

Professional Learning Communities (PLC) in Pullman School District

Lisa Waananen Jones, Board Director District 2

What is actually happening on Late Start Mondays when students go to school 30 minutes later than usual? Before I was on the school board, I thought the announced professional development time for teachers meant clicking through online training modules, or maybe something more fun like inspirational pep talks. Now I know better, and recently learned even more about Pullman Public Schools’ Professional Learning Communities (PLC) at Work project when the board decided to highlight this PLC journey in an application submitted to the Washington State School Directors’ Association.

Decades of research support PLC tenets and practice as key for student success. When a school operates as a PLC, shared values and goals guide collaborative processes toward continuous improvement in teaching practices and student outcomes. What this means in Pullman is that teachers meet regularly to collaborate on key questions (DuFour, DuFour, Eaker, & Many, 2010): What do we expect our students to learn? How will we know if they learn it? How will we respond if they haven’t learned it? How do we respond when students do learn?

This commitment to continuous improvement requires the support of everyone in the district, including all the families who’ve adjusted to Late Start Mondays. Here are just a few reasons to take pride in your involvement the next time you let your kids sleep in a little on Mondays or wonder why you’re running into school traffic later than usual.

We’ve turned pandemic upheaval into an opportunity.

I’m sure we all remember how things felt back in 2021 as the second year of pandemic isolation and uncertainty dragged on. I was feeling both excited and nervous for my older child to begin kindergarten in the fall, and sad that her first year of school wouldn’t be “normal.” During that same time, teachers and administrators were responding to the challenges of that time by aiming higher than “normal” and creating an opportunity to improve teaching districtwide. The PLC model began during the 2021-22 year with professional development time scheduled on occasional early-release days.

Data guides the way.

The board takes a deep look at student testing data every summer, but as a district we can’t wait for that end-of- the-year snapshot. Teachers are continually looking at student data as a real-time indicator of what kids have learned and what they haven’t learned yet. Looking at data once a

month helps, but weekly is even more effective. That’s why, in 2022-23, the board approved the reallocation of professional development time to begin Late Start Mondays. Every week, teachers can look at the latest assessments together and share teaching strategies that work across classrooms and even between schools.


Consistency helps each student achieve and learn.

Talking about data, rubrics, and state standards can make school seem impersonal, especially if you’re a parent who wants the best possible experience for your own child or children. But consistency enables individualized teaching, because the PLC model is about a culture of shared standards and expectations that make it possible for each child to get the support they need by sharing insights and resources across the entire district. This makes it easier for students and teachers to switch to different buildings and classes within the district, and it’s also part of a shared responsibility so each child has many adults committed to their success.

We all play a role in positive change.

One of the board’s key responsibilities and goals is creating conditions for success districtwide. This means trying to anticipate whether change will be worth it. It’s still early, but we’ve seen promising gains in grade level standards, particularly in getting students just below grade level standards up to meeting the standards. Our students are doing very well compared to the state average, but there’s always room for improvement, which is why the PLC model is now established after the initial three-year period and continuing in our schools.

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.



On behalf of PHS Boosters Committee, PHS Boosters Senior Party, and the Graduating Class of 2024, we would like to thank the following businesses for their participation in displaying posters of our graduates in their store windows.

3 Forks Bike Shop • Blood Diamond Ink Tattoo • Brused Books • Cherie Amour Corporate Office • Hi Tek Nails & Spa • Identity Salon • j&h Printing • Kure & Co. • Mela Bangladeshi Cuisine • Monarch Motel • Nayarit Mexican Restaurant • Neill's Flower & Gifts • Neill's Coffee & Ice Cream • Neill Public Library • Northwest Auto Parts & Paint • Northwest Engraving Service • O-Ramen • Palouse Country Candy • Palouse Games • Pizza Perfection • Porch Light Pizza • Pullman Subway • Pullman Vision Source • Regional Theatre of the Palouse • Rico's Pub • Rosauers Supermarkets • Safeway • Sam Dial Jewelers • Scusi! • Sims Glass • South Fork Public House • Starbucks • Sugar Babe Bakery • Terracotta Pullman • Thomas Hammer Coffee Roasters • US Bank • Values & Vision Financial Advisors • WaFd Bank • Yogatopia

We appreciate their support in helping us celebrate these individuals and their accomplishments! Go Hounds!

PHS Booster Auction

2024

The Caddyshack

at Barkers Clubhouse

For tickets and to donate please use the QR Code or go to our auction website

auctria.events/2024PHSBoosterAuction



Join us Thursday November 14th at 5:30 pm the SEL Event Center For a night of fun to raise funds to support all activities at Pullman High School



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, November 1

✓ Friday, January 10

✓ Friday, February 7

✓ Friday, March 7

✓ Friday, April 4

✓ Friday, May 2



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.

Positive Behavioral Interventions and Supports (PBIS)

Marki Bouffiou, Sunnyside Elementary Fourth Grade Teacher and Lead for PBIS

You may have heard about our PBIS round-up that takes place at the beginning of every school year. The round-up is an opportunity for the students within the school to learn about the expectations and procedure throughout the school. The procedures are taught by teachers and staff of all grades and disciplines throughout the school. The students move around the school to help reinforce and connect the lesson with different locations around the school.

We have six rotations that the roundup focuses on, the playground where we define how to properly use the equipment on the playground. The cafeteria lets the students know how to come into the space for lunch and how to go through the lunch line when having school lunch. We have added a focus for the lunchroom to make the time more successful and smoother for the students and staff. These expectations include using a quiet voice, being in your expected location, and eating more than talking. Next, we focus on the does and don'ts of the bathrooms, we follow the motto Go, Flush, Wash, Leave. It is easy for the students to remember and is useful when a student forgets the expectations. For students that get picked up from school the car zone is where they spend


their time, students learn how they should stand on a star and wait and watch for their adult. The next zone is the bus zone, here we make sure students know what they can or can't do as they wait for their bus to come. This year we added bus expectations along with an actual bus for the students to load onto before learning about how to behave in the bus. Not all students have been able to ride the bus, this helps students know the expectations for field trips of future bus trips.

These lessons and procedures are reinforced by classroom teachers throughout the year. This helps to make sure all students know what is expected of them in order to be successful. Through the year we will use our Sunnyside Star Cards to help reinforce the core behaviors within the school, these behaviors are to be safe, be responsible, and be respectful. The star cards along with other prizes and school coupons support the behaviors in a positive way. With a focus on the social and emotional needs of our students we will be reinforcing and focused on meeting the needs of the students. We want to make sure all students can be successful and know what it takes to be successful at Sunnyside.



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 or guardian's individual judgment about the safety of driving conditions, and the parent or guardian's individual judgment about their child's ability to maneuver in and cope with the conditions will be honored as it is when a parent/guardian 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

Anne of Green Gables



Pullman High School

November 07-09 and 14-16

Shows at 7 pm + 2 pm Saturday

Story by L.M. Montgomery and Adapted by Peter DeLaurier / Tickets \$5 Student - \$10 Adult

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, and Section 504/ADA Coordinator, Assistant Superintendent (509) 332-3144, 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.

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