

# Adapting to Uncertainty: Pullman Schools Face 2025 Challenges

*Nathan Roberts, Board Director District 4*

As our Pullman School Board and administrative team plan for the year ahead, we find that 2025 brings significant change with far-reaching implications for public education, both nationally and locally here in Pullman. This new year confronts public schools with profound financial, legal, and policy uncertainties that demand difficult decisions to sustain operations and adaptation to survive in this shifting educational landscape.

In Washington State, a challenging budget-focused legislative session looms, with a projected \$10–12 billion deficit over the next four years that will require painful decisions to address. These state budget challenges are compounded by two years of sharply rising costs for school districts. For example, from the 2019–2020 to 2022–2023 school years, food costs increased by 36%, insurance costs by 48%, repair costs by 54%, and natural gas by 76% on average across the state. These inflation induced costs are forcing many Washington State school districts to cut staff, reduce programs, and close buildings.

At the federal level, funding uncertainties abound. The new administration under President Trump is expected to propose deep cuts to federal education funding, particularly for Title I, II, and III programs, which provide critical support to public schools. Though no one knows what will happen, it is all but certain that maintaining current federal funding levels is not an option, and reductions, depending on their extent, could significantly impact staffing and resources, especially in many rural and low-income districts.

Federal policy shifts could further disrupt public education. Proposed expansions of tax-credit vouchers, such as the Educational Choice for Children Act, would divert funding away from public schools and toward private and homeschooling options. A pending US Supreme Court case also threatens the Universal Service Fund, which supports \$9 billion in connectivity funding for schools. If struck down, it could jeopardize technology and internet access, disproportionately affecting districts that rely on this funding.

Legislative changes present additional challenges as well. Anticipated rollbacks to Title IX protections, particularly those addressing sexual

orientation and gender identity, could reduce protections for vulnerable students. These rollbacks would also put our school district in a legal bind as they are at odds with Washington state laws protecting the rights of those classes. Proposals to limit or abolish the Department of Education add an additional element of uncertainty to a great deal of the policies and funding we rely on to operate and educate our kids.

For Pullman Public Schools, these developments create a challenging landscape. Rising costs, and anticipated reductions in state and federal funding will necessitate difficult decisions about staffing, programs, and resources to protect Pullman Public Schools from insolvency and state takeover. In preparation, the board has already begun the process of strategic planning to maintain our district’s financial health while focusing on our mission to deliver the best education we can to our students.

As the education landscape evolves, community support will be vital. Parents, educators, and policymakers must work together to advocate for sustainable solutions that prioritize student needs and uphold public education. While the future remains uncertain, active engagement and advocacy with our state and federal legislators by every community member would help encourage support for strong public schools with local control. Despite the challenges of 2025, I’m hopeful that our School Board and administrative team can adapt to these new realities in the best interests of our staff, our students and our community.

*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.*

OUR MISSION IS TO ENSURE LEARNING WHILE CHALLENGING AND SUPPORTING EACH STUDENT TO ACHIEVE FULL POTENTIAL



To enroll in kindergarten, your student must be 5 years old by August 31, 2025


**ENROLLMENT CHECKLIST**

**REQUIRED DOCUMENTS:**


- ✓ Ages & Stages Questionnaire (kindergarten only)
- ✓ Proof of student's age (birth certificate, passport, adoption records, etc.)
- ✓ Medically verified immunization records that are current for student's age (Certificate of Immunization Status)

**ENROLLMENT FOR 2025-2026 OPENS ON FEBRUARY 3RD!**

LEARN MORE AND REGISTER AT [WWW.PULLMANSCHOOLS.ORG/ENROLLMENT](http://WWW.PULLMANSCHOOLS.ORG/ENROLLMENT)



## Inclement Weather Operating Procedures



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

[https://www.pullmanschools.org/families/helpful\\_resources/inclement\\_weather](https://www.pullmanschools.org/families/helpful_resources/inclement_weather)

FAMILIES | HELPFUL RESOURCES  
SNOW-SCHOOL CLOSURE INFORMATION

## If your family is living in any of the following situations:



In a Shelter



In a motel or campground due to lack of alternative accommodation



In a car, park, abandoned building or bus/train station



Doubled up with others due to loss of housing or economic hardship

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



## Think your family qualifies?



**Contact our Homeless Liaison:**

Paula Perron-Bates  
(509) 332-3144  
[pbates@psd267.org](mailto:pbates@psd267.org)



McKinney-Vento  
Serving Students In Transition



## Child Find 2024-2025


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:**

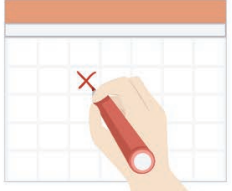
 Friday, January 10

 Friday, April 4

 Friday, February 7

 Friday, May 2

 Friday, March 7



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.



# Building Bridges to the Future: College and Career Readiness at Pullman High School

*Debbie Crabtree, Pullman High School Principal*

At Pullman High School, our goal is to provide students with strong foundational skills as they transition out of high school. Whether students are aiming for further education, entering the workforce, or pursuing other opportunities, we strive to equip all graduates with the skills and experiences necessary for success. Through programs like College in the High School and Career and Technical Education (CTE), we provide students with both academic challenges and real-world learning opportunities to ensure they are ready for their next steps.



In an effort to provide students with more opportunities for academic growth and real-world skills, we have expanded our College in the High School offerings to include a broader range of courses. These courses are designed to help students earn college credit while still benefiting from the structure and support of the high school environment. Pullman High School teachers work with university faculty and departments to ensure the quality of instruction meets or exceeds university standards for each course. This year, the courses offered in collaboration with Eastern Washington University and University of Washington include advanced math courses such as Pre-Calculus and Calculus, English courses equivalent to English 101 and 201, French, European History and Psychology. These courses not only prepare students for college-level work but also allow them to earn credits that are transferable to colleges and universities, giving them a head start in their academic journeys. Looking ahead, we plan to expand course offerings even further next school year with the addition of Civics, additional history courses, and advanced science courses. These new offerings will give students even more choices to customize their academic paths, helping them gain a deeper understanding of important subjects while preparing for future college and career opportunities.

For students interested in pursuing specific careers, our Career and Technical Education (CTE) courses offer a structured pathway to success by allowing them to learn about various careers and practice relevant skills. The integration of real world experiences into these courses provides students with valuable hands-on opportunities to explore careers, gain practical experience, and prepare for their futures. Whether learning to run a business, gaining real-world job experience through the Hound Central Media course, or pursuing a career in industries like culinary arts



or welding, students are equipped with the skills and experience needed to succeed in both college and the workforce.

As we continue to strengthen our course offerings we remain committed to providing students with opportunities that not only meet academic standards but also prepare them for a successful future in an ever-changing world.

## Laura Manning named 2024 “Excellence in Education” Recipient



Laura Manning, now currently serving as an Assistant Cook/Cashier at Pullman High School, was previously serving in this role at Kamiak Elementary and has been named the recipient of the “Excellence in Education” honor from our school board! Each year, the board selects one classified employee to receive this recognition. Laura was recommended for this recognition by Kamiak Elementary staff, who were so inspired by Laura’s dedication, attention to detail, interpersonal skills, and initiative.

Laura has served the Pullman School District for 5 years! Kamiak staff shared, “What truly sets Laura apart is her ability to forge strong and meaningful relationships with both students and staff. She went beyond the scope of her role, becoming a trusted and familiar presence in our school community. Her warm and caring demeanor resonated with everyone she interacted with, creating a welcoming and clean atmosphere for all. She makes [our students] feel valued and appreciated as they go about their school day. Her positive interactions contribute to the overall atmosphere within our school community, fostering a sense of belonging and support among staff and students. No job is too big or small for Laura. She tackles it all with hard work and a positive attitude. She sees a need and fills it. She is committed to our district and our students.”

***Congratulations Laura! Pullman School District  
thanks you for your many years of service!***

### 2024 Excellence in Education Award Nominees:

- Michelle Dunlap, Secretary at Franklin Elementary School. Michelle has served the Pullman School District for 7 years!
- Mei Clark, Special Education Paraeducator at Pullman High School. Mei has served the Pullman School District for 8 years!
- Reem Nasralla, Special Education Paraeducator at Sunnyside Elementary School. Reem has served the Pullman School District for 9 years!
- Heather Drader, Office Paraeducator at Jefferson Elementary School. Heather has served the Pullman School District for 5 years!

*Pullman School District thanks you all  
for your many years of service!*

Arron Carter  
Director, District 1  
acarter@psd267.org

Lisa Waananen Jones  
Director, District 2  
lwaananenjones@psd267.org

Craig Nelson  
Director, District 3  
cnelson@psd267.org

Nathan Roberts  
Director, District 4  
nroberts@psd267.org

Amanda Tanner  
Director, District 5  
atanner@psd267.org

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 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, [compliancecoord@psd267.org](mailto:compliancecoord@psd267.org), and Section 504/ADA Coordinator, Assistant Superintendent (509) 332-3144, [compliancecoord@psd267.org](mailto:compliancecoord@psd267.org). 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. Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR): <https://www2.ed.gov/about/offices/list/ocr/index.html>. Information about the nondiscrimination and sex- based discrimination policies and grievance procedures, and how to report a concern or complaint: [https://www.pullmanschools.org/families/hib-and-discrimination/discrimination\\_sexual\\_harassment](https://www.pullmanschools.org/families/hib-and-discrimination/discrimination_sexual_harassment).