

# Pullman School District

## PEA and Admin Meetings, 2022-2023

Labor Management Discussion Item	Action to Take + Responsible Parties	Status
<p><b>1. Finances</b> (ongoing discussion item)</p>	<p><b>9/20/22:</b> Continuing to monitor expenditures and will start reviewing, planning and preparing for what the levy amount may be. Bob has joined the statewide School Funding Coalition with the primary mission being to advocate for school funding in a variety of areas. Bob is serving as one of the representatives for Eastern Washington. At the next meeting, Bob will provide an update on the reserve fund balance.</p> <p><b>10/17/22:</b> Bob provided an update on the reserve fund balance which is currently between 12-15%. The current balance is at 15% because of the student stabilization money. That money was provided for this year only. If you remove the one-time funds, that balance would be at 12%. The increase in IPD was unexpected and the cost of insurance has also increased considerably.</p> <p><b>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> Continue to monitor ESSER funding and the upcoming legislative session. Bob is planning to travel to Olympia in the new year to continue to advocate for additional funding with legislators. The focus for the legislative session is additional funding for special education and mental health.</p> <p><b>1/17/23:</b> Continuing to review unfunded mandates and Bob continues to review and respond legislatively. Bob has been providing updates via the staff Friday update to keep staff informed and has presented at staff meetings. The district is also in the middle of an audit.</p> <p><b>2/21/23:</b> Running renewal for the tech levy and education program and operation levy in Feb. 2024. Working on plan to start promoting to the public. Currently the rate is too low to address funding needs. Diane is working on determining what the Educational Programs and Operations (EPO) Levy and the Technology Levy rates should be. Recommending an increase on both levy amounts, but are also considering an amount the community can support. There is a cap on the levy amounts.</p>	<p>9/20/22: Update            10/17/22: Update            11/15/22: No Update            12/20/22: Update            1/17/23: Update            2/21/23: Update  <b>3/28/23: Update</b></p>

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	<p><b>3/28/23:</b> Still working on a plan for the 2024 levy. Staff Friday Updates continue to include updates about educator compensation. Will have more information by April 24. Regionalization is not going to be implemented for our district. The team discussed the experience factor and the intention of it. Looking at an increase and a multiplier in special education; however, still need more information on what the funding will look like but it should be positive. Transportation will see a slight increase in funding for foster, MV, and special education likely in the form of a safety net. There may also be additional funding in small increments in other specific areas.</p>	
<p><b>2. Curriculum Updates</b> (ongoing discussion item)</p>	<p><b>9/20/2022:</b> Working on Collaborative Literacy training for staff and math adoption.</p> <p><b>10/17/22:</b> Staff are putting together a plan to provide support for new staff. This will be paced throughout the year for Collaborative Literacy and Bridges math.</p> <p><b>11/15/22:</b> Admin Team met to discuss Bridges and Collaborative Literacy.</p> <p><b>12/20/22:</b> High school math adoption committee is meeting December 21<sup>st</sup>.</p> <p><b>1/17/23:</b> Continuing to work through high school math adoption process.</p> <p><b>2/21/23:</b> No update. Still in process of high school math adoption and a recommendation will go to the board in April.</p> <p><b>3/28/23:</b> Secondary math will vote to move math materials forward to the board. The math adoption will go the school board before the end of the school year.</p>	<p>9/20/22: Update 10/17/22: Update 11/15/22: No Update 12/20/22: Update 1/17/23: Update 2/21/23: Update <b>3/28/23: Update</b></p>
<p><b>3. Professional Learning Communities</b> (ongoing discussion item)</p>	<p><b>9/20/22:</b> District Guiding Coalition met Tuesday, September 20, and reviewed survey results submitted by staff. The survey results are helpful in gathering feedback to help support staff. Working on generating an FAQ for staff to aid in the implementation of collaborative teams based on the feedback from the survey.</p>	<p>9/20/22: Update 10/17/22: Update 11/15/22: Update 12/20/22: Update 1/17/23: Update 2/21/23: Update</p>

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	<p><b>10/17/22:</b> Continuing to support staff with the collaborative teaming process. Administrative staff have had the opportunity to drop in, learn from, and support collaborative teams. The team discussed the expectations of the form and reiterated that this is not an evaluative process, but it is best practice that we have a means to have record of the group's collective memory. There may need to be additional communication around the purpose of the form/observations to ensure intentions are communicated positively and clearly. The team discussed the role, responsibility, and expectations for staff that are observing collaborative teams and the guiding coalition.</p> <p><b>11/15/22:</b> The team discussed the potential need for an open-ended survey/questionnaire to gauge how the PLC process is going for teams in order to evaluate the current process and procedures. The team discussed the need for utilizing and maximizing teacher leaders and engaging the building's guiding coalition in order to refine communication. Defining the common purpose of the guiding coalition for staff may be a helpful next step in the process. The team is going to continue to work together to workshop possible solutions moving forward. The admin team will engage in discussions around the timing of Tuesday morning building administrator collaboration. The team also discussed some of the financial aspects of PLCs.</p> <p><b>12/20/22:</b> Bob and Roberta are working on a questionnaire. A survey for team leaders will also be deployed to gather feedback on additional support needed. The team leaders have expressed a need for additional time to process training information prior to providing the training to their teams. Providing more advanced notice would help leaders process the information and allow more time to coordinate trainings. The team also discussed the workload on team leaders and the need to find ways to support leaders in their role.</p> <p><b>1/17/23:</b> Working on communication to elementary staff about the math component. The team discussed the development of leadership skills in PLC teams and requesting assistance from building principals if needed to assist</p>	<p><b>3/28/23: Update</b></p>
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	<p>with difficult team conversations. Vince Martinez has offered to provide a demonstration of tools to provide professional development to provide learning around strategies and tools when looking at accountability. The team discussed the PLC time being on a Monday and the factors that played into the selection of that time taking place on a Monday morning.</p> <p><b>2/21/23:</b> Working on providing professional development and recognizing PLC team celebrations.</p> <p><b>3/28/23:</b> Grace is working with grade-level and content teams and providing resources. Working on professional development for elementary teams. The team discussed SBA Interim assessments and how those can serve as a guide and a resource to determine depth of knowledge and level of difficulty, but still need to work with TOSAs to dive deeper into those assessments. Generally, the SBA Consortium is ahead of the curve. CL materials can be used for CFAs; however, the SBA consortium could be a resource as well and it may be helpful to align the test specifications.</p>	
<p><b>4. Staffing &amp; Substitute Update</b> (ongoing discussion item)</p>	<p><b>9/20/22:</b> Continuing social media campaign to push out open positions and advertise for substitutes. Still working to fill open paraeducator positions. The district has reached out to the university to see if students can pick up open paraeducator positions by advertising on their online job boards. Also working to recruit parents through school weekly newsletters. The team also discussed the concern around the need for specific special education teacher positions to have substitutes that are prepared for subbing in ILC programs to ensure students have a successful school day. Megan and Dom are working to implement structures and support that can help to stabilize ILC programs.</p> <p><b>10/17/22:</b> Continuing to advertise and recruit for substitutes and open positions. We are reaching out to families to fill positions and are considering putting on a job fair. The team discussed the SLP shortage. The shortage is acknowledged and staff are working on different models to ensure coverage. A full-time SLP position has been posted.</p> <p><b>11/15/22:</b> Continuing to interview and recruit for open positions. Bob is</p>	<p>9/20/22: Update 10/17/22: Update 11/15/22: Update 12/20/22: Update 1/17/23: Update 2/21/23: Update <b>3/28/23: Update</b></p>

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	<p>advocating at the state level for staffing needs and assistance. More information to come.</p> <p><b>12/20/22:</b> Seeing an increase in number of substitutes in the sub pool. The team discussed the possible connection with the College of Education and WSU to help fill some of the gaps. Bob will look into possible incentives for college students to earn hours (required contact hours and/or community service hours) if they are working with students. A team will be present at upcoming job fairs to recruit for open positions.</p> <p>The ESSER funds will expire at the end of the school year. The ESSER positions were one or two years only. Discussed the need for communication on what the plan will be for staff that are currently filling those positions moving forward.</p> <p><b>1/17/23:</b> Continuing to grow the substitute pool and have not had any sub shortages lately. New student online enrollment opens February 1<sup>st</sup> for the 2023-24 school year. Starting to review staffing for the upcoming year and the plan for staff in temporary ESSER positions. Starting to have conversations with principals about special programs (for example: Core+), reviewing the current models, and working collaboratively moving forward. Need to also consider the state legislative impact on the district's budget for the upcoming school year.</p> <p><b>2/21/23:</b> Continuing to monitor enrollment and prepare for staffing next year. K-3 class size ratio is an average of 15.79 district-wide. Student transfer meeting for next school year is set for August. Working on promoting 2023-2024 enrollment and providing opportunities for families to participate in such as building tours and/or kindergarten round-up by building. The team discussed different community events that PSD could set up an enrollment booth at to encourage families to enroll before August.</p>	
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	<p><b>3/28/23:</b> Continuing to review enrollment numbers and monitor K-3 ratios. Class size is relatively low district wide but there are challenges. Looking at if it is financially feasible to add intervention teachers and elementary administrators. JES will receive high poverty LAP funding. We do not know the exact amount at this point. Need to continue looking at the funding formula and how that translates in actual funding and requirements. This funding is only for one year at a time. Bob and Roberta will continue to seek more information regarding this funding as it becomes available. The team discussed staffing needs and class sizes at Jefferson, opportunities around student learning and conflict resolution in shared spaces, and viable solutions moving forward to meet the needs of students and staff.</p>	
<p><b>5. TPEP Evaluations for Counselors, Psychs, and SLPs</b></p>	<p><b>5/18/21:</b> Cristina has been working on drafts that will be shared during bargaining for counselors, psychs, and SLPs.</p> <p><b>10/19/21:</b> Need to determine if a change is needed. Tabled for a later meeting.</p> <p><b>9/20/22:</b> The goal is to align the evaluation criteria with the Danielson Framework. Still a work in progress.</p> <p><b>10/17/22:</b> No update.</p> <p><b>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> No update.</p> <p><b>1/17/23:</b> No update.</p> <p><b>2/21/23:</b> No update.</p> <p><b>3/28/23:</b> No update.</p>	<p>9/20/21: Discussion            10/19/21: <i>Tabled</i>            9/20/22: Update            10/17/22: No Update            11/15/22: No Update            12/20/22: No Update            1/17/23: No Update            2/21/23: No Update  <b>3/28/23: No Update</b></p>
<p><b>6. TPEP Evaluation Tool</b></p>	<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</p>	<p>10/17/22: Discussion            11/15/22: No Update            12/20/22: No Update</p>

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	<p><b>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> No update.</p> <p><b>1/17/23:</b> No update.</p> <p><b>2/21/23:</b> No update.</p> <p><b>3/28/23:</b> No update.</p>	<p><b>1/17/23:</b> No Update</p> <p><b>2/21/23:</b> No Update</p> <p><b>3/28/23: No Update</b></p>
<p><b>7. New TPEP Student Growth Goals</b></p>	<p><b>10/19/21:</b> 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>9/20/22:</b> Not required to be implemented until the <del>2023-24</del> <b>2024-25</b> school year. This will align well with our collaborative teams.</p> <p><b>10/17/22:</b> Need to start sending staff to training in preparation for this change. There implementation date has been delayed to the 2024-25 school year.</p> <p><b>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> No update.</p> <p><b>1/17/23:</b> No update. PEA and Admin Team will attend trainings as they become available.</p> <p><b>2/21/23:</b> No update. Waiting for WEA to send out upcoming training dates.</p> <p><b>3/28/23:</b> Rex spoke with WEA and looking at the possibility of providing in-district training for staff.</p>	<p><b>10/19/21:</b> Discussion</p> <p><b>9/20/22:</b> Update</p> <p><b>10/17/22:</b> Update</p> <p><b>11/15/22:</b> No Update</p> <p><b>12/20/22:</b> No Update</p> <p><b>1/17/23:</b> No Update</p> <p><b>2/21/23:</b> No Update</p> <p><b>3/28/23: No Update</b></p>
<p><b>8. Elementary Report Cards</b></p>	<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</p>	<p><b>11/16/21:</b> Discussion</p> <p><i>Tabled for later discussion</i></p>

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	<p>a special education representative. With the new curriculum adoptions, the 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>5/24/22:</b> There will be information shared with elementary teachers by Grace, Roberta, and Joni.</p> <p><b>9/20/22:</b> No update.</p> <p><b>10/17/22:</b> No update.</p> <p><b>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> No update.</p> <p><b>1/17/23:</b> No update.</p> <p><b>2/21/23: ON HOLD</b></p>	<p>5/24/22: Update            9/20/22: No Update            10/17/22: No Update            11/15/22: No Update            12/20/22: No Update            1/17/23: No Update  <b>2/21/23: ON HOLD</b></p>
<p><b>9. Push-In Model at Elementary</b></p>	<p><b>12/14/21:</b> Discussed the effectiveness of the push-in model for students receiving services. Decisions around location of service are based on the individual needs of each student and is a decision made by the IEP team. Staff can engage in conversations around the location of the student's services with building MDT and IEP teams. Encourage staff to communicate with those teams to make data-based decisions. There may need to be clearer messaging and professional development around equity of access.</p> <p><b>5/24/22:</b> Preplanning to have continued district planned professional development.</p> <p><b>9/20/22:</b> Reviewing assessment data for schools with a strong push-in model. After that initial review, there was success with that model and are working to see if those structures can be implemented at other schools.</p> <p><b>10/17/22:</b> No update.</p>	<p>12/14/21: Update            5/24/22: Update            9/20/22: Update            10/17/22: Update            11/15/22: No Update            12/20/22: No Update            1/17/23: No Update            2/21/23: Update  <b>3/28/23: Update</b></p>



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	<p><b>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> No update.</p> <p><b>1/17/23:</b> No update.</p> <p><b>2/21/23:</b> Buildings are reviewing intervention models and working through how to offer interventions throughout the school day.</p> <p><b>3/28/23:</b> There may be a need for some professional development opportunities for special education staff to ensure the inclusionary model, UDL, is implemented successfully in the classroom. PLC work focused on intervention may also provide the training needed for all staff.</p>	
<b>10.Math Alignment 6-12</b>	<p><b>12/14/21:</b> After considerable research, the team discussed the need for a math alignment for grades 6-12. A new sequence has been created that has been reviewed by administrators and 6-12 math teachers. Staff have had the opportunity to provide feedback and suggest changes. Roberta provided an overview of the new sequence and how the standards will align. The new sequence will still have an advanced track for students. This sequence looks to create pathways for students in order to create more opportunities. The goal is that there will be more choice for students to take more than 1 math class in a year if they want. Juston and Cameron will communicate to their families that this is approaching. Will continue to work on the adoption of grade 6-8 materials, and as we work through the essential standards, will look to determine if there are any gaps at the middle school and if any changes need to be made. The goal is to accelerate opportunities for students while ensuring there is a strong foundation of math skills.</p> <p><b>1/26/22:</b> Cameron, Juston, Roberta and Joni presented the proposed math alignment to the school board on January 12.</p> <p><b>4/19/22:</b> Secondary principals are focusing on communication to families on the realignment.</p>	<p>12/14/21: Update 1/26/22: Update 4/19/22: Update 9/20/22: Update 10/17/22: No Update 11/15/22: Update 12/20/22: Update 1/17/23: Update 2/21/23: Update <b>3/28/23: Update</b></p>

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	<p><b>9/20/22:</b> Will continue to build off of last school year's work.</p> <p><b>10/17/22:</b> No update.</p> <p><b>11/15/22:</b> There has been one advisory meeting for the adoption of a course at PHS and another meeting is scheduled. The process is moving along.</p> <p><b>12/20/22:</b> Math IMAC is looking at narrowing down selections down to the top 3 programs. The next step is to dive deeper into those top programs and gather staff feedback.</p> <p><b>1/17/23:</b> Math TOSA continues to meet with the adoption team and provided an update to the school board at the January 11, 2023 board meeting. Math IMAC is continuing to work through the secondary alignment process.</p> <p><b>2/21/23:</b> No update.</p> <p><b>3/28/23:</b> Math materials moving forward in adoption process.</p>	
<p><b>11. City of Pullman – Busing Issues</b></p>	<p><b>3/15/22:</b> Unexpectedly, the City of Pullman is no longer able to provide transportation for Pullman School District students. They are asking for a 1-year extension but this will have an impact on our district.</p> <p>-Scenario (Best): Receive 1-year extension. Gives the district a year to prepare.</p> <p>-Scenario (Worst): Do not receive a 1-year extension. Have to start transporting students starting 2022-2023 school year. This would involve the need to transport an additional 6 buses of students. Staff are reviewing ridership, routes, times, and locations. This will have an impact on scheduling and start times for all schools for the 2022-2023 school year.</p> <p><b>4/19/22:</b> City will be submitting application for extension. There is not a time frame for when we will hear back.</p>	<p>3/15/22: Discussion            4/19/22: Update            5/24/22: Update            9/20/22: Update            10/17/22: No Update            11/15/22: ON HOLD            1/17/23: Update            2/21/23: Update  <b>3/28/23: CLOSED</b></p>

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**5/24/22:** The City is intending to submit a 1-year extension to provide in-town public transportation for students in grades 6-12. More information to come.

**9/20/22:** Continuing to explore the purchasing of buses and recruiting drivers. The plan is for the city to apply for a grant that will allow non-rural students in grades 6-12 to ride city buses for free starting with the 2023-2024 school year. Will continue to monitor if the city's bus routes for next school year align with school start/end times. Bob will continue to work with the city on this item.

**10/17/22: No update. Will likely see an update in the spring.**

**1/17/23:** Bob will schedule a meeting with the city to see what the plan is for routing. The team discussed the possibility for elementary students to ride city buses as part of a field trip and would like more information from the city on what the best way is to coordinate potential elementary field trips.

**2/21/23:** Working to schedule a meeting with the city to discuss this topic.

**3/28/23:** Secondary students (grades 6-12) will have the opportunity to ride Pullman Transit for free to and from school for the 2023-24 school year but will need a bus pass. The district has reviewed route times with Pullman Transit. Transit buses will accommodate school start times but will not be pulling into school parking lots. LMS and PHS will need to relocate supervision to accommodate the new drop off points. PHS will drop off at the Aquatic Center and LMS will have 2 drop-off spots. The district will not need to adjust school start times. Bus passes will be available for students at Spartan Start-Up and Greyhound Gear-Up. Free passes for students will also be available from Pullman Transit before summer and can be used for all routes seven days a week. For now, students won't need a bus pass to ride Pullman Transit to and from school until 2023-24.

- Bus passes will be free and must be renewed each year.
- Bus passes can be used any day of the week and for all routes.
- Any student age 18 and under may also sign up for a free bus pass.

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	<ul style="list-style-type: none"> <li>Additional information will be communicated in the upcoming months.</li> </ul> <p><b>CLOSED</b></p>	
<p><b>12. Student Behavior Management</b></p>	<p><b>5/24/22:</b> The team discussed concerns around behavior management, appropriate interventions/actions, and how to prevent incidents from happening in the future. The team discussed the social emotional impact on staff and students and the isolation that has manifested as a result of the pandemic. Behaviors have been limited to a single classroom when students are struggling instead of being able to utilize additional resources. The challenge is the response to social emotional behaviors that are result of exhaustion, limited capacity and lack of consistency. The team discussed the need for encouraging principals to call ahead, or walk down to the classroom without the student, to ask teachers if the student can return to class to eliminate the pressure of teachers having to say yes or no in front of students. Need to ensure behavior plans are in place and are being followed.</p> <p><b>9/20/22:</b> Working on professional learning for staff for the upcoming year. New teachers received training during New Teacher Orientation and Right Response has been underway. The team discussed that the use of restorative justice practices at elementary schools has been successful, but staff are looking for additional support around how to manage repeat behavior of individuals who may be interfering with other students' learning. The laws are very restrictive but need to review our MTSS system. Dr. Luis Cruz will return and will focus on MTSS component when he returns in August. Another area is having our mental health interns help to effectively provide support for staff. The focus will be on working to build the capacity of our teachers and provide teachers more support for those challenging recurring students. Teaming is a strategy that is encouraged. Our Teachers on Special Assignment (TOSA) are here to provide support for staff as well.</p> <p><b>10/17/22:</b> TOSAs continue to provide support and implement structures and programming as needed. The team discussed student behaviors that are negatively impacting the learning environment, and the importance of</p>	<p>5/24/22: Discussion            9/20/22: Update            10/17/22: Update            11/15/22: Update            12/20/22: Update            1/17/23: Update            2/21/23: Update  <b>3/28/23: Update</b></p>

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	<p>reinforcing routines, expectations, and structures in the classroom. Staff are encouraged to reach out to our TOSAs via email for support, guidance, and/or assistance. The team acknowledged that students may still be impacted by the pandemic and the lack of structured learning experiences during that time.</p> <p><b>11/15/22:</b> Bob and Roberta discussed the topic of Social Emotional Learning curriculum and implementation with building admin team. There may be opportunities for staff to observe one another if needed. The team discussed how students are identified for the ILC program. The team discussed the challenges for teachers with student discipline parameters. Bob and Roberta discussed the importance of Tier 1 instruction, restorative practices, and training around best practices with building administrators. The secondary admin teams are working together to calibrate suspension protocols to ensure consistency. This will continue to be an ongoing discussion item.</p> <p><b>12/20/22:</b> Reviewed evaluations from social emotional sessions from the Professional Learning Day. Received very positive feedback from staff on those sessions. While those sessions were mostly informational, it was still helpful. Bob and Roberta have met with building administrators and discussed social emotional lessons. Those sessions provided a variety of target areas of interest along with helpful resources for staff. Will look at having another offering of those sessions. For future sessions, it was discussed that it would be helpful to have sessions targeted towards more specific strategies for students that receive special services and how to navigate those specific behaviors.</p> <p><b>1/17/23:</b> Buildings have provided quarterly discipline data. Overall the data was mostly positive. Calibrating what discipline is entered in buildings and across buildings would be beneficial to ensure the data entered is consistent district wide. Principals continue to discuss and are revisiting PBIS models and strategies. Professional development for staff has also been beneficial.</p> <p><b>2/21/23:</b> Discussions with building principals continue. Working on how to triage the approach, prioritize, and get supports in place for students and</p>	
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	<p>more specifically students in ILC programs. There seems to be an improvement but there are a few highfliers. The team discussed the need for consistency in data entry and reporting, establishing/implementing a communication plan, creating individualized support, prioritizing prevention strategies and reviewing our systems overall. Staff should continue to ask for support.</p> <p><b>3/28/23:</b> Conversations are ongoing. Special Education TOSA and PBIS TOSA continue to be resources for staff, and staff are encouraged to contact either TOSA for support and feedback. This allows for the opportunity to implement, monitor and/or change programming based on the student needs. The team continued discussions around the calibration of how discipline is reported and how Review 360 is utilized at the elementary level.</p>	
<p><b>13. Special Education</b></p>	<p><b>9/20/22:</b> The team discussed the importance of ensuring special education staff receive their allotted planning, supervision, and lunch times.</p> <p><b>10/17/22:</b> This item was addressed with building administrators.</p> <p><b>11/15/22:</b> Special Education Director position will be posted this Winter.</p> <p><b>12/20/22:</b> Special Education Director position will be posted in January. Need to continue to provide professional development opportunities for staff in this area specifically. An SLP and SLPA position have been filled with contractors. The team discussed the importance of having a special education teacher serving as a representative on each building's guiding coalition if able and available.</p> <p><b>1/17/23:</b> SLP caseloads have been balanced out and have hired additional staff. Special Education Director position has been posted.</p> <p><b>2/21/23:</b> In the process of screening Special Ed Director applications and working on scheduling those interviews.</p> <p><b>3/28/23:</b> Interviewing for special education teacher positions and special education director continues.</p>	<p>9/20/22: Discussion            10/17/22: Update            11/15/22: Update            12/20/22: Update            1/17/23: Update            2/21/23: Update  <b>3/28/23: Update</b></p>

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<p><b>14. Elementary Schedules</b></p>	<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>11/15/22:</b> No update.</p> <p><b>12/20/22:</b> No update.</p> <p><b>1/17/23:</b> No update.</p> <p><b>2/21/23:</b> No update.</p> <p><b>3/28/23:</b> No update.</p>	<p>9/20/22: Discussion            10/17/22: Update            11/15/22: No Update            12/20/22: No Update            1/17/23: No Update            2/21/23: No Update  <b>3/28/23: No Update</b></p>
<p><b>15. Ice Removal</b></p>	<p><b>12/20/22:</b> Custodial teams are working to ensure parking lots and sidewalks are safe for staff and students. Staff are encouraged to enter a maintenance request for any areas that require attention. Staff should travel on established sidewalks and maintained entry/exits, and consider wearing appropriate winter footwear and/or ice cleats, ice grippers, or winter traction aids when walking in the parking lot and on sidewalks.</p> <p><b>1/17/23:</b> A reminder was sent out to staff via the staff Friday update.</p> <p><b>2/21/23:</b> No update.</p> <p><b>3/28/23:</b> In the future, include who to notify if there is ice for each building in the annual email. <b>CLOSED</b></p>	<p>12/20/22: Discussion            1/17/23: Update            2/21/23: No Update  <b>3/28/23: CLOSED</b></p>
<p><b>16. Kindergarten Class Sizes</b></p>	<p><b>12/20/22:</b> Administrators are aware of the challenges around the number of kindergarten students in some classrooms and the need for support so teachers can address students' academic and behavior needs more efficiently and effectively. The team discussed the need for providing support for kindergarten teachers while also acknowledging the current funding and staffing challenges.</p>	<p>12/20/22: Discussion            1/17/23: Update  <b>2/21/23: Update</b>  <b>3/28/23: Update</b></p>

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	<p><b>1/17/23:</b> Kindergarten students continue to transition into the school experience while staff continue to work hard navigating the impact of the pandemic on our youngest learners. There may be some opportunities to engage families with at-home learning extensions and summer learning.</p> <p><b>2/21/23:</b> No update [please refer to staffing update].</p> <p><b>3/28/23:</b> Elementary principals are coming up with a plan for providing a before-school kindergarten experience for students before assigning them to classes. ASQ Online is a tool for families to provide feedback about their child as part of the enrollment process. The team discussed the need for a similar tool for grade levels outside of KG or implementing a short survey for families to complete as part of the enrollment process.</p>	
<b>17. Board of Directors</b>	<p><b>1/17/23:</b> Director Susan Weed is retiring/resigning as the district director for area 1. The board will appoint someone to fill the unexpired term. There is an application for appointment on our district website. The term expires November 2023. Interviews will take place during an open public meeting. Applications are due February 10, 2023. Bob and Director Allison Munch-Rotolo attended Jefferson PTA meeting to discuss the open position with those residents. Director Nathan Roberts will share open position with Kamiak PTA. Director Munch-Rotolo will not run in the November 2023 election. There is information on our district website. Residents interested in running for a board position must reside in that director's district. Director area maps are available on our website. Bob is available to meet with any interested residents looking to join the Pullman School District Board of Directors and is also presenting at staff meetings. New board members are trained in a variety of areas and serve a 4-year term.</p> <p><b>2/21/23:</b> School board conducted a 35-minute interview for the open board position on February 28<sup>th</sup> at 5:30pm at Pullman High School. There were two candidates that were scheduled to be interviewed; however, one candidate withdrew due to personal reasons.</p>	<p>1/17/23: Announcement 2/21/23: <b>Update</b> 3/28/23: <b>CLOSED</b></p>



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	3/28/23: Dr. Arron Carter was appointed as the new Board Director for District 1. <b>CLOSED</b>	
<b>18. Two-Factor Authorization</b>	3/28/23: 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.	<b>3/28/23: Announcement</b>
<b>19. Long Term Care</b>	3/28/23: This will be implemented July 1, 2023. Staff will see that deduction in their paycheck. There are some exemptions available. Berenisse Bencomo sent out information to all staff in an email titled "WA Cares Updates" on March 23, 2023.	<b>3/28/23: Announcement</b>

### 2022-2023 Meeting Dates:

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

- September 20, 2022
- October 18, 2022
- November 15, 2022
- December 20, 2022
- January 17, 2023
- February 21, 2023
- ~~March 21, 2023~~ **March 28, 2023**
- ~~April 18, 2023~~ **April 20, 2023**
- May 16, 2023

# Pullman School District

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### CLOSED TOPICS

<b>1. Autism Training</b>	<p><b>5/24/22:</b> Working on professional development plan for the 2022-2023 school year to offer an opportunity for all teachers to participate in an autism training. Bob and Roberta will review and have further discussions about offering an opportunity for all staff. There might be an opportunity to have Northwest Autism present during a professional learning day. The challenge with the professional learning day schedule is the state requiring what topics must be covered during those days. The goal is to have Dominick Ventresco, Special Education TOSA, provide de-escalation trainings to staff, ideally before school, to prepare staff.</p> <p><b>9/20/22:</b> Megan has been in contact with Northwest Autism. The challenge is finding speakers with availability.</p> <p><b>10/17/22:</b> Autism training was provided to staff and the district is looking to have them provide additional training in the future.</p> <p><b>11/15/22:</b> Northwest Autism will provide a second round of training in January 2023. <b>CLOSED</b></p>	<p><b>5/24/22:</b> Discussion <b>9/20/22:</b> Update <b>10/17/22:</b> Update <b>11/15/22:</b> <b>CLOSED</b></p>
<b>2. TOSA Contracts</b>	<p><b>9/20/22:</b> Contracts used to be on a year-to-year basis and have since shifted to continuing positions. The team discussed the need to provide staff with information on how to contact, who to contact, and how to request their support.</p> <p><b>10/17/22:</b> TOSAs can be reached via email and CC the building administrator.</p> <p><b>11/15/22:</b> <b>CLOSED</b></p>	<p><b>9/20/22:</b> Discussion <b>10/17/22:</b> Update <b>11/15/22:</b> <b>CLOSED</b></p>

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3. <b>Temperature Set Points</b>	11/15/22: The team discussed the temperature set point. If staff are concerned temperatures are not registering accurately, they should submit a work order.  12/20/22: Reported issues have been resolved. <b>CLOSED</b>	11/15/22: Discussion 12/20/22: <b>CLOSED</b>
4.		
5.		