

## Pullman School District

### PEA and Admin Meetings, 2023-2024

/Labor Management Discussion Item	/Action to Take + Responsible Parties	Status
<p><b>1. Finances</b> (ongoing discussion item)</p>	<p><b>4/20/23:</b> Legislative update was sent out to all staff. Waiting to do a financial update when the legislative session is over since information is rapidly changing.</p> <p><b>9/19/23:</b> Board took action on the replacement EP&amp;O and Tech Levy that will run in the February 2024 election. The rate will remain pretty much the same. The finance committee wanted to find the balance to generate more revenue while also being sensitive to the community. Will need staff support (i.e. sign waiving, etc.) as we get closer to when the ballots come out for the special election. Communication campaign will begin once the board acts on both levies.</p> <p><b>EP&amp;O Levy</b> – 4-Year Replacement Levy in the amount of \$6,300,000</p> <ul style="list-style-type: none"> <li>- Collection year 2025: \$2.22</li> <li>- Collection year 2026: \$2.18</li> <li>- Collection year 2027: \$2.14</li> <li>- Collection year 2028: \$2.10</li> </ul> <p><b>Technology Levy</b> – 4-Year Replacement Levy in the amount of \$300,000</p> <ul style="list-style-type: none"> <li>- Collection year 2025: \$0.11</li> <li>- Collection year 2026: \$0.11</li> <li>- Collection year 2027: \$0.11</li> <li>- Collection year 2028: \$0.11</li> </ul> <p><b>10/17/23:</b> Bob has started presenting to staff an abbreviated levy presentation as part of Bob’s Bulletin. Waiting on county assessor regarding rate amounts per thousand. Will update presentation with new numbers once finalized. Staff will be provided with the “Staff Do’s &amp; Don’ts.”</p> <p><b>11/14/2023:</b> Enrollment decreased by 3.34FTE from previous month. Staff are discussing the expansion of AP &amp; College in the High School courses to</p>	<p>4/20/23: Update 9/19/23: Update 10/17/23: Update 11/14/23: Update 12/19/23: Update 1/16/24: Update 2/20/24: Update 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>

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	<p>retain that FTE at PHS. Also, seeing a shift with students moving to Running Start and the increase in college tuition could be a contributor to that shift.</p> <p><b>12/19/23:</b> Legislative short session is underway and the governor's budget has been released. Will continue to monitor the discussions to see what might impact K-12.</p> <p><b>1/16/24:</b> Levy presentations continue. Bob continues to review and meet with legislators on items that impact PK-12 education.</p> <p><b>2/20/24:</b> Both levies are currently passing after the preliminary vote count.</p> <p><b>3/26/24:</b></p> <ul style="list-style-type: none"><li>• Finance is reviewing the budget for August, aiming to maintain a 7.5% ending fund balance.</li><li>• Efforts include cost-cutting and postponing expenses until the budget is clearer and examining spending in other areas such as costs for travel for professional development, reviewing class sizes so they align more closely with the CBA, and finding ways to retain student FTE primarily at the high school that is being lost to running start.</li><li>• There is some funding expected in April, but caution remains; staff are seeking cost-saving measures and continue to monitor any potential increase in insurance/utility costs.</li><li>• Levy funds won't arrive until 2025-26, with full amounts by year-end.</li><li>• Continuing to address student behavior that requires extra staff support.</li><li>• Emphasized the need for conservative spending district wide.</li></ul>	
<b>2. Curriculum Updates</b> (ongoing discussion item)	<p><b>4/20/23:</b> High School math materials are being presented to the board on April 26.</p> <p><b>9/19/23:</b> Math materials were adopted and training for staff is underway. Will look at updating Bridges once available.</p>	<p>4/20/23: Update 9/19/23: Update 10/17/23: Update 11/14/23: No Update 12/19/23: Update</p>

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	<p><b>10/17/23:</b> The team discussed the onboarding of new staff members that are providing SIPs instruction using the new curriculum. TOSAs are coordinating and providing this professional learning for new staff including ELD staff. Coordinating training for special services staff around the identification and assessment for students that are receiving ELD services and may qualify for special services. This work also addresses highly capable students that might also be receiving special services and vice versa.</p> <p><b>11/14/2023:</b> No update.</p> <p><b>12/19/23:</b> Staff are working on creating structures for the math program at the high school, and also working on scheduling spring math trainings.</p> <p><b>1/16/24:</b> No update. Math training has been scheduled.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> Continuing with math adoption. Working to defer payment of materials to the next school year.</p>	<p>1/16/24: No Update 2/20/24: No Update 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>
<p><b>3. Professional Learning Communities</b> (ongoing discussion item)</p>	<p><b>4/20/23:</b> Groups are working on units and TOSAs continue to provide support for teams.</p> <p><b>9/19/23:</b> District leadership team met this week. This year, building administrators are meeting every other Tuesday (later start time, 8:30am) and Bob and Roberta are visiting school buildings on the Tuesday's that the district leadership team does not meet. Next PLC conference (August 7-9, 2024) will be held in Spokane and have tentatively reserved 30 spaces for staff to attend.</p> <p><b>10/17/23:</b> This work is being driven by building guiding coalitions and the district guiding coalition. Working on providing data protocols for teams and supporting building coalitions as needed. The team discussed the elementary</p>	<p>4/20/23: Update 9/19/23: Update 10/17/23: Update 11/14/23: Update 12/19/23: Update 1/16/24: No Update 2/20/24: No Update 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>

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	<p>transition from refining/editing CFAs in individual teams to building on this work and creating more efficiencies across grade levels/schools. This will be a topic of discussion for the district guiding coalition. The timing of this shift is critical to ensure there is a foundation of deep understanding and learning.</p> <p><b>11/14/2023:</b> Elementary district guiding coalition met to work through math structures. Will be pulling elementary team leaders to work on math essential standards.</p> <p><b>12/19/23:</b> Core+ teachers and elementary principals met with the district's PLC coach around structures for intervention. Elementary team leaders have been meeting to determine essential standards for math.</p> <p><b>1/16/24:</b> No update.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> As a cost saving measure, reevaluating how many people will attend conference in Spokane this summer.</p>	
<p><b>4. Staffing &amp; Substitute Update</b> (ongoing discussion item)</p>	<p><b>4/20/23:</b> Posting two elementary admin positions and three Core+ positions. Still reviewing staffing needs, will know more after the legislative session ends. Reviewing nursing staffing for the upcoming school year. The team also discussed how continuing contracts work when a staff member picks up a one year only position.</p> <p><b>9/19/23:</b> Continuing to hire and recruit. Increasing social media posts advertising for paras and bus drivers, which is the need currently. Working to fill SLP and OT positions.</p> <ul style="list-style-type: none"> <li>- Will be contracting for an SLPA (assistant).</li> <li>- Working to contact for an OT (this has been challenging to find even a contractor)</li> <li>- Will post to find an OT Assistant.</li> </ul>	<p>4/20/23: Update 9/19/23: Update 10/17/23: Update 11/14/23: Update 12/19/23: Update 1/16/24: Update 2/20/24: No Update <b>3/26/24: Update</b> <b>4/23/24: Update</b></p>

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	<p>Roberta has met with our current SLP and OT teams to discuss options moving forward. There is a real shortage for these positions and we are managing what positions we do have filled. The team discussed looking at a remote consulting option, similar to how it was done during the pandemic. Need to continue to review the caseloads in each building.</p> <p>The team discussed the shortage of paraeducators, specifically at LMS, and staffing coverage/protocols when classes need to be combined. These processes/protocols will be reviewed with building principals. The team discussed the need for communication around the expectation for staff to have emergency sub plans/lessons in place.</p> <p><b>10/17/23:</b> Continuing to hire and recruit.</p> <ul style="list-style-type: none"><li>- SLPA is in place.</li><li>- Have a contracted OT (distance provider)– working on transitioning caseloads.</li><li>- Need to post for 1<sup>st</sup> grade position at Kamiak. Could go the emergency sub certificate route if needed.</li></ul> <p>The team discussed the process for student teachers obtaining emergency certification.</p> <p>Conversations with principals about communicating the expectation around emergency sub plans for the building have taken place. The team discussed the creation of a google classroom with all teacher sub plans that is accessible to substitutes for secondary. The team also discussed what this might look like at the elementary level with the possibility of creating sub accounts for Mystery Science and Collaborative Literacy, so substitutes have access to the platform. Roberta will meet with the TOSAs on training resources for substitutes that could also be used as a resource for new teachers.</p> <p><b>11/14/2023:</b> Have a solid substitute pool currently but there is some variance in sub availability which does impact the jobs that are picked up.</p>	
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	<p>The team discussed the minimum expectations for providing substitutes with the information needed for the day.</p> <p><b>12/19/23:</b> Bob provided an HR update at the last board meeting. Currently we have a large substitute pool compared to previous years, however there are some restrictions that impact the jobs that are picked up (i.e. building preferences, schedule preferences, etc..) Recruiting efforts have been positive and emergency certifications continue to add to the sub pool. Need to continue work around providing substitutes with clear lesson plans. Focus on staff mental health is a priority moving forward.</p> <p>The team discussed formalizing and standardizing substitute lesson plans and possibly consider investing in a digital platform as a tool for teachers to use <b><i>[Added to Future Project List]</i></b>.</p> <p><b>1/16/24:</b> The team discussed standardizing substitute lesson plans. The next steps are determining what tools and resources exist in the district currently and then formalize a process.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> No update. Still determining the cost of teacher coverage compared to sub pay, which is difficult to determine at this point in the year. Looking at models in other districts.</p> <p>The team reemphasized the use of the interest list. The team also discussed the requirement to go through the interview process when moving between buildings, and how staff might not be inclined to move buildings if they have to complete that process again. The team discussed revisiting that process when discussing the contract language for that section in the CBA next spring.</p> <p><b>4/23/24:</b> Prioritizing interview scheduling, particularly for special education roles. It's important to fill these positions quickly to support our current staff</p>	
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	members' preferences and avoid last-minute hiring. While ensuring legal compliance with our special education positions, we also want to be mindful of our staff's needs and aim to minimize disruptions.	
<b>5. TPEP Evaluation Tool &amp; NEW TPEP Student Growth Goals</b>	<p><b>10/17/22:</b> The team discussed the TPEP evaluation tool and the need to ensure there is a consistent approach across the district. OSPI sent out revised growth goals which take away the punitive approach to growth. <b>It is optional this year to implement the new student growth goals, but will be required for the 2024-2025.</b> Some of our schools are piloting it this year. There will be an opportunity for staff to review prior to implementation.</p> <p><b>4/20/23:</b> PSD will host a training in-district on May 13 along with a Cert 101 training for teachers. Some of our surrounding smaller districts will also have the opportunity to join.</p> <p><b>9/19/23:</b> Training will take place on Oct. 21. There will be two trainings conducted by WEA at Lincoln Middle School. The topics will be TPEP Growth Goals (PM) and Cert 101 (AM) and it will be open to districts in our region. It will be a ½ day on each topic. The team discussed the option of having WEA provide additional trainings during a future professional learning day, possibly March 2024. The new framework and growth goals will not go into effect until the 2024-25 school year.</p> <p><b>10/17/23:</b> Training is likely to be cancelled due to lack of registration. Will look at incorporating into March Professional Learning Day as a tentative agenda item.</p> <p><b>11/14/2023:</b> Roberta provided training on the updated Danielson Framework to administrators. This is a “train the trainer” model and the training will be built into staff meetings. Training is needed on the new student growth goals. Working on coordinating training for principals first to ensure principals can support teaching staff. The state requires that any new teachers or teachers new to the framework have a minimum of 6 hours training provided by the district. There is no requirement by the state for the</p>	<p>10/17/22: Discussion  4/20/23: Update  9/19/23: Update  10/17/23: Update  11/14/23: Update  12/19/23: Update  1/16/24: Update  2/20/24: No Update  <b>3/26/24: Update</b>  <b>4/23/24: Update</b></p>

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	<p>new framework but the district will provide training for staff. The district is also required to track who is trained in TPEP (teachers and principals).</p> <p><b>12/19/23:</b> Two trainers are coming to train staff during the March professional learning day. Administrators will receive training alongside classroom teachers. Administrators will also be provided with an expanded training in order to provide support to teachers.</p> <p><b>1/16/24:</b> Contract has been signed with WEA to provide TPEP Growth Goal Training for staff in March. The team discussed the potential need for an MOU to reflect the changes in the bargaining agreement.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> WEA provided training at the staff professional development day on March 22. Looking at providing more training opportunities on this topic. The team discussed also providing Culturally Responsive Classroom Management (CRCM) training for staff.</p> <p><b>4/23/24:</b> The team discussed the need to clarify the MOU regarding the new standards, particularly in relation to conversations and evidence provision. The team emphasized using the Danielson framework for professional growth, fostering trust among staff, and ensuring consistency in evaluations. Additionally, there was a discussion on prioritizing quality evidence over quantity.</p> <p>The district has confirmed that we can continue using the 2022 standards for another year, allowing for further staff training and MOU clarification. The team collectively agreed that extending the use of the 2022 standards would be prudent. The team noted there will also need to be review of the separate growth standards to address any necessary language or clarifications that may be needed.</p>	
<b>6. Elementary Report Cards</b>	<p><b>11/16/21:</b> The team discussed the need for an elementary report card review and the need to convene a committee of representatives that includes a special education representative. With the new curriculum adoptions, the</p>	<p>11/16/21: Discussion <i>Tabled for later discussion</i> 2/21/23: <b>ON HOLD</b> 9/19/23: Update</p>



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	<p>team will revisit report card discussions tentatively in January. The goal will be to have the report card ready for next school year.</p> <p><b>2/21/23: ON HOLD</b></p> <p><b>9/19/23:</b> The team discussed reviewing ELA and incorporating the essential standards into the elementary report card. The TOSAs can help facilitate this work with grade level representatives.</p> <p><b>10/17/23:</b> Roberta has met with Grace Grow. Conversations have started with principals.</p> <p><b>11/14/2023:</b> No update.</p> <p><b>12/19/23:</b> No update.</p> <p><b>1/16/24:</b> The report card will be aligned with the essential standards starting Fall 2024.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> The team discussed the Skyward system change from SMS to Qmlativ coming July 2026 and it might be beneficial to postpone any changes to the report card/grading system until that system change occurs. This would allow more time to convene a report card committee to review the report card in its entirety and provide staff with time to learn the new system for inputting standards-based grades.</p>	<p>10/17/23: Update  11/14/23: No Update  12/19/23: No Update  1/16/24: Update  2/20/24: No Update  3/26/24: No Update  <b>4/23/24: Item not discussed due to time limitations.</b></p>
<b>7. Student Behavior Management</b>	<p><b>4/20/23:</b> Meeting to review legislative mandates and/or resources. Planning to have Dr. Luis Cruz return in August to review MTSS which will directly address student behavior management. Grace Grow, Curriculum &amp; Assessment TOSA, also provided a training for new teachers (0-5-years of experience).</p>	<p>4/20/23: Update  9/19/23: Update  10/17/23: Update  11/14/23: Update  12/19/23: Update  1/16/24: Update  2/20/24: Update</p>

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	<p><b>9/19/23:</b> Building guiding coalitions are working on intervention, acceleration, and MTSS model in their buildings. More training and support for staff will continue. The team discussed the need for alignment and consistency when it comes to student behaviors at the elementary level and the understanding of how valuable data collection is to the process. The team discussed the need for a system at the secondary level. There is a need for a system to streamline the communication and feedback loop. Conversations will continue at the building level and at the admin level. Dr. Sutton will provide training for staff with a focus on giving staff tools to use in the classroom and how staff can be responsive in difficult situations. The team discussed how it might be helpful to be provided with a menu of consequences that are natural and restorative.</p> <p><b>10/17/23:</b> The team discussed the need to review and refine MTSS teams and their systems. TOSAs have been supporting staff as needed.</p> <p>Bob provided an update on a meeting with the Anti-Defamation League:</p> <ul style="list-style-type: none"><li>• The ADL provided information about different instructional material sets they have. Expecting to receive those materials from ADL to review and working to schedule a follow-up meeting.</li><li>• Following Dr. Sutton's presentation on October 6<sup>th</sup>, staff have expressed interest in having guest speakers attend school functions to provide education to students. Discussed with the ADL, the opportunity to provide information/training to a group of high school students who can then share the education/information with younger students.</li><li>• The partnership with the ADL will help the district to provide more educational opportunities for students, staff, and the community. The focus is engaging student leaders and having students lead this work with younger students.</li><li>• This is a community-wide issue, and the ADL provided information about partnering on the coordination of various events open to the community.</li></ul>	<p>3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>
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	<ul style="list-style-type: none"><li>• For staff, need to blend the foundation with strategies so staff have the tools they need to address these situations.</li></ul> <p><b>11/14/2023:</b> Finishing up filling open paraeducator positions. Team meetings have been conducted to address student behavior needs and implement programming. Continuing to provide support and coaching for staff as needed.</p> <p><b>12/19/23:</b> Bob and Roberta met with building principals to review fall behavior incidents and trends to identify themes and what best practices can be implemented to provide additional support. An OSPI task force has been created and is focused on this topic specifically. There is a need for clarity around discipline processes statewide, and Bob will provide updates on the work of this task force and how that can support our district. Principals will be working over winter break on the response to the discipline data review and what the plan will be moving forward. The team discussed the importance of tier 1 interventions and also targeted interventions for the students that need that additional support.</p> <p><b>1/16/24:</b> Isolation &amp; Restraint Data and Definitions presentation was provided to administrators. Right Response is a key component in de-escalation training. There is a need for all staff to receive training in the de-escalation strategies and techniques which is scheduled for all staff during the Professional Learning Day on October 2024. The team discussed the importance of considering the impact of student behaviors on their classmates and having a plan in place for the different levels of response of our staff while also considering the physical and emotional safety of students in the classroom. Need to also continue to advocate to legislators the importance of this issue.</p> <p><b>2/20/24:</b> Isolation and restraint have been a topic during the legislative session. Building administrators should be reviewing discipline data with their staff to create action plans. Discipline and student behavior management continues to be a topic of discussion during the administrator meetings.</p> <p><b>3/26/24:</b> The MTSS Conference will be held at WSU Pullman in August. Looking at providing Culturally Responsive Classroom Management training</p>	
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	next school year for staff. The team discussed the implementation of a district philosophy around student behaviors within the framework provided by the state to ensure consistency around staff response to discipline/behavior management at the building level.	
<b>8. Special Education</b>	<p><b>4/20/23:</b> Hired three special education teachers, location TBD. An offer was made and accepted by one of the special education director candidates interviewed. Looking at doing a more robust new teacher orientation for special education teachers.</p> <p><b>9/19/23:</b> Lots of new staff in special education and training is taking place. TOSAs and Andy Johnson are primarily working with teams specifically on the evaluation criteria. It has been a priority to have a more robust onboarding of new special education staff. It has been a challenge finding substitutes for the paraeducator position, which was anticipated, but staff continue to try and support teachers as needed. Need to look at the Right Response certification training schedule. The staffing situation is fluid, but we continue to work on filling open positions (reviewing previous applicants that applied for other positions) and advertising those positions.</p> <p><b>10/17/23:</b> Getting close to being fully staffed in special education. Roberta provided an update on the open para positions. Continuing to look at where our greatest needs are. Roberta provided background on the education requirement for paraeducators.</p> <p><b>11/14/2023:</b> See update in #7.</p> <p><b>12/19/23:</b> Continue to hire open special paraeducator positions.</p> <p><b>1/16/24:</b> Hiring for open paraeducator positions remains a priority.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> Special education teacher was hired at the elementary level and continuing to work to fill open positions. Applicant pool is limited. Bob</p>	<p>4/20/23: Update</p> <p>9/19/23: Update</p> <p>10/17/23: Update</p> <p>11/14/23: Update</p> <p>12/19/23: Update</p> <p>1/16/24: Update</p> <p>2/20/24: No Update</p> <p>3/26/24: Update</p> <p><b>4/23/24: Item not discussed due to time limitations.</b></p>

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	attended the Whitworth Career Fair and Washington Educator Career Fairs in Spokane/Tacoma. The team discussed the burnout on staff and how to improve communication and collaboration between the gen ed teacher and the special ed teacher. The team discussed how to continue to implement proactive support systems for new special education teachers to slow the rate of burnout/turnover. The team discussed what the professional learning community looks like for special education teachers and how to improve support in that area.	
<b>9. Two-Factor Authentication (2FA)</b>	<p><b>3/28/23:</b> As part of the security and safety review, the implementation of 2-factor authorization is in process. Still looking at what the process would look like but need to implement to reduce the risk factor. 2-Factor Authorization was introduced in the March 24<sup>th</sup> Friday Update. Information will continue to be shared with staff via the Staff Friday Update. The process will be tested with administrators before rolling it out to staff. The IT Department is looking at alternatives, so staff are not required to authenticate their account using their cell phones.</p> <p><b>9/19/23:</b> Cybersecurity is a priority for school districts. This will roll out to staff, but there is no timeline for when this will be rolled out.</p> <p><b>10/17/23:</b> No update.</p> <p><b>11/14/2023:</b> No update. Looking at using badges as part of that process instead of a personal device.</p> <p><b>12/19/23:</b> <b>The technology department is working</b> to make the 2FA process as user friendly as possible. Staff are working on communicating the “why” to staff. Staff have looked at other districts that have implemented it and what has worked well. Staff will have two options for two-factor authentication.</p> <ul style="list-style-type: none"><li>- Option 1: Staff can use their personal phone to authenticate.</li><li>- Option 2: Staff can use a fab to authenticate</li></ul> <p>It is not required for staff to use their personal phones to authenticate. Fobs will be available for those that prefer that method. This initiative is paramount for cybersecurity.</p>	<p>3/28/23: Announcement 9/19/23: Update 10/17/23: No Update 11/14/23: Update 12/19/23: Update 1/16/24: Update 2/20/24: No Update 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>

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	<p><b>1/16/24:</b> Working to bring 2FA to special education staff, counselors, and school psychs at two schools as part of a slow roll-out implementation. This comes from a need to have secure data sharing at these locations. Want to ensure the process is user-friendly staff.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> Received a cyber security grant which will provide 2FA tools and training for staff. Looking at providing that training for staff this fall.</p>	
<b>10. Snack List</b>	<p><b>11/14/23:</b> Items on the newest snack list are hard to find and more expensive than what was on the list previously. Teachers are buying a majority of snacks for classroom parties. The team discussed putting the snack list as an agenda item for the wellness committee to discuss. A possible solution could be to have the building place an order through nutrition services for the items for the classroom parties. The team discussed the importance of health and safety of students at school while also recognizing the burden being placed on teachers to provide the items. Sharing the “why” with staff and families would be beneficial.</p> <p><b>12/19/23:</b> Revised snack list for holidays/celebrations was sent out to all staff. The wellness policy needs to be updated and will be discussed at an upcoming committee meeting. The Wellness Committee is an open committee for anyone that would like to serve.</p> <p><b>1/16/24:</b> Working on finalizing a form that staff could submit snack items that they would like to be considered as an item on the snack list.</p> <p><b>2/20/24:</b> Wellness Committee met to discuss the wellness policy and the snack list. There were some additional questions regarding the language in the policy. Working to answer those questions and provide responses to those that attended the meeting before going to the board. There was clarification that the holiday snack list is an extension of the district snack list that can be used 3x a school year. To ensure consistency, staff are looking at the policy language to</p>	<p>11/14/23: Discuss 12/19/23: Update 1/16/24: Update 2/20/24: Update 3/26/24: No Update <b>4/23/24: Item not discussed due to time limitations.</b></p>

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	<p>formalize the intention of the district approved snack list and the holiday snack list.</p> <p><b>3/26/24:</b> No update.</p>	
<b>11. Substitute Pay Rates</b>	<p><b>2/20/24:</b> The team discussed the sub pay rate and discussed finding the balance in the difference between the cost for teacher/administrator coverage versus the sub pay rate in order to find a more cost-effective solution.</p> <p><b>3/26/24:</b> Still investigating, has been discussed with finance department.</p>	<p>2/20/24: Discussion 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>
<b>12. Discussion on Reducing District Costs &amp; Increasing Funding Opportunities</b>	<p><b>2/20/24:</b> The team discussed offering more opportunities for students to earn college credit at PHS to maintain some of the student FTE instead of losing that FTE to running start to increase funding. The team discussed College in the Classroom and how those courses might retain student FTE. The team also discussed the option of offering online options. The team discussed offering a Homelink option for homeschool students and then consider branching that out to have an online component. If we go that route, that program would need to be overseen by a teacher/administrator. Have been looking at models in other districts and what that might look like in our district.</p> <p>The teams discussed School Based Mental Health Therapists becoming insurance providers for psychs to create a revenue stream. Need to look at what Washington state rules allow and it might be a possibility through an ESD.</p> <p>The team discussed the rising costs for the district with new buildings, added staff, rising insurance/utility costs, Chromebooks for every student, etc.... Continuing the discussion on ways to save money, increase funding, and identify priorities for the district.</p> <p><b>3/26/24:</b> See item 1: Finances.</p>	<p>2/20/24: Discussion 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>

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<b>13. Hiring for Leadership Positions</b>	<p><b>2/20/24:</b> The team discussed the importance of quality consistent leadership and discussed the hiring for principals. The position for Jefferson's principal position has been posted and is open if an in-district principal would be interested in applying for a position at that site. The posting will also be advertised through AWSP (the principal association).</p> <p>The team discussed the assistant principal positions and the need to fill the gap of support at the sites with the highest need. A suggested solution was to have two full-time assistant principals – one at Jefferson and one at Kamiak, due to the demographic of their students, and hire an additional assistant principal that would be half time at Franklin and half time at Sunnyside. The team discussed the benefits and the challenges of adding an additional assistant principal including the financial component. The team also discussed solutions if only two assistant principal positions can be funded maybe split their time between buildings based on need versus a 50/50 split.</p> <p><b>3/26/24:</b> Lottery selections scheduled for March 28, 2024, for administrator interview teams. The team discussed the screening committees and what that process looks like. The screening team includes a principal, superintendent, and assistant superintendent and then the scores are averaged.</p>	<p>2/20/24: Discussion 3/26/24: Update <b>4/23/24: Item not discussed due to time limitations.</b></p>
<b>14. Discussion on Retaining Staff</b>	<p><b>2/20/24:</b></p> <ul style="list-style-type: none"><li>- The team discussed staff turnover and rolling in-district staff into open positions before posting for out-of-district applicants. The team discussed the importance of principal's reviewing the interest list and agreed that this is a top priority to get a jump start in the planning for next school year.</li><li>- The team discussed pathways for paraeducators to careers and would like to look at what opportunities there might be for partnership.</li><li>- The team discussed the mentor program and stressed the importance of that aspect of the induction process when joining the district. The team also discussed the importance of a consistent mentorship program district-wide.</li></ul>	<p>2/20/24: Discussion 3/26/24: Update <b>4/23/24: Update</b></p>



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	<ul style="list-style-type: none"><li>- The team discussed building a substitute teacher program to provide professional development and onboarding.</li></ul> <p><b>3/26/24:</b> On-going discussion. Have met with administrators to discuss the district's mentor program and the delineation of roles/responsibilities for those involved in the program. An update will be provided at an upcoming PEA and Admin meeting.</p> <p><b>4/23/24:</b> Grace presented an update on the district's mentor program, that is in alignment with the Washington State Standards for Mentoring. The team emphasized the significance of fostering partnerships and leveraging mentoring for equity, while addressing the challenge of funding primarily allocated to staff stipends. Discussions also focused on defining the traits of effective mentors, enhancing communication and clarity in mentorship procedures, and exploring the possibility of a dual role for mentors as a release mentor and instructional coach to bolster support for new teachers.</p> <p>Training requirements for mentors were highlighted by Grace, prompting discussions on establishing a comprehensive coaching/support program that incorporates funding for training and stipends. The team acknowledged the financial constraints hindering professional development initiatives for new staff, and if there was the possibility to reallocate funds from other areas to prioritize the support this program can provide. Procedures for staff selection and placement within the mentorship program were reviewed, emphasizing transparency and clear communication with stakeholders. To address the need for additional training, particularly for new staff, considerations were made for incorporating mentor training into future LID day offerings, aiming to cultivate effective mentors to better support mentees.</p>	
<b>ADDITIONAL MEETINGS</b> <i>(meetings outside of regularly scheduled PEA/Admin monthly meetings)</i>		
Discussion Topics		Meeting Date
<ul style="list-style-type: none"><li>• PSD Mental Health Program</li></ul>		2/20/24 3/5/24

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The team discussed the integration of our mental health program with our counseling/psych programs and the need to continue to provide education on the roles and responsibilities for those positions. Continuing to work to facilitate the integration of the two programs and support staff as needed.

- **2/20/24:** Roberta participated on the hiring committee for the mental health/behavioral health positions for the ones being sponsored by the ESD. Currently conducting reference checks, identified one person for each position.
- **3/5/24:** ESD is responsible for the hire but the district was part of the hiring process. Waiting to hear on back from ESD on a start date for these positions. Roberta will follow up with ESD on a start date for those hires and will also work on the communication around these positions. The positions to be hired for are (2) Behavior Health SAP and (1) Mental Health Therapist that will likely be secondary only. There will be a transition process over the next school year to ensure continuity with providers for students. Our current school-based mental health therapist will shift to elementary only as part of that transition. Prior to their start, a team will be brought together to have an established vision of how these positions will integrate with our current program. ESD will supervise these positions, which is the same model that is currently being implemented in Spokane county and has worked well. The team discussed the pay rate for the new and current positions.
- PEA provided feedback from staff on the principal coaching being provided and discussed possible paths to move forward.
  - **3/5/24:** The team discussed the importance of onboarding the new principals with opportunities for coaching (if needed), relationship building and establishing communication as a team. The team discussed having communication as a possible topic for a district-wide staff professional development opportunity.
- The team discussed staff workload including building administrators and solutions to avoid burnout. The team discussed the importance of identifying the “why” and what our priorities are as a staff/school/district. Need to create conditions where staff feel comfortable asking for support and create spaces/systems where staff can problem solve in teams with their colleagues.
- **PSD Hiring/Recruitment**

The team discussed how to ask more wholistic questions as part of the hiring process to get an idea of their vision, what they see their role as, and how they see themselves contributing to the mission when joining the district. Investment and finding purpose are key to retaining staff and can be

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achieved by providing training, support, modeling, peer observations, and mentorship to ensure preparedness in all positions.

- **3/5/24:** Special Educations postings are out, working on elementary postings, waiting for March 15<sup>th</sup> deadline for who is coming back, but staff are getting an early start on preparing for next school year. Have reviewed enrollment numbers and staff that will be returning in order to forecast open positions. Developing which positions will be on screening and interview teams for the administrative positions. Staff will have the opportunity to submit their names if interested in participating on an interview team. The team discussed the streamlining of the process for hiring from within with use of the interest list so staff can know what to expect through that process. The team discussed the balance of these transitions with the understanding that there needs to be processes in place to support staff through these transitions. Bob and Roberta will look at how to streamline the process.
- **3/5/24:** The team discussed conducting exit interviews with staff. Currently, this isn't a consistent practice. The team discussed the possibility of conducting exit interviews with staff to gather more information or deploy an electronic form to gather feedback. This would help to identify themes to be more aware of.
  - **3/26/24:** Have looked at examples of exit interviews that other district are using and also determining how the information gathered is used to inform the district and the impact on staff.
- **3/5/24:** Palouse CORE have attended recent board meetings and have submitted a proposal to create a task force with one of the focuses being on the hiring and recruiting processes. The team discussed the district's hiring/screening/recruiting policies, procedures, and practices and the challenges with recruiting candidates of color in Eastern WA. Because the questions about race/ethnicity are optional, it is hard to gather and track accurately this specific data on our applicants. The team discussed the challenges with online applications and the impact it has had on recruiting with attendance and participation being lower at career fairs. District staff are participating in the Washington Educator Fairs (Spokane and Tacoma) and the Whitworth Career Fair in Spokane this year. It was also noted that the district has seen a lot of increased support from WSU in the last few years.

- **Diversity, Equity, Inclusion & Belonging**

- **3/5/24:** The team discussed DEIB work district-wide and recognized the importance of sharing this work with staff, our families, and our community. The team discussed the importance of having clear goals and a clear focus, and working with community partners to shift the culture as a whole community. Looking at adding more emphasis on identifying our

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own bias as part of the interview training. The team discussed the need for communication for how staff respond when a student uses derogatory language, and also communication to our families/students on what the consequences will be so they are aware of the expectations.	
<b>FUTURE PROJECTS</b>	
<b>1. TPEP Evaluations for Counselors, Psychs, and SLPs</b>	<p>The goal is to align the evaluation criteria with the Danielson Framework.</p> <p><i>*This item was placed on the "future project list for the Director of Special Services on 9/19.23.</i></p>
<b>2. Push-In Model at Elementary</b>	<p>Waiting for legislative session to end, there may be some funding for professional development for special education staff regarding the inclusionary model and UDL. Will need to review the language once it is finalized.</p> <p><i>*This item was placed on the "future project list" for the Director of Special Services on 9/19/23.</i></p>
<b>3. Digital Platform for Teacher Lesson Planning</b>	<p>The team discussed formalizing and standardizing substitute lesson plans and possibly consider investing in a digital platform as a tool for teachers to use.</p> <p><i>*This item was placed on the "future project list" on 12/19/23.</i></p>

### 2023-2043 Meeting Dates:

**Time: 3:45pm-5:00pm**

- September 19, 2023
- October 17, 2023
- November 14, 2023
- December 19, 2023
- January 16, 2024
- February 20, 2024
- March 26, 2024
- April 23, 2024
- ~~May 21, 2024~~ **May 14, 2024**

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**CLOSED TOPICS**

<b>1. Math Alignment 6-12</b>	<p><b>4/20/23:</b> First reading for High School math materials will take place at the Regular Board Meeting on April 26.</p> <p><b>9/19/23:</b> Math 6-12 participated in professional learning together over the summer. Sequence has been completed. <b>CLOSED</b></p>	<p><b>4/20/23: Update</b>  <b>9/19/23: CLOSED</b></p>
<b>2. Elementary Schedules</b>	<p><b>9/20/22:</b> The team discussed the morning supervision schedule and the discrepancy of each building needing to be the same. Bob will check in with elementary principals on that messaging.</p> <p><b>10/17/22:</b> The item was addressed with building administrators.</p> <p><b>4/20/23:</b> No update.</p> <p><b>9/19/23:</b> Staff are helping develop class schedules. <b>CLOSED</b></p>	<p>9/20/22: Discussion  10/17/22: Update  <b>4/20/23: No Update</b>  <b>9/19/23: CLOSED</b></p>
<b>3. Kindergarten Class Sizes</b>	<p><b>4/20/23:</b> Elementary principals are planning a Kindergarten Open House on June 1<sup>st</sup> to offer an opportunity for families to tour the school and meet the teachers. This will continue to encourage families to enroll. Still working on a plan to implement a “before school” experience for students.</p> <p><b>9/19/23: CLOSED</b></p>	<p><b>4/20/23: Update</b>  <b>9/19/23: CLOSED</b></p>

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<p><b>4. Elementary Curriculum Nights</b></p>	<p><b>9/19/23:</b> For some schools/grades, curriculum night was not well attended. The team discussed how to make that experience more meaningful. Need to continue the conversation around this topic and gather feedback.</p> <p><b>10/17/23:</b> Initial conversations took place with elementary administrators. Elementary administrators have some ideas and are going back to their buildings to discuss. Need to gather more staff input. Need to look at the evolution of curriculum night at all grade levels, reevaluate and identify the purpose of this night.</p> <p><b>11/14/2023:</b> Topic for upcoming discussion with elementary principals.</p> <p><b>12/19/23:</b> No update.</p> <p><b>1/16/24:</b> This is an agenda item on a future admin agenda for discussion. The team discussed the need for adjustment primarily at kindergarten.</p> <p><b>2/20/24:</b> No update.</p> <p><b>3/26/24:</b> It was determined that Elementary Curriculum Nights would be hosted for grades 1-5 only. Kindergarten will host a spring open house as well as an open house on the Monday night before school starts. Kindergarten will also have WaKIDS conferences with all of their families. <b>CLOSED</b></p>	<p>9/19/23: Discussion  10/17/23: Update  11/14/23: Update  12/19/23: No Update  1/16/24: Update  2/20/24: No Update  <b>3/26/24: CLOSED</b></p>
<p><b>5. Survey for PEA Members</b></p>	<p><b>11/14/23:</b> Pushing out to PEA members on Friday, Nov. 17 and will be open for 2 weeks. Members will be notified by their building representatives.</p> <p><b>12/19/23:</b> Survey results were reviewed.</p> <p><b>1/16/24:</b> The team had a follow up discussion regarding the results of the survey which included:</p> <ul style="list-style-type: none"> <li>- Administrator meetings – Solutions and Concerns <ul style="list-style-type: none"> <li>o Stress on staff and school system – Need for admin support to address issues that arise <ul style="list-style-type: none"> <li>▪ Possibly shift the Tuesday morning admin meetings to after school, outside of teacher contract hours</li> </ul> </li> </ul> </li> </ul>	<p>11/14/23: Update  12/19/23: Update  1/16/24: Update  2/20/24: No Update</p> <p><b>3/26/24: CLOSED</b> <i>Discussion will continue on these items as separate discussion topics.</i></p>

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	<ul style="list-style-type: none"><li>○ Restraint and isolation concerns,<ul style="list-style-type: none"><li>▪ Identify teacher-leader and/or designee</li><li>▪ All staff training on strategies/techniques</li></ul></li><li>○ Consistent quality leadership<ul style="list-style-type: none"><li>▪ Identify and define what this looks like</li><li>▪ It was recommended to not bring in outside support</li></ul></li><li>○ Transparent communication<ul style="list-style-type: none"><li>▪ Change from monthly to weekly PEA and admin meetings</li></ul></li><li>○ Staff and student support<ul style="list-style-type: none"><li>▪ Identify and define what this looks like</li><li>▪ Paraeducator positions – lack of retention<ul style="list-style-type: none"><li>• Unpaid leave has cost the district more than \$50,000.</li><li>• Excessive time off, societal change</li><li>• Provide training and continued support for these positions</li></ul></li><li>▪ Ensure compliance with IEPs and ensure the rationale has been communicated to key stakeholders (ex: one on one support removed, provide the why). Having different experiences.<ul style="list-style-type: none"><li>• Clarification: IEP decisions are team decisions by law.</li></ul></li><li>▪ Need for additional mentoring support</li></ul></li><li>○ Sufficient staffing<ul style="list-style-type: none"><li>▪ All schools are different</li><li>▪ Morale issue may be resulting in staff attendance issues</li><li>▪ Retention of staff in positions, ask the question – why?</li><li>▪ Ask more questions</li><li>▪ Need to collect data</li></ul></li></ul> <p><b>2/20/24:</b> No update. <i>Please refer to additional meeting notes included in this document.</i></p>	