

Active Participation in our Schools: A Joint Responsibility of the School Board and the Community

Jim Evermann, School Board Member, District 3

Being raised in rural Nevada, in a ranching county, I often times recall the importance of the communities in supporting their respective schools through many ways, especially outside the classroom. There were the sporting events, the rally's, the posters and banners throughout the towns of Gardnerville and Minden. There were the local businesses and farms that would hire students to work summers, of course, like here in Pullman. There was the school board, which was comprised of local community people, who had a sincere interest in their schools, and in the students, which were part of the younger community.

I recall one such occasion, that I had competed in the state Dairy Judging contest through FFA, and won a trip back to Waterloo, Iowa for Nationals. The community was very generous to provide my train ticket and lodging for the trip, and one may say "The rest is history!"

That experience so affected me that now each new year I review our board responsibilities as described in our policy 1101F. I always want to re-center my thoughts and keep focused on what our mission is, to keep our students first. During the pandemic it has been difficult to maintain focus at times, but we continue to try to do our best. Through our board workshops and regular meetings, I am

constantly reminded of what it means to participate with a body of elected persons to provide leadership in and with one another, to provide our students with, not only the necessary resources for learning, but also to abide by the goals we have agreed to work towards.

In the policy, which is entitled "Operating Principals and Board Protocols," there are guidelines that we try to follow throughout. The purpose being, to enhance team work amongst the members of the board and between the board and Superintendent, Dr. Bob Maxwell, as well as the community we represent. Of the fifteen principles (all are encouraged to review these at our district website – www.pullmanschools.org/school_board), I wanted to bring out the point I made earlier – to focus on the students and how to encourage their educational experience through five of these principles.

The initial one is to place student's interests first. We, as a board, recognize that this is our primary responsibility, and we do all that we can to represent the needs and interests of all the children in the District.

The second one is similar, in that we are to be advocates for the students in how we make our decisions, and how we are to act upon them. In addition to overseeing the operations

of the District, we are obliged to consider positions on broader issues to advance the health and emotional welfare of the students.

The next three that resonant with me, are those that provide guidance for how we are to interact with the public, more specifically our community members. Of importance here, is how we are to conduct our meetings in an open/transparent manner. We are to follow Washington's Open Public Meetings Act, and we are to encourage public comments at all our regular board meetings. Each of the Board members takes this responsibility very seriously, and at times may bring individual constituent concerns to the attention of Dr. Maxwell, the school principals, and to the Board.

To interface with the community, comprise the last two principles that I place high on my to-do list, and both need to be done on a steady basis. They are the "eyes and ears" of the Board's ability to see and listen to what issues we need to be in tune with, and the appropriate action. The two are: to be involved in the District, and to represent the values that our community holds for their schools and all the students.

It goes without saying that the Board members must be involved in the District in order to reflect properly what the District is doing. I was once told "that the Board member has to be able to interface within the community and with the District at the same time in order to be effective."

This leads me into that interface, where the Board member needs to be proactive with regards to representing the high values that our community holds for their schools, and their expectations for the outcomes of their respective child. It is an area that the Board and District Leadership Team have tried to work very hard to facilitate, especially as the pandemic continues on. Both the Board and the District have made it a priority to keep communications front and center through daily/weekly updates on the District's

website (www.pullmanschools.org).

Just this past month in the January, 2022 Issue of the Community Update, there was an article by Sunnyside Elementary School Principal, Pam Brantner, who wrote of the value of connections and participation between parents and teachers. Principal Brantner indicated that children with involved parents are more likely to earn higher grades and test scores. I liked Principal Brantner's challenge that stated, "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 (learning) environment. Just think of the school staff as an extension of your family."

As I reflect on 2022, and the importance of active participation in our student's success, and the challenge put forth by Principal Brantner, I am reminded of several things. Knowing that our schools, and the staff that are essential to the operation of them, play a vital role in not only the academic development of our students, but also the social and emotional development of our children and grandchildren. I would like to further challenge us to extend our sense of family, our sense of belonging, beyond the school buildings and into the community that we serve. One never knows what effects a generous community has upon a student!!

Cobb, Floyd, and John Krown-apple. "Build Partnerships and Community." *Belonging through a Culture of Dignity: The Keys to Successful Equity Implementation*, Mimi & Todd Press, San Diego, 2019, p. 194.

Editorial Comments, Katie Evermann, Pullman School District, 2022.

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.

ENROLLMENT

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for 2022-2023

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REQUIRED DOCUMENTS FOR ENROLLMENT

- ✓ Documentation of Student Age
- ✓ Medically Verified Certificate of Immunization Status or Certificate of Immunization Exemption
- ✓ Ages & Stages Questionnaire (Kindergarten Only)

Please visit our website to enroll your student or for more information about enrolling your student for the 2022-2023 school year at www.pullmanschools.org/enrollment

Student Voice Matters and Supports Belonging

Stephanie Bray, Franklin Elementary Principal

Throughout the last two years, we have gone through more than anyone could have predicted. Our families, community, parents and guardians, our staff, and our students have all gone through struggles, yet continue to persevere. One can say, "There is still so much wrong, "It's not how it was" or "Why can't we?" Though these feelings and thoughts are real, a strong force that persists at Franklin and chooses to embrace its ability to influence our school is student voice!

Student voice is extremely important. It involves the opinions, beliefs, perspectives, and cultural backgrounds of all students. It can support in creating an environment of belonging. Belonging in the sense that our students "experience appreciation, validation, acceptance, and fair treatment with their school. When our students feel that they belong, they are not distracted and worried about being treated as a singular part of their personhood" (Krownapple & Cobb, 2019). Student voice means all students are able to give their input to what happens in our school and/or classrooms.

The "voice" of our students at

Franklin is shown in a multitude of ways. Our teachers and staff seek student input in creating classroom norms, and allow our students to talk openly and respectfully about varied topics that have differing viewpoints and opinions. Our students support each other through small-group sharing and peer coaching (supporting each other with reading, writing, math, etc.). They take lead during design and experimentation in science. Our staff strive to activate our student's prior knowledge and backgrounds as sources in classroom learning. Our students also present and participate in demonstrating what it means to be safe, respectful, and responsible throughout our school.

Thanks to our Student Council (aka Fox Council), our 4th and 5th grade students are also able to activate their voice by embracing leadership and service. Our 4th and 5th grade students have the ability to join one of three different branches of our Fox Council. Students fill out an application of interest, indicating which branch and why, and submit. This year we have 61 students participating in our Fox Council, which is

over half of our 4th and 5th grade students! Our Fox Council branches include School Pride, Community Service, and the Principal Advisory Committee. At the helm, 5th grade teacher, Julie Lippay is leading our Fox Council this year and holds monthly and bi-monthly meetings with our branches.

Each branch of our Fox Council incorporates different aspects of service and leadership. Our School Pride branch helps to promote and plan school spirit events/days each month at Franklin. Our Community Service branch supports not only our students, but also our community as a whole. They advertise and promote our Toy/Book Drive each year, our food drives, recycling efforts, etc. The Principal Advisory branch supports our school as a whole and includes the student voice of all by advising myself on solutions to issues and concerns that students have at Franklin. This branch will review the google form feedback (provided to all classrooms at Franklin). The council will then work with Mrs. Lippay and myself to address any issues/concerns, worktogethertowardsolutions, and present to the school as

a whole. Every branch of the Fox Council also participates in school assemblies, morning announcements, Read Across America Day, Veterans Day, our annual Pig Out on Books, and more!

Most recently, representatives of each committee presented to our school board. Students shared which branch they represented, what they love about Franklin, their goals around being a part of Fox Council, and what their branch is working on for the year. These students did an amazing job and are a fine example of what it means to lead and serve.

Student voice matters! It is critical to school improvement, classroom involvement, and more. It helps us to reconnect to what is most important and to foster an environment of belonging. Students who feel their individual voice is heard are more engaged and connected to their school, students, staff, and the community around them. With the incorporation of student voice, we continue to strive to create a place where each and every student feels valued, heard, cared for, and ultimately.... that they belong.

Highly Capable Program Referrals

WILL BE ACCEPTED MARCH 16-MARCH 18, 2022

Referral forms for current K-11th grade students to receive highly capable services during next school year will be accepted March 16- March 18. 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. Additional information, as well as the referral form, can also be found at: https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

CONTACT US INSTRUCTIONAL PROGRAMS OFFICE
(509) 332-3144
INSTRUCTIONALPROGRAMS@PSD267.ORG

Arabic

سرام 18 - سرام 16 ني ب قرتفلا يف ادبيس (قيلاعل ا تاردقلا يوذ) ني قوفتملا جم انربل تالاحال لوبق ني ب قرتفلا يف (قيلاعل ا تاردقلا يوذ) ني قوفتملا جم انربل تالاحال ا تابلط لوبق يف ادبلا متيس تامدخلا يقلتل 11 فصلال ا تحو ءضورال قل حرمب ايلاح نيديقملا بالطلل كلذو سرام 18 - سرام 16 رم ا يلو وامل عملك ذيملتلا تاردقب فسرعم و ا قيارد هيدل نم لك عيظتس يو لبقملا يس اردل ا ماعلا لالخ تامدخلا مده لوع لوصحل لجا نم قلاح بلطب مدقتي نا بل اظلا و ا يصولا و ا اجرا قلاح ج ذومن لوع لوصحل و ا قلاح ا قيلمع نع تامول عمل نم ديزملا لوع لوصحل (509) 332-3144. مقرلا لوع قيلمعلا جم انربل ا بتكلمب و ا قسرمدلا يف يسفنلا ي ائصال اب لاصتال

يلانتلا طبارلا قيرط نع قلاحال ج ذومن و تامول عمل نم ديزملا لوع لوصحل ا اضي ا مكنكمي https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

Simplified Chinese

将在3月16日至3月18日间接接受能干的推荐生
我们将在3月16日至3月18日间接接受推荐当前K-11年级学生在下学期加入高能精炼计划的表格。父母/监护人、老师、学生以及任何直接了解学生能力的人都可推荐该学生获得高能精炼计划的服务。有关更多推荐过程的信息或获取推荐表，请联系学生所在学校的校园心理学家或致电教育计划办公室：(509)332-3144。其他信息以及推荐表也可在这网址找到：https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

Spanish

Se aceptarán referencias para el Programa de estudiantes altamente capaces del 16 al 18 de marzo

Del 16 al 18 de marzo, se aceptarán los formularios de referencia para el Programa de estudiantes altamente capaces de los estudiantes actuales de los grados K-11. Los padres/tutores, maestros, estudiantes y cualquier otra persona con conocimiento directo de las habilidades de un estudiante pueden referir al estudiante a los servicios para estudiantes altamente capaces.

Para obtener más información sobre el proceso de referencia o para obtener un formulario de referencia, comuníquese con el psicólogo escolar de la escuela del estudiante, o llame a la Oficina de Programas de Instrucción al (509) 332-3144. También puede obtener información adicional, así como el formulario de referencia, visitando:

https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

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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