org, children with engaged families are also less likely to struggle with low self-esteem, develop behavioral issues, or need redirection from their teacher in the classroom.

So, how can parents become more involved with their child's school life?

1. Save contact information for your child's teachers to be sure you can easily address any concerns or questions regarding your child's progress.
2. Connect with the school by attending school events, meetings, and parent-teacher committees.
3. Discuss classroom goals with teachers.
4. Be responsive to both positive and negative feedback from teachers about your child's progress.
5. Teachers can encourage more family involvement in the following ways:
6. Give parents your contact information to encourage parents to reach out when needed and establish a strong communication with the teacher.
7. Invite parents to connect with the school by sharing school events, meetings, and parent-teacher committees.
8. Discuss classroom goals with parents.
9. Establish a connection with parents in person as much as possible. Communicate often with both positive and negative phone calls, upcoming events, and any classroom concerns you may have.

When parents and school staff work together, student academic success grows. By working together and establishing a relationship early on, this creates a positive school and working environment. Just think of the school staff as an extension of your family. As a team we can only make our students stronger!



CHILD FIND 2021-2022
EARLY CHILDHOOD DEVELOPMENTAL SCREENING

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 2021-2022 school year:

- August 20
- September 3
- October 1
- November 5
- January 7
- February 4
- March 4
- April 1
- May 4

All screenings will be held at the Community Child Care Center/Head Start building at 530 NW Larry Street, Pullman, WA

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

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.



Inclement Weather Operating Procedures

Are you familiar with Pullman School District's inclement weather procedures? You can find school closure/delay protocols, a winter weather FAQ, and safety tips on our district website at the URL address below.

https://www.pullmanschools.org/families/helpful_resources/inclement_weather

FAMILIES | HELPFUL RESOURCES
SNOW-SCHOOL CLOSURE INFORMATION

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 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	