

## Multi-Tiered System of Support (MTSS)

*Evan Hecker, Kamiak Elementary Principal*

Pullman Public Schools started our school year with an incredible interactive presentation from Dr. Luis Cruz, a public-school educator with over twenty years of experience at the elementary, middle, and high school levels as both a teacher and principal. He has established a reputation as an effective agent of change with a keen ability to collectively create environments conducive to ensuring all students learn at high levels. Here is a snapshot of our learning:

The Multi-Tiered System of Support (MTSS) is a framework that provides a comprehensive approach to support the academic, behavioral, and social-emotional needs of all students. The MTSS framework is based on three tiers of instruction, each with a unique focus and level of intensity.

Tier 1 instruction is the foundation of the MTSS framework. It provides access to essential grade-level standards for all students. Tier 1 instruction is designed to be effective for approximately 80% of students. It is delivered in the general education classroom and includes evidence-based instructional practices that are aligned with grade-level standards. Tier 1 instruction is monitored regularly to ensure that all students are making progress towards grade-level standards.

Tier 2 instruction provides additional time and support to learn essential behavior and academic standards. It is designed for students who need more targeted support to master grade-level essential learning

targets, immediate prerequisite skills, and extension standards. Tier 2 instruction is delivered in small groups or individually and is more intensive than Tier 1 instruction. It includes evidence-based interventions that are matched to the specific needs of each student.

Tier 3 instruction provides intensive remediation in universal skills. It is designed for students who need more intensive support to master essential skills in reading, writing, math, or behavior. Tier 3 instruction is delivered in small groups or individually and is more intensive than Tier 2 instruction. It includes evidence-based interventions that are matched to the specific needs of each student.

The MTSS framework emphasizes a data-driven decision-making process that uses multiple sources of data to identify students who need additional support and monitor their progress over time. The goal of the MTSS framework is to provide an integrated systemic approach to meet the needs of every student, and for schools to use resources in ways that enable every child to be successful.

The MTSS framework provides a comprehensive approach to support the academic, behavioral, and social-emotional needs of all students. The three tiers of instruction provide a range of supports that are matched to the specific needs of each student. By using a data-driven decision-making process, schools can ensure that every student receives the support they need to be successful.

## Pullman High School Student Builders Shine

*Written By: Marie Wallace, Jefferson Elementary*

Mistakes were made yet the outcome was amazing as students in Rodrigo Ascencio's Pullman High School Woodshop class built and presented a 4' x 8' wooden storage shed to the Jefferson Elementary Outdoor Learning Lab.

Natalie Jitkov, a former Jefferson Jaguar and student builder, admitted, "I didn't know what I was doing and I had to overcome the fear of asking questions." The students said that they were "constantly messing things up" as they would try things they thought would work. Some of the nails and studs had to be changed three times during the construction of the shed.

Ascencio said that the Woods Class aims to educate students in the construction industry by doing and building. Students learn about safe practices as well as common mistakes made in the industry as well as how to fix those mistakes.

When the students delivered the shed to Jefferson, they spoke about why they enrolled in the class and what they learned during the building process. Emmet Dehart wanted to gain practical skills and learn how to fix things on his own. Matthew Rembert, also a Jefferson alum, said that he wanted to gain skills that he could apply to a career in construction management.

Most of these students are year-1 students who also participated in a construction competition held by the Association of General Contractors as part of their coursework. The 8-hour competition included resume submission, a written test, an interview, and a four-hour timed build where students built a doghouse.

Ascencio said that his Woods classes, which can be taken each year at PHS, have changed focus from fine woodworking to construction management. All students must pass a safety test before they can work with the tools. The shed was one of the more challenging projects of the class, but the students said they also enjoyed making their own projects, which included items such as cutting boards and butter spatulas.

Jim Bruce, Jefferson Elementary School principal and JES Student Council members were present at the shed's ribbon-cutting ceremony at the Outdoor Learning Lab. Bruce thanked the student builders for their efforts and said that the storage shed would be a welcome addition to the school's Outdoor Learning Lab.

The student builders who constructed the shed are Josephine Belzer, Emmet DeHart, Natalie Jitkov, Halle King, Autumn Mayer and Matthew Rembert.

### OCTOBER IS

# DISABILITY HISTORY & AWARENESS MONTH



“ THERE IS ABILITY IN EVERY DISABILITY ”

October is DISABILITY HISTORY & AWARENESS MONTH! During the month of October, each public school will conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities.

We also have created a page with a multitude of resources. Go to [www.pullmanschools.org](http://www.pullmanschools.org)

DEPARTMENTS | SPECIAL SERVICES | DISABILITY AWARENESS



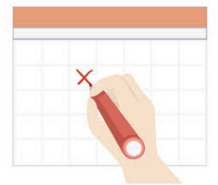
## Child Find 2023-2024

EARLY CHILDHOOD DEVELOPMENTAL SCREENING

This screening is an opportunity to identify, locate, and evaluate children who might have a disability and to address potential concerns. This is available to children (birth through 5 years of age) residing, or living in a temporary situation, within Pullman School District's boundaries.

### UPCOMING SCREENING DATES:

- ✓ Friday, September 1
- ✓ Friday, October 13
- ✓ Friday, November 3
- ✓ Friday, January 12
- ✓ Friday, February 2
- ✓ Friday, March 1
- ✓ Friday, April 5
- ✓ Friday, May 3



All children ages 5-21 who are suspected of possibly having a disability who reside in, or are living in a temporary situation, within PSD's boundaries are entitled to child find activities. This includes all children enrolled in PSD schools, children who are being home schooled, and children enrolled in a private school located in the district (even if they reside in another district).

For more information or to **schedule an appointment**, please contact Pullman School District's Instructional Programs Office at (509) 332-3144.

## Reflections

### Allison Munch-Rotolo, School Board Director - District 2

I am deeply appreciative that Lisa Waananen Jones has stepped forward to serve the community representing Director District 2, helping to create the conditions for student and staff success here in Pullman Public Schools. In this last Board Report before my term ends, I share a few reflections.

**Director District 2 position remains hard to fill.** The area I represent formerly encompassed only some of College Hill and now, after recent redistricting, it straddles the east and west sides of North Grand Avenue to include portions of both College and Military Hills. (The board discussed creating a few at-large positions, but learned this kind of reconfiguration would require a special election at additional cost.) Though its boundaries come within sight of Jefferson Elementary School, District 2 is still the only director district area with no school building or district facility in it. As Pullman now has six schools, it would be advisable in the next redistricting (after the 2030 Census) for each director area to have at least one school in it, potentially spreading interest in local education more equitably across all five director districts.

**Food is fundamental to learning.** The challenge with school food is to provide (and be reimbursed for) low-cost or free USDA meals while also meeting the community’s expectations for quality. Pullman has responded to this challenge with creativity and persistence, steadily improving both the training and kitchen equipment needed to incorporate more fresh local produce and modified scratch cooking. At the same time, dedicated volunteers and generous donors to the local nonprofit Pullman School Pantry Program have been supplementing school meals with food for families during weekends and school breaks since 2017. But the need for nutrition programs like these appears to be only growing.

As part of its response to the COVID pandemic, the federal government provided free school meals to all students in the 2021-22 school year. That’s the way it should be. Acknowledging that hungry kids can’t learn—that basic nutrition is every bit as necessary to learning as books and school buses—access to a free breakfast and lunch should be provided to every child in our schools.

After the federal program expired, two states (California and Maine) became the first to permanently adopt universal school meals. Our state’s lawmakers didn’t go that far, but they did expand universal school meals to all students in schools where at least 40% of students are eligible. Here in Pullman, half of our elementary buildings will now qualify for universal free school meals. Universal access will make administering the school lunch program easier, with less time spent processing applications and managing account balances

and more time spent cooking food. We are making progress in this fundamental area of student wellbeing.

**Guns are the leading cause of child death, and it’s not OK.** Although most gun deaths do not occur at school, school shootings remain a horrifying reality. As I write these words in late August, our nation has seen (so far in 2023) 27 school shootings, with 28 people injured and 14 people killed. This year’s deaths include 10 children, and 4 school employees or other adults. Of course, school shootings harm thousands of others in non-physical ways.

The Washington State School Directors’ Association (WSSDA) constantly reviews and revises legislative priorities, which are presented for consideration to our state’s lawmakers. In 2019, WSSDA adopted a position on Gun Violence Prevention, but it’s not enough. One of my biggest regrets as a school board member is that I didn’t take sufficient advantage of ample opportunities to participate in the legislative process through WSSDA. Every elected official should be prepared to engage in a solutions-oriented constructive dialog to prevent gun violence, especially in our schools.

**Our shared purpose is honoring our students’ futures.** As a school district, our mission is to ensure learning and our purpose is to prepare students for their futures. But it’s up to us here in the present to make decisions about what kind of future our students will inherit. One of my proudest accomplishments as a school board member is working with Superintendent Maxwell to establish a Sustainability Committee that makes recommendations to promote environmental sustainability in district operations, as well as in the curriculum and in parent/community education. School districts can (and should) be leaders in this area, helping to produce the future our students deserve.

**Board service involves challenges, but also growth.** One of my biggest concerns about serving on the school board was that it would take away from my other interests and priorities. But life experiences are not a zero-sum game, and the skills I’ve gained by serving on our board have enhanced my abilities in other arenas. With each passing year, I’ve gained appreciation for professional educators and all PSD employees who work with and for Our Kids every day. It has been an honor serving the public’s interest in our local schools. Thank you, Pullman!

*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.*

### Highly Capable Program Referrals for Current Kindergarteners and Some Transfer Students Will Be Accepted October 25- October 27, 2023

Referral forms for current kindergarten students to receive highly capable services during the current school year will be accepted October 25 – October 27, 2023. Parents/guardians, teachers, students, and anyone else with direct knowledge of a student’s abilities may refer a student for highly capable services.

Students who have transferred to the Pullman School District since March 1, 2023, from a district that does not offer highly capable testing and/or services are also eligible to be referred for highly capable services during this time.

For more information on the referral process or to obtain a referral form, please contact the school psychologist at the student’s school, or contact the Instructional Programs Office at (509) 332-3144 or [instructionalprograms@psd267.org](mailto:instructionalprograms@psd267.org).

**WE WOULD LIKE TO RECOGNIZE THE FOLLOWING EMPLOYEES FOR THEIR MANY YEARS OF SERVICE:**

10 YEARS	20 YEARS	25 YEARS
Claudia Bishop-Haynes Malia Held Cooper Jaquish Bob Maxwell Geoff Reilly Denise Thompson Scott Thompson	Margee Dahmen Marla Haugen Heather Lohrmeyer Garren Shannon Meghan Solak	Jake Bledsoe Jan Estep Tammy Lehmitz Chris Lippay Michael Riley Rex Thornton

**FROM ALL OF US HERE AT PULLMAN PUBLIC SCHOOLS, WE THANK YOU ALL FOR YOUR MANY YEARS OF SERVICE!**

*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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