

Spartan Time: Lincoln Middle School Students Engage in Social Emotional Learning

Tammy Sewell, Lincoln Middle School Assistant Principal

In this world of post-pandemic, it is common to hear parents share concerns about their child's emotional health. According to CNN, "Forty percent of US parents are "extremely" or "very" worried that their children will struggle with anxiety or depression at some point, a new survey finds. The Pew Research Center report said mental health was the greatest concern among parents."

At LMS, we are taking these concerns for student health seriously and have been proactive in creating a space for Social Emotional Learning. This is our third year of having a 30-minute weekly session that takes place in students' homeroom class. After exploring a couple of different curricula, we have settled on Be Good People, a social emotional curriculum created by the state of Minnesota. These materials center lessons around the themes of Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The lessons are interactive, with short video clips, discussion questions and scenarios that students explore.

During the field test last spring, teachers reported that students liked Be Good People better than the materials we had been using because it seemed more applicable to their lives and relatable. They liked the videos, the scenarios and the tips for developing the different skills being discussed. Teachers like that the materials are clear and easy to understand as well as deliver, and they are very happy that the students are engaged.

We did not become a school that intentionally teaches students effective social emotional skills overnight. Originally, several teachers were concerned that they wouldn't be effective in teaching a subject that was not in their area of expertise. However, with the support of the district, we sent teachers to training and have had several hours of building training on teaching students these important skills. We will continue to provide support and training for our staff.

This year, we have added an aspect of Social Emotional Learning that is key for success in middle school—organization and planning. We are setting aside lesson time for students to learn to keep their binders organized, check their grades, find out what assignments they are missing, and email teachers about their work. Since this aspect of self-management is crucial to life success, we feel it is imperative that we explicitly teach students how to manage themselves.

"Studies show that social-emotional skills—such as problem-solving, self-regulation, impulse control, and empathy—help improve academics, reduce negative social behaviors like bullying, and create positive classroom climates. Social-emotional skills also help kids successfully manage everyday life." This is a statement from the Committee for Children website and it encapsulates our goals for newly christened "Spartan Time". We are committed as a staff to an ongoing process of helping students become socially emotionally healthy and successful in school as well as life.

Janelle Chavez, January 2023 Children's mental health tops list of parent worries, survey finds CNN October 9, 2023

<https://www.cnn.com/2023/01/31/health/mental-health-parenting-survey/index.html#:~:text=Forty%20percent%20of%20US%20parents,which%20worries%2035%25%20of%20parents>

Committee for Children, 2023 What is Social Emotional Learning October 9, 2023

<https://www.cfchildren.org/what-is-social-emotional-learning/schools/#:~:text=Studies%20show%20that%20social%2Demotional,kids%20successfully%20manage%20everyday%20life.>

Pullman High Drama Club Presents Live on Stage in the PHS Theater



Seven Increasingly
Eventful Years at a
Certain School of
Magic and Magic

Nov 02 – 04 at 7pm
Nov 09 – 11 at 7 pm
(Sat Matinee at 2 pm)



Viva La Greyhound Long live the Greyhounds!

PHS Boosters Auction
Thursday, November 9th at 6:30pm
Gladish Community Center



6:30pm Silent Auction and Social

7:00pm Dinner with Live Auction to follow

This event is a fun evening for any and everyone who wants to support our PHS Students and their activities. In 2022 we raised over \$35,000. The funds raised allow the Boosters to provide grants to the many student groups at Pullman High School.

For more information, please visit: <https://pullmanhighboosters.org/>

Pullman School District Proposes Renewal of Two Key Levies in 2024

Nathan Roberts, School Board President – Director District 4

In February 2024, the Pullman School District will present two crucial local property tax replacement levies to the community for approval. These levies, known as the Education Programs and Operations (EP&O) levy, formerly the Maintenance and Operations Levy, and the Technology levy, have long been indispensable sources of funding for vital services within the district. They fill the financial gaps left by Washington State's basic education funding, playing a pivotal role in enhancing the quality of education for Pullman students by supporting essential programs and personnel, including nurses, counselors, maintenance staff, and bus drivers, among others.

A school levy, in essence, is a local property tax that is subject to voter approval. Its primary purpose is to generate revenue that supports enrichment and other activities in our school district. Unlike bonds, which are dedicated to facility construction and capital projects, levies are specifically earmarked for enrichment, maintenance and operations, technology, additional staffing, and supplementary programs aimed at complementing state funding. A levy must achieve a majority vote of 50% + 1 to pass and is collected annually for a selected period of year(s)

Our district has demonstrated responsible governance with our past levies and has managed to maintain both levies for the last ten years without increases. However, operations, utilities, technology, everything seems to be growing in cost, this growth necessitates that we update our levies to match these new realities. In February 2024, the Pullman School District will ask our community for an increased EP&O levy, from \$5,300,00 to \$6,300,000 for the next four years and an increase in the Technology Levy from \$200,000 to \$300,000. This would amount to \$2.22 per \$1,000 assessed property values for the EP&O levy and \$0.11 per \$1,000 for the Technology levy respectively.

Community organizations like our school district operate on fixed value levies that serve a critical role in bridging the funding gap between what the state allocates, and the actual expenses associated with running our schools. It's important to note that the levy amount paid by voters is tied to the assessed value of their properties. As your property value increases, it results in a lower cost per thousand dollars of assessed property values. In other words, (property values go up, the individual cost per taxpayer decreases per thousand dollars of assessed value).

The services funded by these levies encompass a wide spectrum of activities, including but not limited to athletics, drama, arts, counseling services, libraries, music education, professional development for teachers, safety, and security measures, maintaining small class sizes, promoting social-emotional learning, supporting our dedicated teachers and staff, upgrading technology infrastructure, and ensuring transportation services are readily available. The vital services we provide with these levies collectively enhance the overall quality of education within our schools.

Quality schools play a pivotal role in shaping our students' futures and, by extension, the future of our community. These services pave the way for higher employment prospects, better-paying jobs, improved physical and mental well-being for our students, and increased civic engagement, ultimately producing active and productive citizens. These funds are vital in ensuring that our students have access to a wide range of supports, programs, and course offerings that are integral to their academic success. Please remember to vote in February 2024.

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.

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.

FAQ ABOUT WINTER WEATHER

Automated phone calls and/or text messages will be made to all parents/guardians by approximately 6:00 a.m. An announcement will also be made local radio/tv stations, on the district website and district social media pages.



How do you decide whether or not to close school when it snows?

The staff monitors or receives weather and highway information from the National Weather Service, State and local law enforcement, the City of Pullman Transit Department, and the Department of Transportation. District transportation, maintenance, and administrative staff assess the travel and snow removal conditions throughout the district. They report to the superintendent or designee with recommendations regarding the safety on transportation routes and feasibility and snow removal. A decision is made regarding school opening and communications with staff and media are initiated before 6:00 am, if possible.

What if the District operates school but the parent decides it is unsafe for their child to go to school?



The decision to operate schools is one that is made after reviewing general conditions and the District's ability to respond to snow removal, maintain safe parking lots and sidewalks at the schools, and move buses safely on streets, roads and highways. Unique conditions at a child's home, a parent's individual judgment about the safety of driving conditions, and the parent's individual judgment about his/her child's ability to maneuver in and cope with the conditions will be honored as it is when a parent makes a judgment for other health and safety reasons to keep their child at home.



Why are some districts open and others closed?

We make our decision based on available information about conditions within our district. Every district has their own unique resources and conditions (equipment, staff, topography, etc.) to cope with winter conditions. The weather conditions can vary considerably from one district to another, and even within a district with a large geographic area such as the Pullman School District.

When would you close school early because of snow?



If the weather conditions deteriorate during the school day such that the District is unable to adequately respond to snow removal, maintain reasonably safe conditions at the schools, or move buses safely on streets, roads, and highways a decision will be considered to close school early. Typically, once children are at school it is generally safer to keep them there until the end of the school day since there may not be anyone at home to receive some children.



When do you cancel outdoor recess?

Decisions regarding outdoor recess are made based on a number of factors including, but not limited to, temperature, wind chill, precipitation, and the ability of students to dress for the conditions. Experts agree that outdoor exercise benefits student learning and behavior, as long as the students are properly dressed for the conditions. We use a "temperature with wind chill" measure to determine if the temperature is appropriate to hold outdoor recess (other factors are also taken into account). Individual schools will base decisions on their schools microclimate.

Temperature with wind chill:

- 32 degrees and above - Outdoor recess can be held
- 13-31 degrees - Students can participate in outdoor recess, and should return indoors after 20-30 minutes
- 12 degrees or less - Students will have indoor recess

For more information about district Winter Weather Protocols, please visit www.pullmanschools.org

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