



SUNNYSIDE ELEMENTARY SCHOOL FAMILY & STUDENT



2024-2025

HANDBOOK

HOME OF THE SUPERSTARS!



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These pages are intended to complete and complement the information in the Pullman School District Family & Student Handbook, which can be found on the district and school websites:

www.pullmanschools.org/families/helpful_resources



SUNNYSIDE ELEMENTARY SCHOOL

425 SW SHIRLEY PULLMAN, WA 99163 (509) 334-1800

Dear Sunnyside Elementary Families,

On behalf of the entire staff at Sunnyside Elementary, I want to extend a warm welcome to all of our students and their families as we start this exciting new year. Whether you are joining us for the first time or returning for another year of learning and growth, we are thrilled to have you as part of our community.

At Sunnyside, we believe that every child is capable of achieving great things, and we are committed to providing a nurturing and enriching environment where students can explore, grow, and develop their fullest potential. Our dedicated teachers, staff, and administration are here to support each student in their journey, offering individualized care and a rigorous curriculum that prepares them for future success.

As we embark on this year, we encourage open communication and collaboration between home and school. We value the partnership with our families, and we are excited to work together to create positive, memorable experiences for our students. Whether through classroom activities, school events, or volunteer opportunities, your involvement plays a vital role in helping our students thrive.

We look forward to the many exciting opportunities ahead, including field trips, extracurricular activities, and the development of lifelong friendships. Our goal is to make sure each student feels safe, supported, and inspired to learn.

If you have any questions or concerns, please do not hesitate to reach out to our school office or your child's teacher. We are here to help and ensure a smooth, successful year for everyone.

Also, please make sure to check the District website, ParentSquare or Instagram they will help keep you up-to-date about activities at Sunnyside and the district. If you have questions, never hesitate to phone or e-mail the school.

Thank you for choosing Sunnyside Elementary. We are excited to share this journey with you and your child, and we look forward to a wonderful year of learning, growing, and achieving together!

Sincerely,

Pam Brantner

Pam Brantner, Principal
pbrantner@psd267.org

SUNNYSIDE ELEMENTARY STAFF

POSITION	STAFF			
Administration	Pam Brantner, Principal			
Office/Building Support	Christa Sanford		Salina Aigner	
Kindergarten	Willma Fields	Annalisa Kiblen		
First Grade	Kimi Emerson	Sarah Zylstra		
Second Grade	Sandy Coulter	Kelly Laird		
Third Grade	Elizabeth McIntosh	Erin Thompson	Natalie Walker	
Fourth Grade	Marki Bouffiou		Cari DenHerder	
Fifth Grade	Shelby Sandvick		Stephanie Bray	
Special Education	Corina Andersen			
Library	Kristen Coke-Sutton		Tammy Storey	
Specialist	Desiree Greystone, Art/STEM	Ethan Johnson, Music	Stephanie Newman, P.E.	
ELD				
Core+	Amanda Ingram	TyAnne Roberts		
Paraeducators	Reem Nasralla		Whittney Graham	
Occupational Specialists	Katelyn Claassen, OT		Jessica Haugen, Speech	
Mental Health	Katie Vandemark, Psychologist		Kelli Cox, Student support	
Nurse	Sheri Wadsworth		Michelle Hyatt	
Nutrition Services	Christian Sanchez			
Custodial	Keith Russell, Lead	Tatiana Aleksandrova	Eric Robins	

SCHOOL ARRIVAL & DEPARTURE

ARRIVAL

Students should not arrive at school before 8:20 am. The school does not open to students until this time.

VEHICLE PICK-UP & DROP-OFF AREAS

Sunnyside has one student drop-off and pick-up area. The pick-up area is located in the front of the building off of Shirley Street. We ask that when you enter the car zone to please pull all the way to the front of the green curbed area, or to the vehicle in front of you. Students may then only unload and load in the designated green painted curbed area from the passenger side of the vehicle.

For the safety of our students we are asking that you NOT load or unload any place other than the parking lot or drive-thru drop off zone. Instead use the designated green curbed unload/loading zone. The reason for this is that there is constant movement around the unloading/loading zone area and there is not a designated safe path. It is all of our jobs to keep students safe, so please follow these procedures.

PARKING

If you need to speak to any Sunnyside staff we ask that you park in the lot next to the school not in the green curbed area. The parking lot next to the school will be designated for parking NOT student pick up, please use the green curbed area for this.

SAFETY

When picking up or dropping off, please follow these simple safety guidelines...

- Do not park in the car zone
- Drive very slowly and cautiously. Our pick-up areas are very congested with students.
- If you need to enter the building, please move your car to a safe area and park, NEVER leave smaller children or students unoccupied in your vehicle. We will contact the Pullman Police Department if we see any unsupervised small children left in unoccupied vehicles.

DEPARTURE

Students are released from school at 3:05 pm.

DAILY SCHEDULE FOR 2025-2026

Morning/Breakfast Schedule	
8:20 am	Students may enter to eat breakfast. Supervision begins – <i>students go directly to classroom</i>
8:35 am	First Bell – School Begins. <i>Tardy if not present.</i>
Morning Recess	
9:55am-10:10am	Grades K, 1, 2, 3

Mid-day Recess			
Grade	Lunch	Recess	End of Recess
Kindergarten	11:40 am	12:00 pm	12:20 pm
First Grade	11:40 am	12:00 pm	12:20 pm
Second Grade	11:40 am	12:00 pm	12:20 pm
Third Grade	12:00 pm	11:40 am	12:00 pm
Fourth Grade	12:00 pm	11:40 am	12:00 pm
Fifth Grade	12:00 pm	11:40 am	12:00 pm

Afternoon Recess	
2:00 pm-2:15 pm	Grades K, 1, 2
2:15 pm-2:30 pm	Grades 3, 4, 5

Afternoon Departure	
3:05 pm	Closing Bell
3:10 pm	Supervision ends – students need to leave school grounds

POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Our school district mission is "Ensuring Learning While Supporting and Challenging each Student to Achieve Full Potential". Franklin's mirrors that same mission. It is our opinion that an essential skill for persons who will live and work in the present and future world is the ability to communicate respectfully and problem-solve peacefully, even when disagreement is present.

Respectful behavior is expected of all children and adults at this school. Toward this end, we provide social/emotional and problem-solving learning opportunities using curricula and programs such as Second Step and DARE. We work diligently to teach expected behaviors continuously throughout the school year. Staff members engage in training opportunities and regular discussions related to this learning.

At Sunnyside, we stress the expectations of Respect, Responsibility and Safety through our Positive Behavioral Interventions and Supports program. We begin each year by teaching expected behaviors school-wide and we continuously reinforce and reteach those expectations. Our goal is to provide a safe environment for students to learn these very important skills. In the interests of safety and respect, we do not allow any students to engage in fighting, rough hands-on play (like shoving, hitting, kicking, or aggressive physical contact) or in any type of bullying or harassment. We work very hard to help students learn what it looks like and feels like to function in a safe, respectful and responsible society. This continuous and intentional work assists in creating a very positive and safe place for all children at Sunnyside Elementary.

As students are progressing through their childhood years and related developmental stages, they sometimes make mistakes. While ensuring- the safety of all students, it is critically important that we help students who make mistakes learn from them and that any relationships affected by the mistake is restored. Any consequences that a student may experience is tied into learning so that the behavior has a lower chance of being repeated. This philosophy and our related practices are designed to ensure the social and emotional safety and well-being of all students.

When consequences become necessary, they may include:

- Free time, used to process the situation that occurred
- Lunch and/or lunch recess in the office, particularly for incidents related to those activities

- A consequence that remedies damage that may have been caused

Serious and/or repeated offenses may lead to a student plan put into place to address the behavior.

The staff and parents of Sunnyside want your child to feel safe and secure at our school. Please consult the Pullman School District Rights and Responsibility Policy #3200 for additional information. You will find a copy of the policy on the Pullman School District website or you may request a copy from the office. We sincerely appreciate your support and assistance as we work to build a community of responsible citizens who can learn, work, and play with others throughout their lives.

CORE+/TITLE I/LAP READING & MATH

TEACHER/STUDENT/PARENT LEARNING COMPACT: 2025-2026 SCHOOL YEAR

Sunnyside Elementary has an academic support staff that is partially funded through LAP. One of the benefits is that we create agreement to work as a team to maximize learning for our students. The commitments below represent our current agreement.

School Commitment

- Teach the necessary concepts to your child while striving to meet his/her individual needs.
- Provide a positive learning environment.
- Keep up communication between Title I and classroom teacher.
- Communicate your child's progress and program expectations.
- Monitor your child's progress and adjust teaching as necessary.

Student Commitment

- Attend school regularly.
- Come to class prepared and on time.
- Pay attention and ask for help when needed.
- Complete and submit assignments on time.
- Be responsible for your own behavior and be a cooperative learner with a positive attitude.
- Read for 20 minutes daily for at least twenty days of each month.

Parent Commitment

- See that my child attends school regularly and is on time.
- Encourage my child's efforts and be available for questions and support.
- Establish a place and time for homework when it is given.
- Support the school in its effort to maintain proper discipline.
- Review all school communications.
- Remind my child to read a minimum of 20 minutes daily for at least twenty days of each month

Title One annual parent notifications and Core+ (Title I & LAP) academic support services can be found on our website:

www.pullmanschools.org/departments/teaching-and-learning/core_academic_support_services.

STUDENT DISCIPLINE

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200
k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION

IMPLEMENTING STUDENT DISCIPLINE POLICIES AND PROCEDURES: RESEARCH-BASED PRINCIPLES FOR SCHOOL DISTRICTS

In response to significant changes to OSPI discipline rules under [Chapter 392-400 WAC](#), school districts are in the process of revising discipline policies and procedures at the local level. The following principles highlight the major policy areas educators need to be aware of to meet state requirements, and the research supporting why implementation is critical for improving equity and fairness in the administration of school discipline.

Engage Families, Students, and Staff in Discipline Decisions

- Research highlights the benefits of inclusive decision-making processes and family engagement
- OSPI rules provide multiple opportunities for meaningful parent and family communication
- School districts must consult with staff, students, and families about discipline policies

Eliminate Zero-Tolerance Discipline Policies and Practices

- Research finds punitive practices produce negative and racially disproportionate outcomes
- OSPI rules prohibit school districts from administering mandatory exclusionary discipline
- School districts may no longer immediately suspend a student for “exceptional misconduct”

Adopt Positive and Instructional Approaches to Behavior

- Research demonstrates restorative discipline approaches can mitigate disparities
- OSPI rules require district policies to identify best practices to support student behavior
- Educators must attempt or consider best practices before exclusionary discipline

Disrupt Inequitable Discipline Decision-Making Processes

- Research promotes strategies for neutralizing implicit bias in discipline decision-making
- OSPI rules establish procedures intended to slow down discipline decision-making processes
- Educators must consider individual circumstances, context of behavior, and school safety

Focus on the Classroom Context and Data-Informed Decision-Making

- Research shows disproportionality in discipline starts at the classroom level
- OSPI rules provide procedures for classroom exclusion and using disaggregated discipline data
- School administrators and teachers must collaboratively review building discipline standards

Resources and Contact Information

The following resources are available on OSPI's [Student Discipline](#) website:

- [Student Discipline Rules Q&A: A Technical Guide](#)
- [Behavior Menu of Best Practices and Strategies](#)
- Discipline training content on [Classroom Procedures](#) and [Administrative Procedures](#)

For technical assistance and training contact:

FOOD CELEBRATIONS AT SCHOOL

Dear Parents and Guardians:

In an effort to best meet the needs of all students, our district recently revised our policy related to food in classrooms. We have students in each of our schools with diagnosed life-threatening food allergies and others with food sensitivities. The changes made to our policy are intended to better care for our students and are the result of a recommendation from our district Wellness Committee. The Wellness Committee is comprised of school administrators, district employees, community members, and parents. Thank you in advance for your cooperation and understanding.

We will no longer serve food on individual student birthdays. Individual teachers will create their own classroom birthday recognition practices, which often include learning components on the student's special day. These events may have different themes and purposes at each grade level, and may take the form of a combined monthly birthday celebration. In all cases, families will have prior notice of the events, including information about what types of food will be available, so that parents may plan alternative food options for their child if needed.

Food practices in individual classrooms will be mindful of life-threatening allergies, food sensitivities, health, and the potential for disruption, and will be communicated by individual classroom teachers. There are many occasions when we wish to recognize accomplishments of students and we will continue to explore and implement strategies unrelated to food. We hope to create a safer, healthier environment, and minimize loss of instructional time throughout the school year. In order to move forward, we need your help.

A list of approved snacks will be available in the school office and on our website. If you are providing food for an event, we ask that the food items are taken directly to the main office at least one week prior to the event and then will be checked for proper adherence to the food policy. Any food item that does not adhere to the policy cannot be served and will be sent home with the students or parent. Please do not bring food to school unless pre-arranged with the school and/or classroom teacher. Instead of bringing food, please consider bringing stickers, pencils, erasers, etc. for birthday celebrations.

For further guidance see Pullman School District Administrative Procedure 6700P.

Thank you for your help and consideration in this matter. Please don't hesitate to contact me if you have questions.

Sincerely,

Pam Brantner

Pam Brantner, Principal

SAFE WALKING ROUTES TO SCHOOL



