

PULLMAN

Community Update

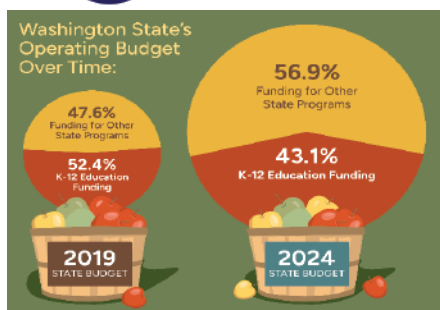
VOL. 29 | NO. 9
SEPTEMBER 2024

CITY OF PULLMAN | PULLMAN CHAMBER OF COMMERCE | PULLMAN REGIONAL HOSPITAL | PULLMAN SCHOOL DISTRICT | WASHINGTON STATE UNIVERSITY



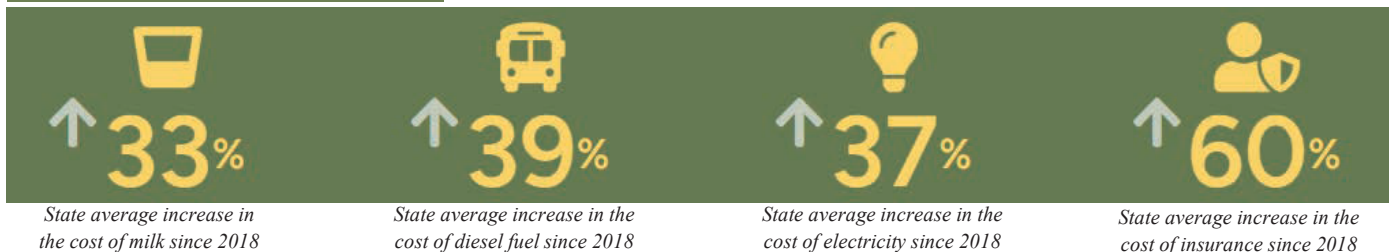
Curious About School Funding?

*A New Website Provides Information on Statewide
Core Issues Regarding Washington State School Funding*



Pullman School District, along with many other school districts in every corner of the state, has continued to innovate to meet the growing needs of students while balancing the increasing costs associated with these needs. Many Washington school districts find themselves in a similar, difficult financial position – with costs and needs exceeding funding from the state.

That's why the Washington Association of School Administrators (WASA) has launched www.waschoolfunding.org, a new website to explain the issues creating financial pressure on K-12 school districts, and the need for state funding to reflect these increasing costs. We encourage you to explore the site and share it with others in the community who want to learn more or may be concerned about why school districts are struggling and what issues may be affecting K-12 budgets right now.



“Even though the state is constitutionally required to fully fund K-12 public education, Washington’s investment falls short of funding actual costs and essential needs,” said Pullman School District’s Finance Director, Diane Hodge. Rising insurance and utilities costs are significantly impacting school districts across Washington State, including the Pullman School District. Over the past two years, Pullman has faced an increase of nearly \$440,000 in insurance costs and an additional \$450,000 in utilities costs. Director Hodge states, “Pullman School District pays \$2.2-\$2.4 million in insurance and utilities alone of which the state only funded \$1 million. The state is supposed to fund our basic education costs, and it’s just not being done.”

These financial strains are further compounded by inflation, unfunded mandates and SEBB insurance costs, which place additional burdens on the district’s budget. Moreover, the average prototypical staffing model (state apportionment), has proven to be inadequate and is failing to meet the staffing needs of Washington State school districts. These escalating expenses challenge the ability of districts across the state, including our district, to allocate sufficient resources for educational programs and student services, emphasizing the need for increased funding and support from the state to ensure the continued quality of education.

In addition to sharing the factors contributing to widespread Washington K-12 budget challenges, www.waschoolfunding.org also offers solutions that would help school budgets, including ours, in the short and long term.

Our school district will continue to advocate to our legislators that the state needs to provide ample funding for schools across Washington. It is also crucial for our community to reach out to our legislators. Engaging with our legislators ensures that they understand the impact on our district and the importance of providing adequate funding for education. Together, we can work towards a more sustainable future for our schools and our children.

State District 9 Legislators:

- Representative Mary Dye
- Representative Joe Schmitter
- Senator Mark Schoesler

To contact one of the legislators listed above, visit: <https://leg.wa.gov/house/representatives/pages/default.aspx#m21490>

As always, we will keep families and our community informed of our progress.

Pullman Public Schools Receive State Recognition for Outstanding Achievement

Bob Maxwell, Superintendent

For years, the State Board of Education (SBE), Office of the Superintendent of Public Instruction (OSPI) and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) have collaborated on the Washington School Recognition Program honoring K–12 public schools across the state for closing opportunity gaps and for students’ growth and academic achievement.

After the COVID-related school closures and interruptions to the administration of statewide assessments, the three groups resumed the identification of school for recognition. After extensive deliberation and evaluation, the three groups resumed the school recognition program for the 2021-22 and 2022-23 school years.

For the 2021–22 and 2022–23 school years, I am proud to report that the following Pullman Public Schools are recognized for outstanding achievement and will receive a banner to display in their buildings.

• 2021-2022 School Recognition

- **Lincoln Middle School:** English Language Arts (ELA) Growth for one or more student groups
- **Jefferson Elementary:** Closing gaps one or more Targeted Support student groups and high growth in English Language Arts (ELA) and Math proficiency rates by one or more student groups

• 2022-2023 School Recognition

- **Franklin Elementary:** English Language Arts (ELA) Growth for one or more student groups
- **Kamiak Elementary:** High growth in ELA and Math proficiency rates by one or more student groups

There are three routes for schools to be honored by the Washington School Recognition Program.

- **Closing Gaps:** These schools make significant advancements for all students or specific student groups in the area identified for improvement.
- **Growth:** These schools have at least one student group among the highest performers on at least 60% of WSIF measures.
- **Achievement:** These schools show high performance on at least two of the following measures: attendance, dual credit completion, English language arts (ELA) assessments, graduation rates, math assessments, and ninth grade on-track.

Having four schools recognized for outstanding achievement is confirmation of the hard work of students, staff, family members and community support. Each one of us has cause to celebrate the accomplishments that make Pullman Public Schools a great place to learn and grow. We know we still have more work ahead to ensure learning while challenging and supporting each student to achieve their full potential.

Bob Maxwell, Superintendent

The Washington School Recognition Program was previously known as the Washington Achievement Awards. The program was on pause during the 2019–20 and 2020–21 school years as schools navigated the impacts of COVID-19.



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, September 6 | ✓ Friday, February 7 |
| ✓ Friday, October 11 | ✓ Friday, March 7 |
| ✓ Friday, November 1 | ✓ Friday, April 4 |
| ✓ Friday, January 10 | ✓ 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.



DISNEY & Desserts

JOIN PHS ORCHESTRA FOR AN EVENING OF DISNEY TUNES, CHARACTER VISITS, AND DESSERTS!

Saturday, Sept. 28, 2-4pm
Pullman High School
\$5 for youth and seniors; \$10 for adults
Tickets sold at door (cash, check, or card)

ALL PROCEEDS BENEFIT PHS ORCHESTRA

QUESTIONS? CONTACT: PHS.ORCHESTRA.267@GMAIL.COM

What is a School Improvement Plan?

Evan Hecker, Kamiak Elementary Principal

Our schools in the Pullman School District use a School Improvement Plan to guide our instructional decisions. By setting clear goals and strategies for enhancing student learning, we can measure overall school performance. We begin with a comprehensive needs assessment, which is an opportunity to analyze of our school’s data and other pertinent inquiry information, such as standardized test scores, common student assessments, and teacher observations. This process allows us to identify strengths and areas needing improvement.

After we complete the comprehensive needs assessment, our schools set specific, measurable goals for academic achievement, student behavior, student attendance, and family engagement. These goals are aimed at addressing the identified areas of need and we develop targeted strategies and action plans to achieve each of our goals. We determine what evidence-based practices we will implement to achieve each goal, as well as who, specifically, will benefit from this practice or activity.

If we set a goal to improve student performance in language arts as measured by the Smarter Balanced Assessment, our process looks like this:

- We will clarify and pace essential standards
- We will utilize grade level established essential standards and depth of knowledge levels
- We will develop and implement local, common formative grade level assessments, frequently monitoring each student’s learning of essential outcomes
- We will provide students with multiple opportunities to demonstrate progress meeting and exceeding learning targets

- We will create and implement a master instructional schedule at each grade level to provide blocks of instructional time for all areas of the content
- We will initiate individual and small group programs to provide additional time and intervention and enrichment learning time for students
- We will utilize a variety of instructional strategies to help students learn
- We will collaborate to study and generate grade level essential standards lists and to create a variety of common formative assessment measurements designed to monitor student learning of essential skills in reading and writing
- We will provide ongoing job-embedded staff development

Regardless of the goal, the strategies are put into practice within the classroom and across our professional learning community. Teachers and support staff might have to adjust their instructional methods, and familiarize themselves with new programs our school district introduces to support mastering learning objectives.

Ours schools must continuously monitor student progress through regular assessments and feedback. This helps our educators determine whether the strategies are effective and if goals are being met. Based on ongoing evaluations, our schools make necessary adjustments to our school improvement plans, which could include refining instructional practices, reallocating resources, or modifying goals to better meet student needs. By following this cycle, the School Improvement Plan ensures that instructional decisions are data-driven and focused on enhancing student outcomes for all.

Highly Capable Program Referrals for Current Kindergarteners and Some Transfer Students Will Be Accepted October 23- October 25, 2024

Referral forms for current kindergarten students to receive highly capable services during the current school year will be accepted October 23 – October 25, 2024. Parents/guardians, teachers, students, and anyone else with direct knowledge of a student’s abilities may refer a student for highly capable services.

Students who have transferred to the Pullman School District since March 1, 2024, from a district that does not offer highly capable testing and/or services are also eligible to be referred for highly capable services during this time.

For more information on the Highly Capable Program, the program referral process, or to find referral resources please visit the following link. https://www.pullmanschools.org/departments/teaching-and-learning/highly_capable_program

To request a written translation of this notice in another language, please contact the Instructional Programs Office at (509)332-3144 or instructionalprograms@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 school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator, Assistant Superintendent, (509) 332-3144, and Section 504 Coordinator, Director of Special Services, (509) 332-3144. 240 SE Dexter Street, Pullman, WA 99163. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.

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