



Pullman School District

Regular Board Meeting

Date and Time

Wednesday March 12, 2025 at 6:30 PM PDT

Location

Paul R. Sturm Community/Board Room
Pullman High School
510 NW Greyhound Way
Pullman, WA 99163

Agenda

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

President will call the meeting to order.

C. Flag Salute

Pledge of Allegiance

D. Land Acknowledgement Statement

Pullman Public Schools reside on the homelands of the Nimiipuu (Nez Perce) people. We express our deepest respect for and gratitude towards the original and current stewards of this land. We

acknowledge our role in building mutual respect and connections to support current and future generations.

E. Approval of Agenda

The board or superintendent will revise the agenda if needed at this time; and approve by motion

II. Reports, Correspondence & Program

Board members and the superintendent will give informational reports at this time.

A. PHS ASB Report

B. Board Reports

- [Board Communication Plan Update](#)

C. Superintendent's Report

- Education Support Professionals Week 2025

D. Program Reports

- **Pullman High School Showcase** presented by Debbie Crabtree, Pullman High School Principal
- [Transportation Update](#) presented by Juston Pollestad, Executive Director of Operations

E. Equity & Belonging Update

III. Public Comment

The public comment section of the agenda provides an opportunity for individuals or members of a group to address the board on educational issues. If you intend to provide public comment this evening, you may register to speak using the sign-in sheet located near the boardroom entrance. To ensure fairness and provide for an orderly meeting, we respectfully require that individuals speak only once for a maximum of three minutes and may not transfer their speaking time to others. Please be attentive as your name will be called in the order it is listed on the sign-in sheet. To assist board members in review and consideration of your comments, we appreciate your providing a written copy of your remarks along with your email or mailing address on the sign-in sheet. When addressing the board, please approach the microphone and state your name before presenting your comments. The board will listen and may offer clarification, if needed. However, the board will not engage in a discussion at this time. Depending on the nature of the

topic, the board may decide to schedule it as a discussion item for a future meeting. We kindly request that all comments remain civil and respectful, and we remind you to consider the impact of your words and know that you bear personal responsibility for their content. We caution you to avoid certain statements that may infringe upon the rights of others under various laws, including those protecting privacy or prohibiting defamation. Providing public comment demonstrates your feelings of engagement and participation in the decision-making process in our community. We thank you in advance for your public comment.

IV. Consent Agenda

To expedite business at a board meeting, the board approves the use of a consent agenda, which includes items considered to be routine in nature. Any item, which appears on the consent agenda, may be removed from the consent agenda by a member of the board and voted on separately. The remaining items will be voted on by a single motion.

A. Minutes - February 26, 2025 Regular Board Meeting

B. Minutes - March 5, 2025 Board Work Session

C. Personnel Report

D. Professional/Personal Services Contracts

E. Warrants

Expense claims audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the board.

F. Student Transfer Requests

G. ASB Fundraiser

H. Overnight Field Trip Request

V. Action Items

Action items have previously been discussed by the board. The board will now take action, by motion.

A. 1630/1630P Superintendent Evaluation

Presenter: Nathan Roberts, Board President & Arron Carter, Board Director

VI. Discussion Items

Discussion items are presented to the board for discussion. If they need action they will be brought back at the next meeting.

- A. 2025-2026 Lincoln Middle School & Pullman High School Fee Schedules
- B. 2025-2026 Lincoln Middle School & Pullman High School Course Approvals
- C. Resolution 25-26:02 - 2025-2026 Annual WIAA Membership

VII. Informational Items

Informational Items do not require action or discussion by the board. The items are included in the agenda for the board to review, and may be moved to the discussion items section of the board agenda by any board member. Informational Items may include board procedure updates and non-substantive policy updates.

- A. Administrative Requirements Update
- B. Expense Claim Audit - Community Update Board Schedule
- C. Board Calendar & Communication Plan
- D. Current Enrollment
 - For 2024-2025 School Year
 - Budgeted FTE: 2560
 - Current FTE: 2587.03
 - Current Year Average FTE: 2,603.82
- E. The Pullman Promise: Priorities, Goals, Success Indicators

VIII. Executive or Closed Session

The board recesses into an executive or closed session by motion, stating how long it will last and if action will be taken. Following the executive or closed session the board president convenes the regular meeting.

- A. Personnel
- B. Discuss with legal counsel litigation or potential litigation per RCW 42.30.110(1)(i)

IX. Closing Items

A. Adjourn Meeting

The president will adjourn the meeting.

Coversheet

Minutes - February 26, 2025 Regular Board Meeting

Section: IV. Consent Agenda
Item: A. Minutes - February 26, 2025 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on February 26, 2025

DRAFT



Pullman School District

Minutes

Regular Board Meeting

Date and Time

Wednesday February 26, 2025 at 6:30 PM

Location

Paul R. Sturm Community/Board Room
Pullman High School
510 NW Greyhound Way
Pullman, WA 99163

Directors Present

Amanda Tanner, Arron Carter, Craig Nelson (remote), Lisa Waananen Jones, Nathan Roberts

Directors Absent

None

Guests Present

Bob Maxwell, Courtney Hodge, Diane Hodge, Juston Pollestad, Roberta Kramer

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Nathan Roberts called a meeting of the board of directors of Pullman School District to order on Wednesday Feb 26, 2025 at 6:30 PM.

C. Flag Salute

D. Land Acknowledgement Statement

E. Approval of Agenda

Dr. Maxwell noted the following changes to the agenda:

- Overnight Field Trip Request for LMS Science Olympiad- Added as consent agenda item
- ASB Fundraisers for PHS DECA - Added as consent agenda item
- February Payroll Warrant Authorization - Added as consent agenda item

Amanda Tanner made a motion to approve the agenda as amended.

Arron Carter seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Reports, Correspondence & Program

A. PHS ASB Report

The PHS ASB student representative provided an update on recent ASB activities:

- ASB met with Director Roberts to discuss student input on potential graduation attire changes, including the addition of cords for clubs and cap decorating.
- Prom is scheduled for May 31st at the RoundTop Pavilion with the theme **Gleam and Glow**.
- The ASB Executive team is revising the constitution to merge the secretary and treasurer positions into one role.

Dr. Maxwell noted that any proposed revisions to the ASB constitution will require board approval.

B. Board Reports

- **Craig Nelson (Remote)**: Attend DARE graduation for 5th graders and their families and appreciated the district's partnership with the Pullman Police Department and Officer Scott Patrick.
- **Lisa Waananen Jones**: Attended Nutrition Services Open House.
- **Arron Carter**: Attended Lincoln Middle School (LMS) staff meeting and provided an update on discussion from last meeting about the Chromebook Linewize program, directing staff to the presentation from the previous Board meeting. Attended LMS Boosters meeting with Dr. Maxwell where a budget and legislative update was provided. Invited members to attend the Board's Community Listening Session.

- **Amanda Tanner:** Parent Group at Sunnyside is hosting a parent-led discussion event on smartphones and social media. Organizing board dinner before or after one of the meetings within the next month or so.
- **Nathan Roberts:** Attended a Palouse Pathways meeting to discuss student scholarship opportunities. Discussions are ongoing, with a focus on developing a broader scholarship program not solely focused on college pathways. Met with PHS ASB to discuss potential graduation attire policy changes. Feedback from meetings with ASB and administration is being aggregated to aid in potential policy revisions, with any changes implemented in time for graduation. The upcoming Community Listening Session is scheduled for March 19th from 5:30pm-6:30pm at LMS, focusing on the district budget. The session will include a presentation with information gathering, followed by a board work session to debrief.

C. Superintendent's Report

- Provided an update on athletic results from participation in various regional and state tournaments.
- Presented to Lincoln Middle School Boosters - Talked a lot about advocacy with state legislators. Great idea came from that conversation to include some of the bills that seem to be gaining traction that impact public education in the Weekly Family Report.
- Dear Colleague Letter update - Public schools were given 2 weeks to revise Diversity, Equity, and Inclusion (DEI) policies/procedures. This is on hold as directed by the state. Information and updates on Federal Executive Orders can be found on our Safe and Welcoming Schools webpage on our district website.

D. Equity & Belonging Update

Safe and Welcoming Schools webpage is available on our website with information and updates on various federal executive orders.

III. Public Comment

A. Public Comment Speakers

Speaker: Joe Thornton

Topic: Provided comment on the new practice of discussing the superintendent contract renewal as a discussion item instead of as part of the consent agenda as it has been done in previous years.

Speaker: Rick Grunewald

Topic: Provided comment on males participating in female sports and provided information about the WIAA amendments and prompted the board to act in support of those proposed.

IV. Consent Agenda

A. Minutes - February 12, 2025 Regular Board Meeting

Amanda Tanner made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 02-12-25.

Lisa Waananen Jones seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Personnel Report

C. Warrants

D. Student Transfer Requests

E. ASB Fundraiser

F. Donation Received

G. Budget Status Report

H. Overnight Field Trip Request

I. Consent Agenda Approval

Amanda Tanner made a motion to approve the consent agenda (Item IV. A-H).

Arron Carter seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Action Items

A. Superintendent Contract Renewal

Presenter: Nathan Roberts, Board President

The renewal and extension of the Superintendent's contract through 2028 was discussed. C. Nelson provided clarity on why this was discussed in public. Noted the board only has one employee and those discussions should be made public. N. Roberts clarified that it typically it is in the consent agenda because it is routine in nature. After requests from several board members, it was included as an item on the agenda as a discussion.

Amanda Tanner made a motion to Superintendnet contract renewal.

Lisa Waananen Jones seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Craig Nelson	No
Amanda Tanner	Aye
Arron Carter	Aye
Nathan Roberts	Aye

Roll Call

Lisa Waananen Jones Aye

B. 3205 Sexual Harassment of Students Prohibited

Presenter: Roberta Kramer, Assistant Superintendent

This item was presented at the previous board meeting and have received no questions regarding the revisions. This revision comes as a result of the rollback of Title IX legislation. To comply with current law, all school districts have been instructed to revert to their prior 2020 Title IX policies and procedures that were in effect until the start of the current school year.

Arron Carter made a motion to 3205 Sexual Harassment of Students Prohibited.

Amanda Tanner seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. 3210 Nondiscrimination

Presenter: Roberta Kramer, Assistant Superintendent

This item was presented at the previous board meeting and have received no questions regarding the revisions. Policy 3210 Nondiscrimination was highlighted in the WSSDA December 2024 Policy & Legal News.

Arron Carter made a motion to 3210 Nondiscrimination.

Lisa Waananen Jones seconded the motion.

The board **VOTED** unanimously to approve the motion.

D. 6225 Use of Electronic Signatures NEW

Presenter: Bob Maxwell, Superintendent

This item was presented at the previous board meeting and have received no questions regarding the adoption of the policy. This policy allows for the use of electronic signatures for board documents, including meeting minutes. The next step will be exploring esignatures for other district documents.

Arron Carter made a motion to approve 6225 Use of Electronic Signatures.

Amanda Tanner seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. Resolution 24-25:07 4040R Public Access to District Records

Presenter: Bob Maxwell, Superintendent

RCW 42.56.070(3) requires agencies subject to the Public Records Act to maintain an index of certain types of records listed in that subsection. However, subsection (4) states that agencies are not required to maintain such an index if doing so would be unduly burdensome. In that case, the agency must: (a) issue and publish a formal order specifying the reason why and the extent to which compliance would be unduly burdensome or interfere with agency operations; and (b) make available for public inspection and copying all indexes maintained for agency use. This resolution meets this requirement.

Arron Carter made a motion to approve Resolution 24-25:07 4040R Public Access to District Records.

Lisa Waananen Jones seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Discussion Items

A. 1630/1630P Superintendent Evaluation

Presenters: Nathan Roberts, Board President & Arron Carter, Board Director

The Board is continuing to refine the superintendent evaluation process to better meet the needs of the district. Suggested revisions to the superintendent evaluation policy were presented by A. Carter and N. Roberts. The revised draft outlines how to conduct and evaluate the standards, including guidance on how board members can gather and provide feedback. A. Tanner emphasized the value of a structured approach but noted the need for flexibility, which A. Carter addressed by highlighting how the procedure includes allowances for flexibility while prioritizing key standards. N. Roberts explained that the evaluation model is similar to the administrator evaluation cycle, with a summative evaluation every five years that includes a review of all eight standards and the district's strategic plan. The July Board Retreat will provide an opportunity to identify priorities and adjust as needed. C. Nelson raised a concern about why the superintendent wouldn't be evaluated on all eight standards annually, similar to how teachers are evaluated on all criteria. A. Carter clarified that, while all standards apply each year, the process only requires directed evidence on two prioritized standards. A. Tanner noted that administrators are evaluated on all standards every 4 years and teachers are evaluated on all standards every 6 years. The Board also discussed implementing an evaluation form aligned with the procedure, which would draw from examples used by other districts. This form will include space for comments on all eight standards and the strategic plan, with a summary discussion taking place at the annual summer board retreat.

B. Pullman School District Artificial Intelligence (AI) Guidelines - DRAFT

Presenter: Bob Maxwell, Superintendent

The Pullman School District AI Task Force is actively developing guidelines to ensure the responsible and effective use of Artificial Intelligence (AI) in education. The guidelines are designed to enhance learning, support educators, and align with district values while prioritizing student privacy, equity, and academic integrity. Dr. Maxwell provided an overview of the key objectives, including a framework for evaluating AI tools, defining acceptable use cases, and establishing procedures for ongoing monitoring and refinement. The primary focus is protecting student data and privacy in the use of AI tools. Recent professional development for staff centered on the topic of AI in education, fostering a better understanding of its role in the classroom. These guidelines will help ensure AI technologies are used to complement—not replace—human decision-making in education as the technologies continue to evolve.

A. Tanner inquired about where the guidelines would be included, to which Dr. Maxwell noted that they would be incorporated into the staff handbook and, in the future, could lead to the creation of a policy that supports the guidelines.

L. Waaananen Jones expressed appreciation for the values-driven approach and asked whether the task force had considered the environmental impact of AI. Dr. Maxwell acknowledged this consideration was briefly discussed. L. Waaananen Jones also pointed out the discrepancies between the use of AI and Generative AI, asking whether the task force planned to define these terms. Dr. Maxwell explained that this topic had been discussed, and once the guidelines' structure is solidified, the task force could refine and review these definitions.

Regarding training and resources, L. Waaananen Jones raised concerns about predatory marketing to teachers using tools that might violate guidelines. Dr. Maxwell emphasized that limiting the use of AI tools to those included in the guidelines would help mitigate such issues and stressed the importance of teaching students how to use AI responsibly.

R. Kramer shared that the staff professional learning day had sessions for teachers and the district will continue to provide that learning. The team continues to explore tools like Magic School to ensure teachers have access to the right resources without needing to look elsewhere.

A. Carter pointed out the importance of clarity around AI permissibility in assignments. Teachers need to clearly define when and how AI can be used in student work, ensuring that students understand the boundaries of AI's role in their assignments.

VII. Informational Items

A. Administrative Requirements Update

B. Expense Claim Audit - Community Update Board Schedule

C. Board Calendar & Communication Plan

D. Current Enrollment

For 2024-2025 School Year

Budgeted FTE: 2560

Current FTE: 2588.61

Current Year Average FTE: 2606.62

E. The Pullman Promise: Priorities, Goals, Success Indicators

VIII. Executive or Closed Session

A.

Executive Session

Executive Session: N. Roberts announced there will be an Executive Session to discuss personnel and to discuss with legal counsel litigation or potential litigation per RCW 42.30.110(1)(i) that will end at 7:48pm

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:48 PM.

Respectfully Submitted,
Nathan Roberts

Documents used during the meeting

- Board Report - 2.26.2025 Personnel.pdf
- CK Summaries 2.26.25.pdf
- Payroll Warrant Authorization Form_February 2025.pdf
- 2025 02.26 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - LMS Cryptid-GSA Club - Letter Writing 2.26.25.pdf
- ASB Fundraiser - LMS Cryptid-GSA Club 2.26.25.pdf
- ASB Fundraiser - PHS DECA - Chipotle Fundraiser 2.26.25.pdf
- ASB Fundraiser - PHS DECA - Panda Express Fundraiser 2.26.25.pdf
- MEMO PHS Boosters Donation Received 2.26.25.pdf
- Budget Status Report_January 2025.pdf
- Overnight Field Trip Request - LMS Sci Olympiad_APR 2025.pdf
- Board Report - 2.12.2025 Personnel (2).pdf
- ES 3205 Sexual Harassment of Students Prohibited 2.12.25.pdf
- 3205 Sex Harassment of Students Prohibited 2.12.25.pdf
- ES 3210 Nondiscrimination 2.12.25.pdf
- 3210 Nondiscrimination 2.12.25.pdf
- ES 6225 Use of Electronic Signatures 2.12.25.pdf
- 6225 Use of Electronic Signature 2.12.25.pdf
- ES Resolution 24-25-07 4040R Public Access to District Records.pdf
- Resolution 24-25-07 4040R Public Access to School District Records.pdf
- ES 1630 Superintendent Evaluation Policy Revision 2.26.25.pdf

- 1630 Superintendent Eval 2.26.25.pdf
- 1630P Superintendent Eval 2.26.25.pdf
- ES PSD DRAFT AI Guidelines 2.26.25.pdf
- Pullman Public Schools AI Guidelines_DRAFT.pdf
- February Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2024-2025 Board Meeting Content Calendar 11.8.24.pdf
- Board of Directors Communication Plan 2024-2025_1.22.25.pdf
- The Pullman Promise.pdf

Coversheet

Minutes - March 5, 2025 Board Work Session

Section: IV. Consent Agenda
Item: B. Minutes - March 5, 2025 Board Work Session
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Work Session on March 5, 2025

DRAFT



Pullman School District

Minutes

Board Work Session

Date and Time

Wednesday March 5, 2025 at 4:30 PM

Location

Sunnyside Elementary
425 SW Shirley
Pullman, WA 99163

Directors Present

Amanda Tanner, Arron Carter, Craig Nelson, Lisa Waananen Jones, Nathan Roberts

Directors Absent

None

Guests Present

Courtney Hodge, Debbie Crabtree, Juston Pollestad, Pam Brantner, Roberta Kramer

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Nathan Roberts called a meeting of the board of directors of Pullman School District to order on Wednesday Mar 5, 2025 at 4:30 PM.

II. Agenda Items

A. Sunnyside Elementary School Showcase

Presenter: Pam Brantner, Sunnyside Elementary School Showcase

The Board had the opportunity to observe Sunnyside Elementary's Guiding Coalition in action as staff engaged in collaborative discussions focused on student data and intervention. The session highlighted the school's commitment to using data-driven decision-making to support student learning and achievement. Board members observed Sunnyside staff analyzing student progress, identifying areas for growth, and developing instructional strategies to address student needs. Sunnyside is continuing to draft their Model PLC application for review and submission.

B. Alternative Learning Experiences Update

Presenter: Debbie Crabtree, Pullman High School Principal

Principal Crabtree provided a summary from the previous school year which included enrollment for students online, the breakdown of courses and subjects being offered, and the number of students that completed courses and gained credits. FTE has increased for the program which can be attributed to seniors and running start, specifically for the course titled Career Choices.

C. Community Listening Session Presentation Review

The Board reviewed the presentation for the upcoming Community Listening Session, which will focus on Budget Information and Priorities. Board members provided feedback on the content and format to ensure the information is clear, transparent, and accessible for community members. The board discussed the need to ensure the format of the listening session be shared so those who would like to attend are aware that the format will be presentation based.

D. Graduation Regalia

The Board engaged in a discussion on graduation regalia following feedback from district administrators, high school ASB student representatives, and the Diversity, Equity, Inclusion & Belonging (DEIB) Task Force. The conversation focused on whether to revise the current board policy and procedure. Students expressed interest in recognizing event participation and leadership roles in athletics and activities during graduation, as well as exploring the possibility of decorating caps, though concerns were raised about appropriateness and monitoring.

Administrators noted the existing student voice in the ceremony, the complexity of managing additional recognition cords, and the equity and access concerns associated with extracurricular participation. They emphasized the importance of maintaining the ceremony's focus on graduation itself while acknowledging the workload such changes would create for staff. The Board discussed options for consideration, including revising

policy or exploring alternative ways to celebrate student accomplishments outside of what students wear at graduation. The Board was not prepared to make immediate changes to the current board policy, but there was interest in exploring the expansion of recognition of tribal regalia beyond U.S.-recognized tribes and additional avenues for student recognition.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
Nathan Roberts

Coversheet

Personnel Report

Section: IV. Consent Agenda
Item: C. Personnel Report
Purpose: FYI
Submitted by:
Related Material: Board Report - 3.12.2025 Personnel.pdf

MEMORANDUM

TO: Board of Directors

FROM: Bob Maxwell, Superintendent
Dagny Myers, Human Resources Director

DATE: March 12, 2025

SUBJECT: **Personnel Report**

Employment with the District will be conditional upon the district's receipt of a criminal conviction history record that is clear of any convictions, adjudications, protective orders, final decisions, or criminal charges in accordance with Washington State law and conditional upon receipt of a Sexual Misconduct Disclosure Form from prior Washington State employer(s), where employment was in a school setting, indicating that no sexual misconduct materials were found in the records of such employer(s) pursuant to RCW 28A.400 and WAC 180-87-080.

I recommend the Board of Directors accept the following:

Certified: **Jerrod Fleury** as principal at Pullman High School effective July 1, 2025

Dominick Ventresco, interim assistant director of special services, transfer to assistant director of special services effective August 6, 2025

Classified: **Jamie John** as ASB secretary at Pullman High School

Kristina Manis, head cook at Franklin Elementary School, resignation effective at the completion of the 2024-2025 school year

I recommend the Board of Directors approve the following supplemental/stipend payments:

Hannah Fields as support assistant boys soccer coach at Pullman High School

Emmet Frank, athletics game manager at Lincoln Middle School, resignation

Joshua Johnson, assistant track coach at Lincoln Middle School, resignation

Andrey Tillery, assistant girls basketball coach at Pullman High School, resignation

For Your Information:

Johanna Erickson, math teacher at Lincoln Middle School, has received approval to take four days of unpaid leave in May

Rachel Handley-Chartrand, English teacher at Pullman High School, has received approval to take two days of unpaid leave in October

Coversheet

Professional/Personal Services Contracts

Section: IV. Consent Agenda
Item: D. Professional/Personal Services Contracts
Purpose:
Submitted by:
Related Material: Board Report - Contracts 3.12.2025.pdf

MEMORANDUM

TO: Board of Directors

FROM: Bob Maxwell, Superintendent
Dagny Myers, Human Resources Director

DATE: March 12, 2025

SUBJECT: **Professional/Personal Services Contract Report**

Employment with the District will be conditional upon the district's receipt of a criminal conviction history record that is clear of any convictions, adjudications, protective orders, final decisions, or criminal charges in accordance with Washington State law and conditional upon receipt of a Sexual Misconduct Disclosure Form from prior Washington State employer(s), where employment was in a school setting, indicating that no sexual misconduct materials were found in the records of such employer(s) pursuant to RCW 28A.400 and WAC 180-87-080.

I recommend the Board of Directors approve the following Professional/Personal Services Contracts:

Shane Clark to provide a presentation and cooking demonstration for the National Nutrition Month "Food Connects Us" community education series, March 6, 2025, \$100.00 per hour plus mileage reimbursement, total not to exceed three (3) hours.

Lisa Grentz to provide presentation on creating positive eating environments at the National Nutrition Month "Food Connects Us" community event, March 13, 2025, \$100.00 per hour plus mileage reimbursement, total not to exceed two and one half (2.5) hours.

Anna Harlow-Truscott to provide a presentation on healthy eating for decreasing risk of chronic disease for the National Nutrition Month "Food Connects Us" community education series, March 13, 2025, \$100.00 per hour, total not to exceed two (2) hours.

Vicky Leeper to lead a course on cooking on a budget for the National Nutrition Month "Food Connects Us" community education series, March 20, 2025, \$100.00 per hour, total not to exceed three (3) hours.

Mat Morgan to provide a presentation and cooking demonstration for the National Nutrition Month "Food Connects Us" community education series, March 6, 2025, \$100.00 per hour, total not to exceed three (3) hours.

Coversheet

Warrants

Section: IV. Consent Agenda
Item: E. Warrants
Purpose: FYI
Submitted by:
Related Material: CK Summaries 3.12.25.pdf

Ap-PHS ASB

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$19,883.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26735730 through 26735741, totaling \$19,883.27

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735730	Anderson's	03/13/2025	2,537.61
26735731	BSN Sports	03/13/2025	628.12
26735732	D&J Sports of Washington	03/13/2025	622.08
26735733	Florafinder, LLC	03/13/2025	150.98
26735734	GSL-Greater Spokane League	03/13/2025	2,675.00
26735735	Hogg, Jacob Jerome	03/13/2025	191.19
26735736	JGS Graphics	03/13/2025	544.50
26735737	Jostens of Central WA	03/13/2025	1,942.20
26735738	MFAC, LLC	03/13/2025	1,697.27
26735739	Northwest Engraving Services L	03/13/2025	121.50
26735740	Pullman School Dist - Revolvin	03/13/2025	8,350.00
26735741	US Foods, Inc.	03/13/2025	422.82
12	Computer	Check(s) For a Total of	19,883.27

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	12	Computer	Checks For a Total of	19,883.27
Total For	12	Manual, Wire Tran, ACH & Computer	Checks	19,883.27
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	19,883.27

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-210.47	50.00	20,043.74	19,883.27

BMO Cap. 3.10.25

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$179.98. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500114 through 242500114, totaling \$179.98

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500114	BMO Corporate Mastercard	03/10/2025	179.98

1	ACH	Check(s) For a Total of	179.98
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	179.98
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	179.98
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	179.98

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	-9.06	0.00	189.04	179.98

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$4,078.70. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500115 through 242500115, totaling \$4,078.70

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500115	BMO Corporate Mastercard	03/10/2025	4,078.70
1	ACH	Check(s) For a Total of	4,078.70

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	4,078.70
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	4,078.70
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	4,078.70

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-73.47	0.00	4,152.17	4,078.70

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$5,864.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500116 through 242500116, totaling \$5,864.64

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500116	BMO Corporate Mastercard	03/10/2025	5,864.64
1	ACH	Check(s) For a Total of	5,864.64

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	5,864.64
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	5,864.64
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,864.64

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-23.30	0.00	5,887.94	5,864.64

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$37,088.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500117 through 242500117, totaling \$37,088.42

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500117	BMO Corporate Mastercard	03/10/2025	37,088.42
1	ACH	Check(s) For a Total of	37,088.42

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	37,088.42
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	37,088.42
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	37,088.42

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-86.18	0.00	37,174.60	37,088.42

GF REIMACH

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$412.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500118 through 242500121, totaling \$412.07

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500118	Claassen, Katelyn Jamie	03/13/2025	26.88
242500119	El Chabib, Zena	03/13/2025	8.19
242500120	Ries, Isaac Edward	03/13/2025	177.00
242500121	Thornton, Joseph P	03/13/2025	200.00

4	ACH	Check(s) For a Total of	412.07
---	-----	-------------------------	--------

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	4	ACH	Checks For a Total of	412.07
	0	Computer	Checks For a Total of	0.00
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	412.07
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	412.07

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	412.07	412.07

CAP ACH

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$45,630.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500122 through 242500122, totaling \$45,630.00

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500122	Micro Computer Systems Inc	03/13/2025	45,630.00
1	ACH	Check(s) For a Total of	45,630.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	45,630.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	45,630.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	45,630.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	45,630.00	45,630.00

GF ACH

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$33,525.75. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 242500123 through 242500127, totaling \$33,525.75

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500123	H & H Business Systems	03/13/2025	31,606.63
242500124	Haramoto, Kameron	03/13/2025	50.00
242500125	Heiszler, Matthew David	03/13/2025	50.00
242500126	Maxwell, Robert L	03/13/2025	475.00
242500127	US Linen and Uniform	03/13/2025	1,344.12

5 ACH Check(s) For a Total of 33,525.75

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	5	ACH	Checks For a Total of	33,525.75
	0	Computer	Checks For a Total of	0.00
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	33,525.75
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	33,525.75

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	33,525.75	33,525.75

OF REIM

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$1,863.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:
Warrant Numbers 26735742 through 26735753, totaling \$1,863.87

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735742	Ajaz, Maryum Fatima	03/13/2025	272.00
26735743	Bromley, Daniel Patrick	03/13/2025	26.46
26735744	Campbell, Jessie Louise	03/13/2025	109.20
26735745	Cance, Kyle S	03/13/2025	185.00
26735746	Crossler, Marcus Edward	03/13/2025	272.00
26735747	Hartung, Gregory P	03/13/2025	177.00
26735748	Hogg, Jacob Jerome	03/13/2025	177.00
26735749	Kruger, Wendy Marie	03/13/2025	117.67
26735750	Lopez, Autumn M	03/13/2025	32.13
26735751	Mayer, Melissa Ann	03/13/2025	207.96
26735752	Peterson, Colton James	03/13/2025	272.00
26735753	Willy, John David	03/13/2025	15.45

12 Computer Check(s) For a Total of 1,863.87

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	12	Computer	Checks For a Total of	1,863.87
Total For	12	Manual, Wire Tran, ACH & Computer	Checks	1,863.87
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,863.87

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	1,863.87	1,863.87

CH

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 12, 2025, the board, by a _____ vote, approves payments, totaling \$110,457.79. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 26735754 through 26735795, totaling \$110,457.79

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
26735754	All Fabrications & Supply LLC	03/13/2025	154.50
26735755	Bobs Fire Equipment	03/13/2025	510.82
26735756	Broughton, Alexandra D	03/13/2025	3,060.00
26735757	Bryson Sales & Service	03/13/2025	11.99
26735758	Building Blocks Pediatric Ther	03/13/2025	1,278.00
26735759	Casqueiro, Thalassa	03/13/2025	87.50
26735760	Ccooper Services	03/13/2025	570.00
26735761	Charlies Produce	03/13/2025	205.95
26735762	City of Pullman Water	03/13/2025	9,159.54
26735763	Coleman Oil Company LLC	03/13/2025	3,265.76
26735764	Consolidated Electric	03/13/2025	397.33
26735765	Cravens Coffee	03/13/2025	99.50
26735766	Dunlap, Ryan D	03/13/2025	50.00
26735767	Evco Sound And Electronics	03/13/2025	4,233.68
26735768	Four Star Supply Co., Inc	03/13/2025	564.20
26735769	Gordon, Alexander J	03/13/2025	50.00
26735770	GSL-Greater Spokane League	03/13/2025	5,294.12
26735771	HD Supply Facilities Maint	03/13/2025	270.77
26735772	HD SUPPLY	03/13/2025	3,345.97
26735773	J & H Printing Inc.	03/13/2025	265.68
26735774	Kenyon, William Soule	03/13/2025	58.54
26735775	King County Director's Assoc	03/13/2025	1,221.74
26735776	Kramer, Roberta Jo	03/13/2025	150.00
26735777	Kuhl Auto Parts, LLC	03/13/2025	232.55
26735778	LINC Foods	03/13/2025	319.90
26735779	Lincoln Middle School	03/13/2025	22.50
26735780	Moscow-Pullman Bldg. Supply	03/13/2025	220.46
26735781	NEWESD 101	03/13/2025	11,506.47
26735782	OFFICE DEPOT	03/13/2025	85.47
26735783	Otis Elevator Co	03/13/2025	337.64
26735784	Pollestad, Juston B	03/13/2025	150.00
26735785	Pullman School District	03/13/2025	300.00
26735786	Pullman Disposal	03/13/2025	7,219.17

Check Nbr	Vendor Name	Check Date	Check Amount
26735787	Pullman School Dist - Revolvin	03/13/2025	13.00
26735788	RWC Group	03/13/2025	939.64
26735789	TransfinderCorp.	03/13/2025	6,851.65
26735790	True Measure Collaborative	03/13/2025	5,000.00
26735791	US Foods, Inc.	03/13/2025	24,782.03
26735792	Walter E Nelson Co	03/13/2025	4,234.22
26735793	Washington Officials Associati	03/13/2025	12,900.00
26735794	Washington State Department of	03/13/2025	260.00
26735795	Yellow Barn Occupational Thera	03/13/2025	777.50
42	Computer	Check(s) For a Total of	110,457.79

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	42	Computer	Checks For a Total of	110,457.79
Total For	42	Manual, Wire Tran, ACH & Computer	Checks	110,457.79
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	110,457.79

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	53.98	13.00	110,390.81	110,457.79

Coversheet

Student Transfer Requests

Section: IV. Consent Agenda
Item: F. Student Transfer Requests
Purpose: FYI
Submitted by:
Related Material: 2025 03.12 Regular Board Meeting - Student Transfer Requests.pdf

SCHOOL BOARD MEETING

STUDENT TRANSFER REQUESTS



March 12, 2025

TRANSFER REQUESTS 2024-2025

Released to PSD

- No new requests at this time

Released from PSD

- Zae. Paskus, Grade 6, Released to Insight School of Washington in the Quillayute Valley School District (new)
- Zar. Paskus, Grade 10, Released to Insight School of Washington in the Quillayute Valley School District (new)
- Zay. Paskus, Grade 12, Released to Insight School of Washington in the Quillayute Valley School District (new)
- I. Blair, Grade 10, Released to Washington Virtual Academy in the Omak School District (new)

Coversheet

ASB Fundraiser

Section: IV. Consent Agenda

Item: G. ASB Fundraiser

Purpose:

Submitted by:

Related Material:

ASB Fundraiser - PHS Drama 3.12.25.pdf

ASB Fundraiser - PHS DECA_Nationals_Cabaret Dinner Assistants 3.12.25.pdf

ASB Fundraiser - PHS DECA_Nationals_Letter Writing 3.12.25.pdf

ASB Fundraiser - PHS DECA_Nationals_SEL Grant 3.12.25.pdf



Fundraising/Activity Form

ASB ASB Charitable General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: Pullman High School Group Name: PHS Drama Club Account #: 4020

Proposed Fundraising Activity: Tickets for Spring Plays

Intended Use of Proceeds: Money towards future show expenses

Estimated Revenues: \$ 6,500.00 Estimated 5,000

Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: 1,500

Will the fundraiser be held for the benefit of an organization outside the district? Yes No
 If yes, please attach a copy of the name, address and phone number of the organization.

Dates of the Fundraiser: Start: 5/11/2025 End: 5/17/2025

Team/Club Leader (student): David Smith 2/16/25 ASB Bookkeeper (staff): NA
(Signature & Date) (Signature & Date)

Coach/Club Advisor (staff): Smith 2/26/25 Principal's Pre-Approval: Dahle Crabtree 2/28/25
(Signature & Date) (Signature & Date)

Student Leadership (student): Hayden 3/3/25 Activity Coordinator: Wendy 2/28/25
(Signature & Date) (Signature & Date)

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1.	Estimated Revenue (from section A above):	\$ _____
2.	Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3.	Total Cost of Goods Sold (your cost for items sold)	\$ _____
4.	Other Expenses (decorations, supplies, etc.)	\$ _____
5.	Total Expenditures	\$ _____ <small>(line 3 plus line 4)</small>
6.	Net Profit (loss)	\$ _____ <small>(line 2 less line 5)</small>

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): _____ ASB Bookkeeper (staff): _____
(Signature & Date) (Signature & Date)

Coach/Club Advisor (staff): _____ Principal: _____
(Signature & Date) (Signature & Date)

Activity Coordinator: _____
(Signature & Date)

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity



Fundraising/Activity Form

ASB ASB Charitable General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>PHS</u>	Group Name: <u>DECA</u>	Account #: <u>4034</u>
Proposed Fundraising Activity: <u>Cabaret Dinner Assistants</u>		
Intended Use of Proceeds: <u>DECA Nationals</u>		
Estimated Revenues: \$ <u>2000</u>	Estimated <u>Ø</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>\$2000.00</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes , please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>3/29/25</u> End: <u>3/29/25</u>		
Team/Club Leader (student): <u>[Signature] 3/7/25</u> ASB Bookkeeper (staff): <u>NA</u>		
Coach/Club Advisor (staff): <u>[Signature] 3/7/25</u> Principal's Pre-Approval: <u>[Signature] 3/2/25</u>		
Student Leadership (student): <u>[Signature] 3/7/25</u> Activity Coordinator: <u>[Signature] 3/7/25</u>		

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money **INTACT** into ASB Bookkeeper for deposit. **Do not take expenses from money collected.**

C. Accounting Summary of Fundraiser (Reconciliation)

1.	Estimated Revenue (from section A above):	\$ _____
2.	Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3.	Total Cost of Goods Sold (your cost for items sold)	\$ _____
4.	Other Expenses (decorations, supplies, etc.)	\$ _____
5.	Total Expenditures	\$ _____
		(line 3 plus line 4)
6.	Net Profit (loss)	\$ _____
		(line 2 less line 5)

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): _____ <i>(Signature & Date)</i>	ASB Bookkeeper (staff): _____ <i>(Signature & Date)</i>
Coach/Club Advisor (staff): _____ <i>(Signature & Date)</i>	Principal: _____ <i>(Signature & Date)</i>
Activity Coordinator: _____ <i>(Signature & Date)</i>	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity

Melissa Mayer

From: jill birchbarley.com <jill@birchbarley.com>
Sent: Wednesday, March 5, 2025 3:45 PM
To: Melissa Mayer
Subject: Re: [EXT] : Cabaret Volunteers

You don't often get email from jill@birchbarley.com. [Learn why this is important](#)
We want to have as many DECA students as possible!

The other volunteers can fill the leftover spaces!

On Mar 5, 2025, at 3:40 PM, Melissa Mayer <MMayer@psd267.org> wrote:

Jill, Thanks SO much 😊 I mentioned it to a few of the girls that are attending DECA Nationals and they are on board. I am going to meet with my officers tomorrow morning to discuss this more. Do you want us (PHS DECA) to try to fill all the spots or would you like to have some WSU students as well? It looks like it is a date where (luckily) there isn't a lot of other sports/events going on (the best I can tell). I just wanted to touch base back to let you know we got the email and we're so excited for the opportunity. Thanks for being such an amazing support of educators and students in the area!!

From: jill birchbarley.com <jill@birchbarley.com>
Sent: Wednesday, March 5, 2025 6:23 AM
To: Melissa Mayer <MMayer@psd267.org>
Subject: [EXT] : Cabaret Volunteers

You don't often get email from jill@birchbarley.com. [Learn why this is important](#)
STOP and VERIFY - this message came from outside the district.

Hey Melissa!

I will list below the entire amount of volunteers that we are in need of for the Pullman Chamber Cabaret on March 29th. Listing tentative times for the volunteer shifts. This is more than we discussed, just want it all in one place.

Was thinking it would be great to have DECA students be able to serve the tables. Then not only could we provide them with dollars for their service, but I cleared it that we could put a QR code on the tables that would say "tip you DECA server" or something like that. It would give almost 300 people the opportunity to support in the fundraising!

Look over this list. Ask some questions. Let me know how many trusted and confident students you would have that could commit. I think then we can lock down a dollar amount!

Working with wsu students to gather more volunteers as well!

Thank you!

-Jill

3:30 - 5:00

Set-up

4 - 6 Volunteers

*no dress code, support getting all tables set with silverware, water, ect, support getting appetizer stations set, no interactions with guests or service responsibilities

5:00 - 6:15

Cocktail Hour Support

4 - 6 Volunteers

*dress in all black, support with appetizer stations, support getting welcome cocktail to chancellor to hand out, support removing appetizer stations, no formal service responsibilities but will be interacting with guests and setting a fun mood for the event

5:00 - 7:30

Food prep support

4 - 6 Volunteers

*dress in dark jeans or black pants, black shirts/t-shirts, support prepping bread rolls and butter, support prepping salad course, support plating main course, support plating dessert course

5:30 - 7:30

Dedicated server assistant for Heads and Tails table

2 Volunteers

*dress in all black, volunteer will be working with a hired server that is dedicated to elevated service for the Heads Table (10 people - SEL) and the Tails Table (8 people)

5:00 - 8:30

Servers

16 Volunteers

*dress in all black, server volunteers will have dedicated tables and be bringing salad course, entree course, and dessert course to tables, removing plates when finished, refilling water carafes, and making the evening fun for guests. Hannah and Rigean will be directing and guiding servers to get steak and veggie entrees to appropriate people. There will also be other Birch staff there supporting the volunteers for an expedited entree service.

8:30 - 10:30

Late Night Food set up and clearing of items at tables

4 - 6 Volunteers

*dress in all black, support getting late night food set, support clearing of all table items, washing glasses, washing and polishing silverware.

Out of all the volunteers, the service staff from 5:00 - 8:30 is the MOST important and if people are taking on this they MUST be professional and VERY committed to this event.

Let me know your thoughts!

Thanks!

-Jill



Fundraising/Activity Form

ASB ASB Charitable General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>PHS</u>	Group Name: <u>DECA</u>	Account #: <u>4034</u>
Proposed Fundraising Activity: <u>Letters to Community</u>		
Intended Use of Proceeds: <u>DECA Nationals</u>		
Estimated Revenues: \$ <u>500</u>	Estimated <u>Ø</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>\$500.00</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
If yes , please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>3/13/25</u> End: <u>3/28/25</u>		
Team/Club Leader (student): <u>[Signature]</u> <u>3/7/25</u>		ASB Bookkeeper (staff): <u>NA</u>
<small>(Signature & Date)</small>		<small>(Signature & Date)</small>
Coach/Club Advisor (staff): <u>[Signature]</u> <u>3/7/25</u>		Principal's Pre-Approval: <u>[Signature]</u> <u>3/12/25</u>
<small>(Signature & Date)</small>		<small>(Signature & Date)</small>
Student Leadership (student): <u>[Signature]</u> <u>3/7/25</u>		Activity Coordinator: <u>[Signature]</u> <u>3/7/25</u>
<small>(Signature & Date)</small>		<small>(Signature & Date)</small>

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money **INTACT** into ASB Bookkeeper for deposit. **Do not take expenses from money collected.**

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$
3. Total Cost of Goods Sold (your cost for items sold)	\$
4. Other Expenses (decorations, supplies, etc.)	\$
5. Total Expenditures	\$
		<small>(line 3 plus line 4)</small>
6. Net Profit (loss)	\$
		<small>(line 2 less line 5)</small>

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): _____	ASB Bookkeeper (staff): _____
<small>(Signature & Date)</small>	<small>(Signature & Date)</small>
Coach/Club Advisor (staff): _____	Principal: _____
<small>(Signature & Date)</small>	<small>(Signature & Date)</small>
Activity Coordinator: _____	
<small>(Signature & Date)</small>	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity

Pullman High School DECA Fundraiser
510 NW Greyhound Way
Pullman, WA 99163
March 5, 2025

We are a group of Pullman High School students who are part of a business career and technical student organization called DECA. DECA is an international secondary and post-secondary highly regarded student-led organization. Our central mission is to raise awareness of the role that business plays in teaching ethical behavior, hard work, and self-reliance as well as to give students the opportunity to develop useful skills and talents. Central to our mission is self-improvement and to do that we look for opportunities to compete with others at the local, state, and international level (ICDC).

This year 46 PHS DECA members got the opportunity to compete at our state level competition (SCDC), these members out did themselves and represented our chapter well. After state, we had a record breaking number of qualifiers for ICDC, with a total of 14 members. Among the group are Madison Dedloff, and Amber Chang who presented about our student store in an event called school-based enterprise, as well as Ella Forster, Talia Harbour, and Sidney Johnson placing 1st for their community awareness project where they visited local elementary schools to help educate about mental health. Paxton Dugan and Gurveena Singh hosted two community blood drives for their sales project, Senior Tegan Hyman presenting on his business, Pacific Junk Removal and Demo, in his business growth plan. Charles Liu and Nathan Sutton created a business called Cat Carp Co. in their independent business plan, Juniors Kaytie Calderon-Lopez and Daun Park in their travel and tourism team decision making roleplay. Lastly, two freshmen Derin Gunasti and Timothy Luke Abraham in their start-up business plan called Collar-Care.

It is to that end that we are writing to kindly ask for your support in an effort to reduce the amount that individual families have to pay out of pocket. This year's trip is planned on April 24-30 in Orlando, Florida, and will cost around \$1500 per student, which includes airfare, lodging and meals. Any contribution is greatly appreciated. We are asking for donations by early April.

If you have any additional questions regarding this request, please contact our DECA advisor Melissa Mayer at (509)332-1551. Should you be able to help, please send your contribution by check written to PHS (in the memo line please put DECA or indicate that is where the money needs to be routed to) to the address above.

With Gratitude,

Madison Dedloff, Ella Forster, Paxton Dugan, Tegan Hyman,
Charles Liu, Talia Harbour, Sidney Johnson, Kaytie Calderon-Lopez,
Daun Park, Gurveena Singh, Nathan Sutton, Timothy Luke Abraham,
Amber Chang, and Derin Gunasti
PHS DECA ICDC Qualifiers



Fundraising/Activity Form

ASB ASB Charitable General Fund

A. Proposal: Pre-Approval of Fundraiser (at least TWO weeks prior to fundraiser)

School: <u>PHS</u>	Group Name: <u>DECA</u>	Account #: <u>4034</u>
Proposed Fundraising Activity: <u>SEL Grant</u>		
Intended Use of Proceeds: <u>DECA Nationals</u>		
Estimated Revenues: \$ <u>1000</u>	Estimated <u>φ</u>	
Expenses: \$ Estimated Revenues - Estimated Expenses = Estimated Profit: <u>\$1000.00</u>		
Will the fundraiser be held for the benefit of an organization outside the district? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, please attach a copy of the name, address and phone number of the organization.		
Dates of the Fundraiser: Start: <u>3/17/25</u> End: <u>3/28/25</u>		
Team/Club Leader (student): <u>[Signature] 3/17/25</u> <small>(Signature & Date)</small>		ASB Bookkeeper (staff): <u>NA</u> <small>(Signature & Date)</small>
Coach/Club Advisor (staff): <u>[Signature] 3/17/25</u> <small>(Signature & Date)</small>		Principal's Pre-Approval: <u>[Signature] 3-1-25</u> <small>(Signature & Date)</small>
Student Leadership (student): <u>[Signature] 3/17/25</u> <small>(Signature & Date)</small>		Activity Coordinator: <u>[Signature] 3/17/25</u> <small>(Signature & Date)</small>

B. Steps Following Approval: Request must be approved BEFORE event can take place.

1. Order all needed materials or supplies with a Purchase Order through the Bookkeeper.
2. If needed, complete a Contract with vendor after obtaining Purchase Order approval.
3. Request a cash-box from the ASB Bookkeeper (if needed).
4. Conduct fundraiser, monitoring all cash and goods. Inventory should be kept for goods being sold.
5. Obtain appropriate record keeping forms from ASB Bookkeeper (all forms must accompany money).
6. Turn all money INTACT into ASB Bookkeeper for deposit. Do not take expenses from money collected.

C. Accounting Summary of Fundraiser (Reconciliation)

1. Estimated Revenue (from section A above):	\$
2. Total Actual Revenue Received (amount you should have collected based on actual sales)	\$ _____
3. Total Cost of Goods Sold (your cost for items sold)	\$ _____
4. Other Expenses (decorations, supplies, etc.)	\$ _____
5. Total Expenditures	\$ _____ <small>(line 3 plus line 4)</small>
6. Net Profit (loss)	\$ _____ <small>(line 2 less line 5)</small>

D. Final Approval of Reconciliation

I hereby certify that the above accounting information is complete and accurate:

Team/Club Leader (student): _____ <small>(Signature & Date)</small>	ASB Bookkeeper (staff): _____ <small>(Signature & Date)</small>
Coach/Club Advisor (staff): _____ <small>(Signature & Date)</small>	Principal: _____ <small>(Signature & Date)</small>
Activity Coordinator: _____ <small>(Signature & Date)</small>	

Once Completed: Copies to the following: ASB Bookkeeper and ASB group/activity

EDUCATION AND OUTREACH

Corporate Giving

As a 100 percent employee-owned company, our values are deeply integrated into our manner of business and way of life. We're excited to support organizations that positively impact the communities where we live and work. Our corporate giving focus areas are education, community, and disaster relief.

Education

By creating, hosting, and giving financially to programs focused on science, technology, engineering, and math education, we are committed to teaching the next generation of inventors, manufacturing experts, and designers that science and engineering aren't just necessary—they're inspiring, rewarding, and exciting too.

Grant Applications

To apply for a grant online, complete the application.

[Grant application](#)

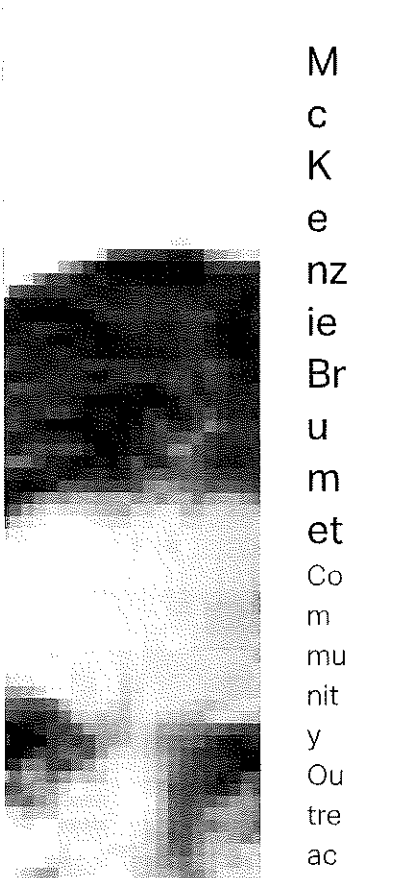
Community

We support organizations and programs that enhance wellbeing and provide food and shelter.

Disaster Relief

When major disasters occur, they often leave residents and industries without electric power. We stand ready to help our customers and the communities they serve by discounting products destined for disaster relief, expediting deliveries, and providing 24/7 field support.

Contact Us



Coversheet

Overnight Field Trip Request

Section: IV. Consent Agenda
Item: H. Overnight Field Trip Request
Purpose:
Submitted by:
Related Material: Overnight Field Trip Request - LMS MathCounts_State MAR 2025.pdf
Overnight Field Trip Request - PHS Math Team MAR 2025.pdf
Overnight Field Trip Request - PHS DECA_APR 2025.pdf

Pullman School District Form

2320F

Page 1 of 1

Overnight Field Trip Request

Teacher/Group Requesting: Min Kyu Song

Please fill in the following information as part of the approval process and submit to the superintendent's office:

1. Number of students involved: 3

2. Purpose of trip: To attend the MATHCOUNTS State Competition

3. Destination: Seattle

Is this a result of competition: Yes No

4. Housing (Motel, Private Houses, etc.):
Marriott Residence Inn/Convention Center

5. Number of chaperones: (1) Advisor

Names of chaperones:
Min - Kyu Song

6. Cost and method of payment (including any cost to students):
 ASB Principal Fund Raiser Other _____

Cost to student: \$ 0 Total Cost: \$ _____

7. Date(s) and time of departure and return: _____
Departure: 3/21 (Friday) 3pm, Return: 3/22 (Saturday) 9:00pm

8. Insurance implications: N/A

9. Method of transportation:
 School Bus Charter Bus Private Vehicles Rental Vehicles
 Other (i.e. airplane, train, etc.) _____

Signature of Advisor/Coach: Min Kyu Song

Signature of Building Principal: Callen E. Brown

Signature of Superintendent: _____

Board Action: _____ Date: _____

Pullman School District Form

2320F

Page 1 of 1

Overnight Field Trip Request

Teacher/Group Requesting: PHS Math Team, Bryce Gravel

Please fill in the following information as part of the approval process and submit to the superintendent's office:

1. Number of students involved: 6

2. Purpose of trip: Math Team

3. Destination: Auburn, WA

Is this a result of competition: Yes No

4. Housing (Motel, Private Houses, etc.):
Holiday Inn Express, Auburn, WA

5. Number of chaperones: 1

Names of chaperones:
Bryce Gravel

6. Cost and method of payment (including any cost to students):
 ASB Principal Fund Raiser Other _____

Cost to student: \$ 60.00 Total Cost: \$ 1400.00

7. Date(s) and time of departure and return: 3/14/25, 12:30pm - 3/15/25 10:00

8. Insurance implications: NA

9. Method of transportation:
 School Bus Charter Bus Private Vehicles Rental Vehicles
 Other (i.e. airplane, train, etc.) school van

Signature of Advisor/Coach: *Wade J...*

Signature of Building Principal: *Dorrie Carstee*

Signature of Superintendent: _____

Board Action: _____ Date: _____

Pullman School District Form

2320F

Page 1 of 1

Overnight Field Trip Request

Teacher/Group Requesting: PHS DECA

Please fill in the following information as part of the approval process and submit to the superintendent's office:

1. Number of students involved: up to 16

2. Purpose of trip: DECA International Career Development Conf.

3. Destination: Orlando

Is this a result of competition: Yes No

4. Housing (Motel, Private Houses, etc.):
Housing

5. Number of chaperones: 2

Names of chaperones:
Melissa Mayer
Altaira Bogle

6. Cost and method of payment (including any cost to students):
 ASB Principal Fund Raiser Other _____

Cost to student: \$ up to \$~~5000~~ Total Cost: \$ 18-20,000

7. Date(s) and time of departure and return: 800
4/24 or 4/25-4/30

8. Insurance implications: _____

9. Method of transportation:
 School Bus Charter Bus Private Vehicles Rental Vehicles
 Other (i.e. airplane, train, etc.) Airplane to Orlando

Signature of Advisor/Coach: 

Signature of Building Principal: 

Signature of Superintendent: _____

Board Action: _____ Date: _____

Coversheet

1630/1630P Superintendent Evaluation

Section: V. Action Items
Item: A. 1630/1630P Superintendent Evaluation
Purpose: Discuss
Submitted by:
Related Material: ES 1630 Superintendent Evaluation Policy Revision 2.26.25.pdf
1630 Superintendent Eval 2.26.25.pdf
1630P Superintendent Eval 2.26.25.pdf



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Policy Revision - 1630 Superintendent Evaluation

Executive Summary

February 26, 2025

Nathan Roberts & Arron Carter

Board Director

Background:

The Board is continuing to refine the superintendent evaluation process to meet the needs of the district. Suggested revisions to the superintendent evaluation policy are presented for consideration.

Recommended Board Action:

Motion to Approve

Approved

Not Approved

Date: _____

Board Secretary Signature: _____

BOARD OF DIRECTORS

Evaluation of the Superintendent

The ~~board shall hold a minimum of two superintendent will have the opportunity for confidential conferences with the superintendent Board on at least two occasions during each school year, for the purpose of aiding the superintendent in their performance. The Board may discuss with the superintendent their performance at any time during the year when the Board deems it necessary.~~

~~The Board shall conduct performance reviews of the superintendent in executive session each year to review performance and provide board input, known herein as the January Evaluation Review and June Formal Evaluation. Additional confidential performance discussions may occur as needed.~~

~~The board shall conduct these confidential executive session conferences to review the superintendent's performance by no later than January 31 and June 15 of each contract year. Evaluations shallThe superintendent will be basedevaluated on the mutually agreed upon standards outlinedstandard(s) contained in the Washington Standards-Based Superintendent Evaluation (WSBSE) and/or selected goal(s) identified to implement the district's strategic plan/Pullman Promise. The as well as thoseJune evaluation will be held in executive session and will be an informal discussion with the superintendent regarding their performance and goals agreed upon by the board superintendent team and/or outlined in the strategic plan.~~

- ~~**January Evaluation Review:** The board will evaluate progress toward established strategic goals and assigned standards during this review. As part of the evaluation review, the Superintendent shall formally report to the board efforts and progress made toward that year's goals and standards. This report may include data, written or oral reports, samples of work products, or any other materials deemed necessary by the Superintendent.~~
- ~~**June Formal Evaluation:** The formal evaluation requires board members to score each standard or goal as "Unsatisfactory," "Basic," "Proficient," or "Distinguished." Board members must identify evidence and explanation for any standards or goals scored below Proficient. The Board President will summarize input provided by each board member input and provide it with a final signed evaluation to the superintendent by June 15 after the executive session.~~

July Board Retreat: During the

~~At either the January performance review or the June evaluation, the superintendent may add at their discretion any information that will enable the Board to more thoroughly evaluate the performance of the superintendent.~~

- ~~As part of the annual board retreat in July, the boardBoard and superintendent team will reviewmutually identify the standards with the themesstandard(s) and/or develop particular goals outlined in the district's strategic plan, the "Pullman Promise," to decide on areas of focus for the comingsuperintendent for the upcoming school year. Adjusting resources to closefor the purpose of closing achievement gaps among students and assessingmeasuring the effectiveness of the strategic plan through the Goals and Success Indicators outlined in the "Pullman Promise" are ongoing performance metrics.such strategies is a standing superintendent performance goal.~~

Based

Pullman School District Board Policy

1630

Page 2 of 2

~~The Board~~ on the ~~basis of the~~ evaluation results, the board may renew or extend the superintendent's contract for ~~periods~~ up to three years according to the process outlined in Section 10 of the superintendent contract, and may award a performance bonus for meeting established successful completion of adopted goals.

Adoption Date: January 9, 1991

Editorial Revision: December 9, 1998

Revised: January 2004

Revised: August 25, 2021

BOARD OF DIRECTORS

Evaluation of the Superintendent

I. January Evaluation Review and June Formal Evaluation Process

The board conducts the January Evaluation Review over two consecutive executive sessions during the months of January and the June Formal Evaluation during an executive session at the last meeting in May and first meeting in June. The January reviews shall be completed in time to allow board members recent information to inform the annual Superintendent contract extension vote in February. The June Formal Evaluation reviews shall be completed in time to allow the board chair to write and submit a formal evaluation to the superintendent.

II. Standards for Evaluation

The board and superintendent team shall conduct a summative review of all standards once every fifth year in conjunction with a comprehensive review of the strategic plan. During the interim the board shall evaluate the following standards on a 4-year cycle between the summative reviews to ensure all standards are covered twice every five years. All standards apply every year; the table outlines the areas of focus for superintendent evidence. The board may move the order based on need during the July Retreat, so long as all are covered over the interim four years.

<u>Standard (Subsection) Evaluated</u>	<u>Number of Subsections Evaluated</u>	<u>Yearly Cycle</u>
<u>8 (A-F) and 3 (A-D)</u>	<u>10</u>	<u>Year 1</u>
<u>1 (A-E) and 4 (A-E)</u>	<u>10</u>	<u>Year 2</u>
<u>2 (A-D) and 6 (A-F)</u>	<u>10</u>	<u>Year 3</u>
<u>5 (A-F) and 7 (A-E)</u>	<u>11</u>	<u>Year 4</u>
<u>All 8</u>	<u>All 41</u>	<u>Year 5</u>

III. Progress Monitoring and Evidence

The board monitors evidence of the Superintendent’s efforts continuously throughout the year according to the Appendix I: *Board Monitoring of Superintendent Performance Schedule*, which contains a schedule for the presentation and evidence of all actives.

The Pullman Promise defines the Strategic Plan, Priorities, Goals, and Success Indicator measurements and serves to define the primary mission of the Superintendent.

IV. Board Member Formal Evaluation Scoring and Process

In June board members score each standard and/or strategic metric identified in the July retreat based on the four categories, *Unsatisfactory, Basic, Proficient, or Distinguished*. The board shall submit their scores to the chair by June 1st to be included on the signed evaluation.

The Board President shall provide a form to the board in May that outlines the current standards and goals under discussion, the strategic plan, and provides a place for generalized comments of

Pullman School District Board Procedure

1630P

Page 2 of 2

performance, all to reflect each board members input on the final formal evaluation of the superintendent.

Adopted:

Coversheet

2025-2026 Lincoln Middle School & Pullman High School Fee Schedules

Section: VI. Discussion Items
Item: A. 2025-2026 Lincoln Middle School & Pullman High School Fee Schedules
Purpose:
Submitted by:
Related Material: ES 2025-26 LMS-PHS Fee Schedule 3.12.25.pdf



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2025-2026 Lincoln Middle School & Pullman High School Fee Schedules

Executive Summary

March 12, 2025

By: Cameron Grow & Debbie Crabtree

LMS Principal & PHS Principal

Background:

The 2025-2026 Lincoln Middle School and Pullman High School Fee Schedules are being presented to the board for approval.

There are NO changes to the 2025-26 LMS Fee Schedule.

Changes to the 2025-26 PHS Fee Schedule include (please see attached).

Recommended Board Action:

Approval of the 2025-2026 LMS and PHS Fee Schedules.

Motion to Approve

I move that we approve the 2025-2026 LMS and PHS Fee Schedules.

Approved

Not Approved

Date: _____

Board Secretary Signature: _____

2025-2026 PHS Fee Changes

- Senior Lifetime Fitness - increase from \$40 to \$50
 - Due to increased cost of trip/fees for course activities

- ASB Cards – Fee Structure Change
 - Last year \$50
 - Split into two options for 2025-2026
 - ASB Activities Card (not participating in sports only clubs or activities) - \$30
 - ASB Athletic Card (participating in athletics) - \$70

- Clubs:
 - Science Olympiad – increase from \$10 to \$15
 - Skills Computer Science – add fee of \$20
 - Skills Construction & Welding – add fee of \$20
 - Skills Communication – add fee of \$15

Lincoln Middle School Fee List

ASB Card - \$30.00 (same as 2024-2025 school year)

Pullman High School Fee List

Appendix A - 2026 Fee List

Classes	
Metal Shop / Wood Shop / Computer Drafting	\$20.00
Fashion Design	\$15.00
Art (per class per semester)	\$20.00
Foods & Nutrition / Culinary Arts	\$15.00
Senior Lifetime Fitness	\$50.00

Consumables	
ASB Activities Card	\$30.00
ASB Athletics Card	\$70.00
Yearbook	\$65.00

Clubs	
FFA	\$25.00
JSA	\$20.00
Weights (Winter / Summer)	\$50.00ea
Key Club	\$16.00
FCCLA	\$40.00
DECA	\$40.00
Art Club	\$20.00
Science Olympiad	\$15.00
Skills Computer Science	\$20.00
Skills Construction & Welding	\$20.00
Skills Communication	\$15.00

Coversheet

2025-2026 Lincoln Middle School & Pullman High School Course Approvals

Section: VI. Discussion Items
Item: B. 2025-2026 Lincoln Middle School & Pullman High School Course Approvals
Purpose:
Submitted by:
Related Material: ES 2025-20256 LMS and PHS Course Guide Approval 3.12.25.pdf
LMS Course Guide 2025-2026.pdf
PHS Course Guide 2025-2026.pdf



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2025-2026 LMS & PHS Course Offerings Approval

Executive Summary

March 12, 2025

By: Cameron Grow & Debbie Crabtree

LMS Principal | PHS Principal

Background:

Annually course offerings require action by the Board of Directors. The Lincoln Middle School and Pullman High School course catalogs are attached.

There have been no changes to the LMS Course Guide for the 2025-2026 school year. Please see attached major revisions to the Pullman High School Course offerings.

Recommended Board Action:

Approval of 2025-2026 Lincoln Middle School & Pullman High School Course Offerings.

Motion to Approve

I move that the board approve the 2025-2026 Lincoln Middle School & Pullman High School Course Offerings.

Approved

Not Approved

Date: _____

Board Secretary Signature: _____

Coursebook 2025-2026 corrections/updates

Page 5-6 Dates changed

Pages 22-23: yearly updates

Page 25: AG 37 College Credit may be available To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.

Page 25: TI 16 3D Modeling 2025-2026

Page 26: TI 30 Digital Photography college credit may be available. To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment

Page 26: TI 37 removed “new Media” replaced with Hound Central

Page 26: TI 17 college credit may be available. To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment

Page 27: TI 18 college credit may be available. To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment

Page 27: BU 26 college credit may be available. To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment

Page 30: BU 50 college credit may be available. To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment

Page 30: FC 12 college credit may be available. To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment

Page 31: FC 26 college credit may be available. To receive college credit, students must earn a A or B in this course. The instructor will provide registration information for college enrollment.

Page 32: TE 24 Must have passed Metal Shop with a C or better and to receive college credit, students must earn and A or B in this course.

Page 33: TE 26 Must have passed into to construction with a C or better.

Page 33: TE36 This course continues the application of knowledge learned in Construction II. Through independent work, students will focus on advancing their construction techniques. In addition, we will explore different types of woods and specialty woodworking. The goal of this course is to help students gain a greater independence in the context of safety and project wrap up.

Page 33: TE 36 Name change to Construction III from construction related woodshop III

Page 33: EN 48 WORLD LITERATURE AND COMPOSITION **addition is the underlined part
Offered: Full Year The senior-level English course provides further experience in discussing literature while focusing on both fiction and nonfiction texts from around the world. Students engage in increasingly complex writing activities which call for a mature development of ideas. The curriculum is rigorous yet attainable for all students moving on to college or the work world. The course focuses on the skills needed to further one's ability to understand and communicate complex ideas.

Page 34: EN39 AP Lit and comp offered 2025-26

Page 36-37: ASB Cards- Band, Jazz Band, Orchestras removed

Page 38: MU 13 Guitar full year

Page 38:MU 14 Remove "such as sautille" and add "as well as theory" for Grey Orchestra.

Page 38: FA 30Drama for 2025-2026

Page 48-49: CIHC Civics and AP History

Pages 55-61: yearly updates

Page 60: added Dual Credit CTE options to this page

GRADE 6 COURSE DESCRIPTIONS

2025-2026

ENGLISH/LITERATURE: This English Language Arts course teaches reading and writing standards through the lens of literature and informational structures. Throughout the course of the year, students will focus on comprehension and critical thinking in relation to a variety of different text structures. Students will also develop and establish writing skills while creating argumentative, expository, and narrative projects.

MATHEMATICS COURSES:

- **MATH 6:** This class is offered to qualifying 6th grade students using assessment data collected in 5th grade along with teacher input. This course teaches all 6th grade and some 7th grade math standards that are aligned with the Common Core Standards. The instructional time for this class will focus on the four critical areas described for Math 6 (above) and the following from Math 7: (1) analyzing and representing proportional relationships and (2) performing rational number arithmetic (3) Solving multi-step equations and (4) working with Data Distributions. Probability will also be introduced in this class.
- **MATH 6/7:** This class is offered to qualifying 6th grade students using assessment data collected in 5th grade along with teacher input. This course teaches all 6th grade and some 7th grade math standards that are aligned with the Common Core Standards. The instructional time for this class will focus on the four critical areas described for Math 6 (above) and the following from Math 7: (1) analyzing and representing proportional relationships and (2) performing rational number arithmetic. Solving multi-step equations and working with probability will also be introduced in this class.

SOCIAL STUDIES This course is designed to lay the foundations for understanding the development of societies and civilizations from early human social groupings to more advanced societies and the rise of the first empires. As such, students will be exposed to, and become familiar with, different people, places, and cultures from around the world. Early civilizations, cultures, and geography are studied from Meso-America to pre-Mesopotamia, ancient Egypt, Greece, and Rome.

SCIENCE Sixth Grade Science covers physical science topics including light & matter and thermal energy. Earth science topics include weather systems, plate tectonics & rock cycling, and natural hazards. Life science topics include cells & cell systems. We take a phenomenon-based approach to discovering more about each topic and practice "being a scientist" by utilizing scientific practices throughout the year. These are all aligned with Next Generation Science Standards as adopted by Washington State.

CHOIR Sixth grade choir is open to all students regardless of experience or ability. Time in class is primarily spent exploring vocal technique through song while practicing beginning part-singing and advancing in rhythm and note reading. Students sing music of varying styles from a variety of cultures. Goal setting and home practice are required as students prepare for performances, including a choral festival. Students are expected to participate in evening performances periodically throughout the year, which are counted as a percentage of their grades. ****STUDENTS WHO OPT TO JOIN THE JAZZ CHOIR, WHICH MEETS BEFORE SCHOOL, ARE REQUIRED TO ENROLL IN THIS CLASS.**

GRADE 6 BEGINNING BAND Beginning band is open to all sixth-grade students and is designed for students who want to learn how to play an instrument that is a part of the modern wind band ensemble (see list below). The majority of the time spent in the sixth-grade band is dedicated to learning how to play a musical instrument with an emphasis on technique, music theory, and music history. This ensemble will perform at least two concerts throughout the school year. Previous knowledge of music is not required. Band instruments from which to choose: Flute, Oboe, Bassoon, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet (or Cornet), French Horn, Trombone,

Baritone (or Euphonium), Tuba, Bells, (bell kit required) (limit 8). Priority for school instruments will be given to those who otherwise could not afford to rent an instrument through music stores. School rentals are offered on a first-come-first-served basis for \$75 per semester.

ORCHESTRA Sixth-grade orchestra builds on the skills learned in elementary school. More advanced music skills are introduced. This class is not designed for beginning strings students but for the 2025-2026 school year, students who participated in Orchestra in 4th grade and/or those who have not yet participated in Orchestra may join due to the lack of elementary Orchestra classes in the 2024-2025 school year. Home practice will be required as a portion of their grade. Students who are currently enrolled in the elementary strings program are encouraged to continue in the orchestra. A limited number of instruments are available through the school. School rental fees per semester are \$50 for violins, violas, and cellos. Music stores also have rentals for a slightly higher rate.

FITNESS, MOVEMENT, SPORT & HEALTH (FMSH) – FMSH is taught in conjunction with Art. Three quarters of the year will be spent in FMSH and a single quarter in Art. The purpose of Fitness, Movement, Sport and Health at Lincoln Middle School is to create a safe environment for students to take positive risks, experience a variety of activities that promote healthy and fit lifestyles, and understand the benefit of purposeful movement. Students will also learn accurate health information that encourages positive life choices and influences, and demonstrate growth in their knowledge, understanding, and application of the Washington State Physical Education and Health Education Standards and important concepts.

ART FUNDAMENTALS – Art is taught in conjunction with FMSH. One quarter of the year will be spent on Art. In this course, students will be introduced to a variety of mediums and techniques to learn about the elements and principles of art. Students will also be exposed to art development across cultures and history, and explore how these contexts relate to their own work. Students will work in both 2D and 3D media, with an emphasis on exploration, creativity, and understanding of basic concepts. Drawing, painting, ceramics, and papier-mâché will be among the media explored throughout the quarter.

GRADE 7 REQUIRED COURSE DESCRIPTIONS

2025-2026

MATH COURSES:

MATH 7: This course is aligned to the 7th grade Common Core State Standards for math with an emphasis on the following: (1) analyzing and representing proportional relationships, (2) performing rational number arithmetic, and (3) solving two-step equations and inequalities.

MATH 7/8: This class is offered to qualifying grade 7 math students who have successfully completed Math 6/7 in 6th grade. The instructional time during this class will focus on 8th grade math standards. Additionally, we will complete coverage of the 7th grade math standards (those not covered in Math 6/7). See descriptions regarding Math 7 in this course description and Math 8 in the 8th grade elective form course description.

ENGLISH / LITERATURE: This class is designed to provide students with an integrated approach to learning language arts and literature. This program will emphasize effective communication through reading, writing, speaking, and listening as the students better understand themselves and others. Organization, study, and keyboarding skills will be reinforced throughout the year. In addition to the literature anthology, the students will read *The Outsiders* and the graphic novel *March* as special literary units.

SOCIAL STUDIES: This course will cover world societies from 476 CE to 1450 CE. Societies covered will include European, Middle Eastern, and African kingdoms. Additionally, this course includes exposure to Washington State History (WSH). Successful completion of WSH will comply with the Washington State High School Graduation Milestone requirement.

SCIENCE: Seventh-grade science is a year-long, lab-based course covering the three branches of science: Physical, Life and Earth & Space. Physical Science involves chemistry and how atoms are the building blocks of everything on Earth. Life Science explores microscopic cells and macroscopic ecosystems. Earth Science investigates how humans affect those ecosystems. While learning the science behind those topics, we strengthen our Science and Engineering Practices (SEPs) including making observations, interpreting data and asking questions. These are aligned with Next Generation Science Standards as adopted by Washington State.

FITNESS, MOVEMENT, SPORT & HEALTH (FMSH): The purpose of Fitness, Movement, Sport and Health at Lincoln Middle School is to create a safe environment for students to take positive risks, demonstrate their knowledge in a variety of activities that promote healthy and fit lifestyles, and to understand the benefit of purposeful movement. Students will also learn accurate health information that encourages positive life choices and influences, and demonstrate growth in their knowledge, understanding, and application of the Washington State Physical Education and Health Education Standards and important concepts.

GRADE 7 ELECTIVE COURSE DESCRIPTIONS 2025-2026

SEMESTER-LONG COURSES

LEADERSHIP: This class focuses on leadership attributes that can be identified, modeled, and taught. The class is primarily experiential-learning-based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Students will plan assemblies, fundraisers, and other school activities based on their interests. Class participants must be able to work independently in a manner that appropriately represents Spartan student leaders.

MIXED MEDIA ART: (1st semester only) This course is designed for hands-on learners who like to explore and create. This semester, we will continue to learn about the Art Elements and build our knowledge of the Principles of Design and Composition. Students will work with a variety of materials such as wood, fabric, recycled materials, collage, and more. Topics may include public art, music and visual art, environmental issues, social issues, and more. Students will develop works that help them explore their world and their creative expression.

DRAWING & PAINTING: (2nd semester only) This course is designed for students who like to explore and create while learning drawing and painting techniques. Students will continue to learn about the Art Elements and build knowledge of the Principles of Design and Composition. Students will work with a variety of drawing, watercolors, and acrylic paint mediums. Topics will include basic color theory, color mixing composition, and visual communication.

COMPUTER SCIENCE FOR INNOVATORS & MAKERS: (1st semester only) Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, students will code and upload programs to microcontrollers that perform a variety of authentic tasks. This course will broaden students' understanding of computer science concepts through meaningful applications. Students will work in teams and work through a simulation related problem involving wearable technology, interactive art, or a mechanical device. **Pathway to HS courses in Digital Electronics and Computer Science*

DESIGN AND MODELING: (1st semester only) Students will be provided opportunities to apply the design process to creatively solve problems. Students learn to use methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observation. In a simulation, teams will design a toy or game for a child with cerebral palsy, fabricate and test the design, and make necessary modifications to optimize the design. Students will design bridges, and model using 3D software, and print designs using 3D printers. **Pathway to Woodshop, Drafting, Metals*

AUTOMATION & ROBOTICS: Students will develop skills within automation and robotics to improve daily life. Students investigate mechanical systems, motion, transfer, machine automation, and computer control systems. Students will learn about gear ratios and block-based coding to create robotic machines. Using the VEX[®] Robotics platform, students design, build, and program real-world devices, such as a food dispenser, a robot pet companion, and a transport system. **Pathway to robotics club (SEL)*

MEDICAL DETECTIVES: (2nd semester only) Students will play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect sheep brains, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. Students will also explore a unit on forensic science performing hands-on analysis, utilizing field-based tools to solve a simulated mystery case.

**Pathway to Biology, Veterinary Science, Health Sciences*

DIGITAL DESIGN: (2nd semester only) This Course will integrate Art, Computer Science, and Technology Skills. Students will learn the 8 elements of design, 12 principles of design, basics of industrial and graphic design, and fashion art. Students will use software including Adobe Express, Pixlr, and Canva to create business logos, fashions design, and presentation boards. **Pathway to Fashion and Digital design, Digital Media, Art.*

YEAR-LONG COURSES

CONCERT CHOIR 7/8: Concert choir offers students choral advancement in vocal production, rhythmic style, and ensemble performance skills. For skill advancement, first year Concert Choir students are assessed on concepts that extend from 6th grade choir; second year Concert Choir students are assessed on concepts that extend from their first year. Second year students leave well-prepared to move on to the high school level. A wide selection of choral music is used throughout the year, some of which involves student input. Performances include evening concerts, festivals, and school assemblies. ****STUDENTS WHO OPT TO JOIN JAZZ CHOIR, WHICH MEETS BEFORE SCHOOL, ARE REQUIRED TO ENROLL IN THIS CLASS.**

ORCHESTRA 7: This class is for continuing string players, and performance is the primary emphasis of the course. Rhythm, music reading and coordination, ensemble, a range of new keys, and responsible group membership are emphasized. Performances include fall, winter, and spring concerts as well as in-school assemblies and music festivals/trips. Participation in the "Disney & Desserts" fundraiser in the fall is also encouraged.

BAND 7: This class continues the goals and objectives of the sixth-grade band. Students will learn advanced concepts regarding tone production, rhythm, intonation, musical styles, and technical aspects of the instruments. This class is for continuing band students (no beginners), and performance is the primary emphasis of the course. Performances include fall, winter, and spring concerts as well as in-school assemblies and music festivals/trips/parades.

GRADE 8 COURSE DESCRIPTIONS

2025-2026

MATH COURSES:

ALGEBRA I: This **high school credited** course focuses on algebraic problem-solving. The course will address: (1) formulating, reasoning and solving linear, exponential and quadratic expressions and equations; (2) deriving and modeling with linear, exponential and quadratic functions; (3) formulating and analyzing statistical questions, including questions resulting in one and two-variable data. *The grade in this class will automatically be included on the high school transcript.*

MATH 8: This course teaches in-depth the 8th grade mathematical standards that are aligned with the Common Core Standards. Instructional time will be focused on three critical areas: (1) formulating and reasoning about expressions and equations, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

ENGLISH / LITERATURE: This class focuses on a variety of reading, writing, language, and speaking and listening skills. Students will be building reading and writing stamina. In reading, students will be reading to identify narrative/elaboration/rhetorical strategies in writing and other passages (fiction and non-fiction). Reading comprehension includes inferring and analyzing text in short responses, including creating a claim, citing evidence, explaining evidence, and using transitions. Novel reading includes discussions in the form of Socratic Seminars and extended activities which aid in reviewing and mastering reading skills. In writing, students will be learning the writing process (brainstorming, narrowing a topic, organizing an essay, writing with elaboration/rhetorical strategies, writing effective introductions and conclusions).

SOCIAL STUDIES: In this semester-long course, students will explore American history, civics and government from the early colonial period through the Civil War and Reconstruction, examining key events, figures, and movements that shaped the nation.

SCIENCE: Eighth-grade science is a year-long lab-based course, where students will explore three science topics: Physical Science, Life Science, and Space Science. In Physical Science, we will explore forces such as Contact Forces, Sound Waves, and Forces at a Distance. In Life Science, we will explore Genetics, Natural Selection, and Adaptations. In Space Science, we will explore how Earth fits in the Solar System, Seasons, and Moon Phases. These are all aligned with Next Generation Science Standards as adopted by Washington State.

FITNESS, MOVEMENT, SPORT & HEALTH (FMSH): The purpose of Fitness, Movement, Sport and Health at Lincoln Middle School is to create a safe environment for students to take positive risks, demonstrate their knowledge in a variety of activities that promote healthy and fit lifestyles, understand the benefit of purposeful movement, learn accurate health information that encourages positive life choices and influences, and demonstrate growth in their knowledge, understanding, and application of the Washington State Physical Education and Health Education Standards and important concepts.

COMPUTER APPLICATIONS: This class satisfies a Pullman High School graduation requirement designed to introduce students to workplace technology. This course explores educational plan development, career exploration, and communication skills by using technology in a business setting. Using Microsoft Office 2019, students will learn introductory word processing, spreadsheets, presentations, and graphic applications. Students are also expected to master basic keyboarding skills. The class will also give students the opportunity to explore post-high school education and employment options by completing the Washington State required High School & Beyond Plan.

GRADE 8 ELECTIVE COURSE DESCRIPTIONS

2025-2026

SEMESTER-LONG COURSES

LEADERSHIP: This class focuses on leadership attributes that can be identified, modeled, and taught. The class is primarily experiential-learning-based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. Students will plan assemblies and other school activities based on their interests. Class participants must be able to work independently in a manner that appropriately represents Spartan student leaders.

COMMUNICATIONS/MEDIA: This class produces the Channel 3 News Program. Learned skills will include video editing, scriptwriting, anchoring, technical work, graphics, and videography. Students will gain valuable technical and leadership experience in broadcast journalism.

MIXED MEDIA ART: (1st semester only) This course is designed for hands-on learners who like to explore and create. Students will continue to learn about the Art Elements and build their knowledge of the Principles of Design and Composition. Students will work with a variety of materials such as wood, fabric, recycled materials, collage, and more. Topics may include public art, music and visual art, environmental issues, social issues, and more. Students will develop works that help them explore their world and their creative expression.

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**Pathway to Biology, Veterinary Science, Health Sciences*

TEACHER'S AIDE, OFFICE AIDE, or LIBRARY AIDE A limited number of aide positions are available with classroom or office staff. Teacher's Aides or Office Aides are expected to assist staff in a responsible and independent manner. Specific duties vary depending on the staff assignment. Library Aides must be comfortable with alphabetizing and shelving books. *Students must have excellent attendance in order to be considered for a TA position.*

YEAR-LONG COURSES

SPANISH I: This is a class for **high school credit**. It is designed for students interested in learning to understand, speak, read, and write the Spanish language. Emphasis is on building vocabulary and introducing the basic language structure necessary to communicate in practical situations. **Students taking Zero Hour classes forego all before school activities, sports and clubs*

FRENCH I: This class is for **high school credit**. It is an introductory course for students interested in learning to understand, speak, read, and write the French language. Emphasis is on building vocabulary and introducing the basic language structures necessary to communicate in practical situations.

**Students taking Zero Hour classes forego all before school activities, sports and clubs*

CONCERT CHOIR 7/8: Concert choir offers students choral advancement in vocal production, rhythmic style, and ensemble performance skills. For skill advancement, first year Concert Choir students are assessed on concepts that extend from 6th grade choir; second year Concert Choir students are assessed on concepts that extend from their first year. Second year students leave well-prepared to move on to the high school level. A wide selection of choral music is used throughout the year, some of which involves student input. Performances include evening concerts, festivals, and school assemblies. ****STUDENTS WHO OPT TO JOIN JAZZ CHOIR, WHICH MEETS BEFORE SCHOOL, ARE REQUIRED TO ENROLL IN THIS CLASS.**

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PULLMAN HIGH SCHOOL



2025-26

DRAFT

COURSE GUIDE

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COURSE SELECTION AND SCHEDULING

General Information

This course guide provides information on all courses offered by Pullman High School for the 2024-25 school year. We hope this guide will help answer your questions as you decide which high school courses to request for next year.

Courses in this guide will only be scheduled if there are enough student requests to fill a class. If a class is pulled from the schedule due to lack of requests, students will be assigned an alternate course by the guidance counselor. Students are required to select alternate course choices for each elective. If you do not choose an alternate and cannot get into your first-choice class, your guidance counselor will choose courses for you based on graduation requirements and your High School and Beyond Plan.

It is very important that you think carefully about your course requests. Reviewing your graduation requirements and your educational or career goals after high school should prioritize your course requests. Additionally, we hire teachers and staff based on student course requests and we are bound to that commitment. Once course schedules are established and the master schedule is created, students may not change or drop a class without the approval of a guidance counselor and it may also require the approval of the principal.

Course requests are submitted every spring. *See Appendix C for more information.*

Full Schedule Requirement

All PHS students must be scheduled into a minimum of six credit-producing classes per semester. Running Start students or students with extenuating circumstances may be granted an exception to this policy by the principal when it is determined that an exception is in the student's best interests.

Schedule Changes

Students are expected to request classes that fit their High School and Beyond Plan/meets graduation requirements. If a change becomes necessary, **students must email a request to their guidance counselor** which includes the reasons for the requested schedule change. Schedule changes will be considered only under exceptional circumstances. If a scheduling mistake was made by school personnel, appropriate corrections will be made.

Approval or Denial for Schedule Changes

Schedule changes may only be made during the add/drop period for each semester. The request cannot be based on personal preference (want a different teacher, want a different lunch, want to switch to be with friends, etc.) If the request does not fit the following criteria a schedule change will not be granted.

- Space availability in class requested.
- Compatibility with graduation requirements and the student's High School and Beyond Plan.
- The student has not met the prerequisites of a currently scheduled course.
- Technical errors in the student's schedule, such as, placed in a course that was not requested.

Deadlines for Schedule Changes

Changes to scheduled classes may be requested during the first seven school days of each semester. Deadlines for schedule change requests for the 2025-26 school year:

Semester 1 - Thursday, September 4, 2025

Semester 2 - Tuesday, February 3, 2026

Grading for Schedule Changes

Students are expected to complete all missed assignments for classes they join late. Classes dropped before the end of the fourth week of each semester will be graded out with a W. Classes dropped after the fourth week of each semester will be graded out with an F.

Grade Level Placement

Students will be placed at grade level according to confirmed age. Students may be placed above or below age established grade level if official school records from an accredited organization substantiates that request.

Course Placement

Students will be placed in courses based on grade level or course progression established by accredited school records.

Students requesting a course that is above their grade level or current content sequence must present documentation of meeting pre-requisites for the requested course. Official grade reports from accredited educational organizations that demonstrate mastery and/or readiness will satisfy the pre-requisite requirements for courses that are eligible to lower classmen.

Some courses are not available to lower grade level students even if pre-requisites are met.

Pullman High School students who complete accredited coursework outside of their scheduled school day with the intention of meeting pre-requisites must have those courses approved before starting the course. Pre-requisite courses must be completed by the 3rd Friday in August to accommodate scheduling changes for fall semester and updating the student records.

Students without accredited documentation may request to take a course mastery test with the PHS department they are requesting to join for advanced coursework. This test must be requested by the student and taken prior to June 1 for placement in the fall semester. The exam must be proctored by the teacher at school. The teacher will provide tools required for the test (such as calculators) and pertinent resources or instructions (such as no phones). Teachers will also communicate prior to the exam what level of mastery must be demonstrated to be eligible for placement in the next sequential course being requested.

Teachers will notify the student and guidance counselor of the results of the test prior to the end of the school year so proper course placement for the fall can be established.

Passing a mastery test does not guarantee credit for the course, or that it will be transcribed to the student's transcript or that it will be calculated into GPA.

GRADUATION REQUIREMENTS

Each student enters the high school experience with a unique set of needs, interests, skills and abilities. These differences mean graduation from Pullman High School will not represent exactly the same thing for every student. The Pullman School District takes seriously the responsibility to assure a degree of consistency with respect to the learning represented by a high school diploma. This responsibility leads the Board of Directors of the Pullman School District to establish standards for high school graduation, which represent reasonable expectations for all to whom they are applied. The high school graduation requirements established by the Pullman School District are consistent with the view that high school graduation represents the natural culmination of a K-12 learning experience for the individual student. The graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The course guides for all current classes are posted on the Pullman High School website for reference to guide families regarding high school graduation. The high school principal is responsible for evaluating the educational experiences of individual students and recommending graduation to the superintendent when requirements have been met.

Washington State Graduation Credit Requirements

Courses and Credits		Additional Information
English	4.0	
Mathematics	3.0	Algebra I, Geometry 3 rd math credit*
Science	3.0	At least two lab sciences 3 rd credit of science*
Social Studies	3.0	1.0 US History .5 Civics
Physical Education	1.5	
Health/Wellness	0.5	
Career & Technical Ed (CTE)	1.0	In addition to the required Career Choices Course
Career Choices	0.5	In addition to 1.0 CTE credit
Fine Arts OR PPR	2.0	Visual or Performing Arts 1.0 may be a Personalized Pathway**
World Language OR PPR	2.0	2 years- World Language (same language) Both credits may be a Personalized Pathway**
Electives	3.5	
Total Credits	24.0	

*The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the guidance counselor or principal may choose these credits. ([WAC 180-51-068](#)).

**Personalized Pathway Requirement (PPR) are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education and are intended to provide a focus for the student's learning.

Washington State Non-Credit Graduation Requirements

1. Complete an approved **Washington State History** curriculum (usually in middle school).
2. Develop a **High School and Beyond Plan**. (can be accessed through Family or Student Access)
A student’s plan starts in middle school and is revised while moving through high school. It is a tool that supports students in exploring their interests, planning high school coursework that is aligned to those interests, keeping track of major assessment scores, logging work, school activities, community service and other relevant experience. The Plan is designed to be flexible as students’ goals and interests change over time, as well as enable students to successfully pursue education or training after they graduate high school. *See Appendix B for more information.*
3. Complete a **Graduation Pathway**
This is not the same as the Personalized Pathway Requirement (PPR) previously listed in the credit requirement section.

GRADUATION PATHWAY OPTIONS Must meet ONE option below in English AND Math 1-4 Options 5-6 meet both English and Math		
	ENGLISH	MATH
1	ELA SBA Score (2548)	Math SBA Score (2595)
2	College Admission Exam ELA SAT (410) / ACT (14)	College Admission Exam Math SAT (430) / ACT (16)
3	Advanced Placement Course Or Exam (C+ or higher <i>or</i> 3 or higher on test)	Advanced Placement Course Or Exam (C+ or higher <i>or</i> 3 or higher on test)
4	Dual Credit—Running Start Class (earn college credit in English 100 level or higher)	Dual Credit—Running Start Class (earn college credit in Math 100 level or higher)
5	Armed Services Vocational Aptitude Battery Test (ASVAB) (exam meets English and Math) ASVAB (AFQT) score of 31	
6	Career & Technical Education (CTE) Course Sequence Earn 2.0 credits in the same CTE Program Area <i>See your guidance counselor for which classes qualify</i>	

OTHER PHS GRADUATION INFORMATION

Class Rank

A numerical rank in class will be determined by using the grade point average of each student using the standard grading system listed below. PHS recognizes the plus and minus system, however there are no A+ or D- in the grading system.

A	4.0	B+	3.3	B-	2.7	C	2.0	D+	1.3	F	0.0
A-	3.7	B	3.0	C+	2.3	C-	1.7	D	1.0		

Some students will be excluded from being ranked. Unranked students will not be eligible for honors designations, academic awards or scholarships *that use ranking as a criterion*. Students who are not included in the rank are as follows:

- Exchange students will not be ranked.
- Students with unaccredited coursework will not be ranked. Unaccredited coursework may be determined eligible to meet graduation requirements. Eligible unaccredited coursework will receive a P on the PHS transcript.
- Students with six or more P's on their transcript will not be ranked. This applies to all students.

Grade Point Average

A grade point average (GPA) will be computed for each student who completes any course taken for letter grades. Each course is based on a four-point scale. The thousandths place decimal is used for these computations. Pullman High School uses an unweighted GPA. The GPA will not be rounded. Detailed grading information can be found under Grading Regulations in this document.

Graduating with Honors

Students who have met the following criteria will be considered honors graduates from Pullman High School. These students will receive an honor cord to wear at the graduation ceremony:

- A student must be included in the class rank and
- Have a cumulative GPA of 3.500 or higher at the end of seventh semester and
- No more than two (2) credits of Pass/Fail courses during their last two years and
- A student must be enrolled in a least six (6) graded classes per semester for high school credit.

Valedictorian and Salutatorian

Ranked Seniors who attain a cumulative 4.000 GPA at the end of their seventh semester of high school will be considered a Pullman High School Valedictorian. Pullman High School will honor as many students with this status as have met the requirement. The next ranked GPA will be recognized as Salutatorian and may also be shared by multiple students if they have a matching GPA to the thousandths decimal place.

The Seal of Biliteracy

The Washington State Seal of Biliteracy recognizes public high school graduates who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Graduating students can earn this distinction by meeting all English Language Arts graduation requirements and earn the equivalent of 4 years of high school level credit in a second World Language. This can be done by earning four credits in a world language; demonstrating mastery through proficiency testing; or earning a score of three or higher on an AP World Language exam. The Seal of Biliteracy is acknowledged on the student's final transcript.

FEE WAIVERS

If your family qualifies for free or reduced-price meals, the district can facilitate fee waivers for school programs. Fee waivers can be applied to optional non-credit based activity fees, ASB card fees, sports/athletics fees, field trip fees, summer school fees, testing fees (ACT, SAT, etc.), course fees, and/or lab fees for students that are eligible for free or reduced-price meals. Schools may disclose children's free and reduced-price eligibility information to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA).

We encourage all families to complete the Consent to Share Child Nutrition Program Eligibility Form through Skyward Family Access for all students in each family as part of the annual registration for returning students or as part of the new student enrollment process, whichever is applicable. This is an optional form and submitting/not submitting this form will not affect your child's eligibility for free or reduced-price meals. After the completed Consent to Share Eligibility Form has been received, the fee waivers will be automatically applied, where applicable. If you need a paper copy of the Consent to Share Eligibility Form, please contact the main office.

CREDIT INFORMATION

High School Credit from Middle School

Students have the opportunity to take high school courses in 7th or 8th grade to receive high school credit. Students who earn high school credit (pass the course) before attending high school will have that credit automatically transcribed onto their high school transcript. If students fail high school courses before attending high school the grade will not be included on their high school transcript.

Students and their parent/guardian may also request that the credit earned before high school be transcribed with a nonnumeric grade of "pass". Nonnumeric grades are not included in the student's high school grade point average, but the course still applies to fulfilling high school graduation requirements. Students and their family have until the end of the 11th grade to request a nonnumeric grade for credit earned before attending high school.

Students and their parent/guardian can request this change in writing through their guidance counselor.

Career and Technical Education (CTE) Dual Credit

Some CTE courses may be available for students to earn both high school and college credits. These options are noted in the specific course descriptions. The requirements for earning dual credit will be provided in writing by the instructor at the beginning of the course. Students must meet all requirements to obtain dual credit. An example of some requirements would be registering with the sponsoring institution, student tuition, fees and/or grade requirements. It is also important to know that dual-credit courses may be limited when transferring outside of Washington state. Please check with your intended college or university before you plan on these credits being included as part of your college transcript or degree.

Career and Technical Education (CTE) 2 for 1 Credit

Some CTE courses may qualify to meet other graduation requirements if the district or state has approved equivalencies in non-CTE coursework. Additional graduation requirements may be met by completing these courses but will not count for credit in more than one subject area. The student earns one credit while meeting two graduation requirements. The total number of credits required for graduation remains unchanged. The student will need to earn an additional elective credit.

College in High School Program

In addition to the CTE dual credit or 2 for 1 option some non-CTE courses are available for dual credit through the College in the High School program. These options are noted in the specific course descriptions. The requirements for earning both high school and college credit will be provided in writing by the instructor at the beginning of the course. Students must meet all requirements to obtain dual credit. An example of some requirements would be registering with the sponsoring institution and paying student tuition and/or fees. Students taking any of these courses for just high school credit will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. It is also important to know that dual-credit courses may be limited when transferring credit and may only count as elective credit at any higher education institution. Please check with your intended college or university before you plan on these credits being transferred to your college transcript. *See Appendix D for more information.*

Advanced Placement Courses and Exams

The Advanced Placement (AP) Program, sponsored by College Board and administered by the Educational Testing Service (ETS) offers high school students the opportunity to participate in challenging college-level course work and may receive credit and/or advanced placement in college. This course guide identifies the AP courses offered here at PHS. Advanced Placement Exams are offered annually at PHS in May. Students enrolled in AP courses are expected to take those specific subject exams in May. There are fees for each subject test a student registers to take. Students can also register and pay for any AP exams regardless of having taken the AP course.

Credit Recovery

For students who are credit deficient, options may be available for adding on-line coursework to a class period under the supervision of a certificated instructor. Credit recovery is available in English, Social Studies and Science. Transcript grades for retrieved credit will be as follows:

- Repeated coursework will receive a "P" grade on transcript
- The previously failed course remains on transcript and retains the grade of "F"
- The credit earned for the "F" grade will be zeroed out when the "P" grade is posted. This will take the failed grade out of the GPA calculations

Credit for Competency/Proficiency

In certain circumstances students may earn credit in core subjects toward graduation through options that demonstrate they are competent in subject areas based on proficiency testing. Some examples are English and Math State Assessments, SAT or ACT Tests, ASVAB test, World Language Proficiency Testing and Advanced Placement Exams. All proficiency credit earned will be posted with a "P" on the student's transcript. This credit is not an option for elective credits. If this credit is used to recover credit for failed courses, the original course will remain on the transcript along with the F grade, but the GPA credit will be zeroed out. If you think you may benefit from any of these options, please meet with your guidance counselor.

Summer School

Limited online courses are available during the summer session for students who need to recover credit to meet graduation requirements. These courses are overseen by certificated teachers. Summer School usually runs five weeks with students required to attend sessions onsite at Pullman High School. Summer School information will be available in May. Guidance counselors will assist students with course selection to assure summer classes will meet graduation requirements.

Flexible Education

The Flexible Education (FlexEd) program is available to Pullman High School students who may benefit from independent online learning outside of their scheduled school day. Since Pullman School District does not have a full curriculum available in the online format this program is considered supplemental. As a result, students cannot fulfill all of their graduation requirements through this program. All interested students must go through an approval process to qualify for the FlexEd program. The FlexEd Program is governed by rules adopted by the State of Washington for Alternative Learning Experiences (ALE). This program is still subject to Washington State attendance policies which are met through a contract. This approval process is initiated by meeting with the student’s guidance counselor and approval will be based on the following considerations:

- Extenuating life circumstances
- Credit recovery for graduation requirements
- Extraordinary scheduling needs
- “At risk” for dropping out of high school
- Issues related to student’s social, emotional, or behavior needs that warrant further consideration of an alternative learning experience

Running Start Programs

Running Start is a college credit program that enables a high school junior or senior to earn credit simultaneously for high school graduation and a college degree. Running Start in Pullman is available from Spokane Falls Community College (SFCC) and Washington State University (WSU) during the regular school year. Running Start is not available during the summer sessions. It is also important to know that dual-credit courses may not transfer to all schools outside of Washington state.

Requirements for students who participate in Running Start programs include:

- Junior or Senior status. Students participation in this program is limited to two years.
- Application to the program during the college enrollment period.
- Courses that are approved by the high school guidance counselor (meets graduation plan/at least 100 level)
- Be responsible for transportation, fees and text books.
- Confirming courses will transfer to their intended school after graduation.

Running Start students will not be allowed to schedule and take a PHS class that is in conflict with the time schedule for a Running Start class. The PHS staff will be flexible if the PHS schedule is changed for an assembly, testing, school delays, etc. However, students will not be allowed to routinely arrive late or leave early to a PHS class because of any Running Start class.

Students should meet with their guidance counselor to confirm details of participating in either Running Start Program. *See Appendix E for more information.*

Grades are issued by SFCC and WSU at the end of each term. All grades will be posted exactly as they are issued from the college. Pullman High School will not change any letter grade to a Pass/Fail, or leave a failed course off of the PHS transcript, or convert an issued Passing grade to a letter grade. PHS will translate college courses to earn high school credit as follows:

WSU Semester Schedule	SFCC Quarter Schedule
1.0 credit = 3,4,5-hour courses	1.0 credit = 4-5 quarter credits
0.5 credit = 2-hour courses	0.5 credit = 2-3 quarter credits
0.25 credit = 1-hour courses	0.25 credit = 1 quarter credit

Off Campus Learning Credit

Occasionally, Pullman School District students may take courses outside of their scheduled school day and desire to receive credit on their high school transcripts. Before students enroll in any outside course for which they expect credit, a pre-approval form with a detailed explanation of the proposed coursework must be submitted for guidance counselor and principal approval. These forms are available from your guidance counselor. Once the coursework is approved, students must still maintain a full schedule.

Since these are not Pullman School District courses:

- Students will not be scheduled into free periods or study halls during the school day to work on outside credit.
- Pullman School District is not responsible for any fees or tuition related to this coursework.
- The district will not provide any teacher or tutors for this coursework.
- The district will not provide any technology support for the coursework (computers, software, cameras, internet services, etc.).
- Student must take responsibility to submit an official transcript documenting the completion of the course and earned credit to their guidance counselor.
- This policy is limited to 3 credits total that can be transferred to a PHS Transcript per student. Students can take as much outside coursework as they desire, but only 3 credits can be approved for transfer to their PHS transcript.
- Students who take courses for outside credit may be required to present those grade reports or transcripts for college admissions. This may apply even if you have the credit on your Pullman High School transcript.
- Credits will not be transferred simply to enhance GPA and must be applied to graduation requirements.
- All grades will be posted exactly as they are issued from the accredited curriculum provider. Pullman High School will not change any letter grade to a Pass/Fail, or convert an issued Passing grade to a letter grade. All courses posted to the student transcript will remain on the transcript.
- For pre-approved coursework that is *not* accredited only P/F grades will be issued.

Waiver of High School Requirements

Pullman High School may grant a waiver of a maximum of **two elective credits** required for graduation. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one CTE). The procedure for processing requests for waiver of high school graduation requirements shall be as follows:

- A petition for Waiver of Graduation Requirement form must be submitted to the high school principal at least 30 days in advance of the anticipated graduation date.
- The high school principal, along with the counseling team will review the Petition of Waiver of Graduation Request.
- The high school principal shall approve or deny the petition based upon appropriate data.
- In the event a petition is denied, the parent or eligible student shall be notified that an appeal may be made in writing to the superintendent within twenty days of the decision.
- All requests will be placed in the student's cumulative permanent records.

NON-PHS HIGH SCHOOL COMPLETION OPTIONS

High School + Program

Spokane Falls Community College offers a local high school completion program which fulfills the required and elective courses needed to earn a state-certified high school diploma. Most instruction is individualized; courses are available online. Prior high school credits, military work and life experiences are recognized. Students must be at least 18 years of age and beyond the graduation date of their class co-hort. Students can see their guidance counselor if they are interested in this program.

Open Doors Youth Reengagement Program

Students may request a release from the high school to test for certificate of educational competence (GED). Students must be over 16 years old at the start of the school year and significantly behind in credits towards graduation. Students may inquire with their guidance counselor or principal whether this program may be a good educational path for their situation. If it's determined that the student has a substantial and warranted reason, the student will be recommended to the Open Doors Program available to our district.

General Education Diploma

Students may request a release from the high school to test for certificate of educational competence (GED) from the high school principal or his/her designee. The principal assigns the application process to a designated employee who will determine whether the applicant has a substantial and warranted reason. Any applicant aggrieved by a proposed decision may, within twenty days of the date of notification, appeal the proposed decision to the Board of Directors.

You are eligible to take the GED tests in the state of Washington if you meet one of the following criteria:

- You are between 16 and 18 years of age, have not graduated from high school, are not enrolled in high school and have been judged to have a warranted reason for leaving your regular high school program by the state.
- You are 19-years old or older, have not graduated from high school and are not enrolled in high school.
- You are between 16 and 18 years of age and have completed a home-based educational program.
- You are an active member of the military.
- You are a youth in a correctional facility.

Additionally, you must be a resident of the state of Washington at the time of testing. Accommodations may be made for you if you have a diagnosed disability.

Registration is completed online at www.GED.com. Washington charges a fee for each of the four subject area tests, which is due upon registering. Individuals need a government-issued ID, like a Washington state driver's license, to prove identity and residency. Testing schedules vary from center to center.

Retakes are an option for those who do not successfully complete a test module. A tester may retake a subject up to three times without any waiting, but if a subject is to be retaken a fourth time, the state of Washington imposes a 60-day waiting period before another test attempt is made and for any number of attempts beyond it. Within eligibility requirements, test retakes are offered at a discounted rate.

NCAA Initial Eligibility

Along with course selection, test scores and grade-point average are parts of the eligibility criteria. Courses taken in the eighth grade can satisfy core-course requirements. For a list of the PHS approved courses and to register with the NCAA Clearing House, visit www.eligibilitycenter.org (PHS CEEB number is 480-935). **Check with your high school guidance counselor to verify courses that are NCAA approved.**

Division I Academic Requirements	Division II Academic Requirements
<p><i>Full Qualifier</i></p> <ul style="list-style-type: none"> Complete 16 core courses. Ten of 16 courses must be completed before the seventh semester (senior year) of high school. Seven of the 10 core courses must be in English, math or natural/physical science. Earn a core-course GPA of at least 2.300. Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale. Graduate from high school. 	<p><i>Full Qualifier</i></p> <ul style="list-style-type: none"> Complete 16 core courses. Earn a core-course GPA of at least 2.200. Earn the ACT/SAT score matching your core-course GPA on the Division II sliding scale. Graduate from high school.
<p><i>Academic Redshirt</i></p> <ul style="list-style-type: none"> Complete 16 core courses. Earn a core-course GPA of at least 2.000. Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale. Graduate from high school. 	<p><i>Partial Qualifier</i></p> <ul style="list-style-type: none"> Complete 16 core courses. Earn a core-course GPA of at least 2.000. Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale. Graduate from high school.

Division I College-Bound student-athletes must graduate from high school and meet all of the following requirements to be eligible to practice, compete and receive an athletics scholarship in your first full-time year.



Division II College-Bound student-athletes must graduate from high school and meet all of the following requirements to be eligible to practice, compete and receive an athletics scholarship in your first full-time year.



HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at eligibilitycenter.org/courselist.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code 9999.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

NAIA- Initial Eligibility

If you will graduate from a U.S. high school this spring and enroll in college this coming fall, the requirements are simple. <https://www.playnaia.org/eligibility-center> An entering freshman must be a graduate of an accredited high school and

MUST MEET TWO OF THE THREE

If as an entering freshman you do not meet at least two of the three standards, you cannot participate in athletics for the first full year of attendance (2 semesters, 3 quarters, or equivalent).

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 18 on the ACT or 970 on the SAT	Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale	Graduate in the top half of your high school class
<p>Tests must be taken on an international testing date prior to the start of the term in which you intend to participate in athletics and scores must be achieved on a single test date. The minimum SAT must be achieved on the Evidence-Based Reading & Writing and Math sections only; the Writing score cannot be used.</p> <p>Minimum score requirements for tests taken prior to May 1, 2019 varied.</p> <ul style="list-style-type: none"> • For tests taken prior to March 1, 2016: 18 ACT, 860 SAT (reading, math) • For tests taken between March 1, 2016 and May 1, 2019: 16 ACT, 860 SAT (evidence-based reading & writing, math) 	<p>The NAIA accepts the grade point average determined by the high school, provided it is recorded and awarded in the same manner as for every other student at the school.</p>	<p>If a student's class rank does not appear on the transcript, a signed letter from the principal or headmaster, vice principal or guidance counselor written on the school's letterhead and with the school's official seal, stating the student's final class rank position or percent may be submitted.</p> <p>Exception: Completion of nine institutional credit hours prior to identification at any institution of higher education can be used if no class rank appears on the final official high school transcript. The credit hours must be completed with a grade of "C" or better.</p>

GRADING REGULATIONS

- All academic classes result in a **letter grade and credit** based upon the standard grading system listed below. PHS recognizes the plus and minus system, however there are no A+ or D- in the grading system.

A 4.0	B+ 3.3	B- 2.7	C 2.0	D+ 1.3	F 0.0
A- 3.7	B 3.0	C+ 2.3	C- 1.7	D 1.0	

- Grades will be posted six times per year.** Progress Reports are posted for Terms 1, 2, 4 and 5. These are measurements of the student's grade at that point in time. Terms 3 and 6 coincide with semesters ending. Semester grades are final and posted to the official high school transcript. Grade reports will be mailed home each of the six terms and posted on Skyward Family/Student Access.
- A **grade point average** (GPA) will be computed for each student who completes any course taken for letter grades. Each course is based on a four-point scale. The thousandths place decimal is used for these computations. Pullman High School uses an unweighted GPA scale. The GPA will not be rounded.
- A numerical **rank in class** will be determined by using the grade point average of each student using the standard grading system (listed above). Some students will be excluded from being ranked. Unranked students will not be eligible for honors designations, academic awards or scholarships that use ranking as a criterion. Students who are not included in the rank are as follows:
 - Exchange students will not be ranked.
 - Students with unaccredited coursework will not be ranked. Unaccredited coursework may be determined eligible to meet graduation requirements. Eligible unaccredited coursework will receive a P on the PHS transcript.
 - Students with six or more P's on their transcript will not be ranked. This applies to all students.
- Students **earning an "F" grade** do not earn credit and will need to repeat/retrieve/replace the class if it is required for graduation. The GPA points earned for an "F" is calculated into the student's GPA.
- Students who retake the exact same class DOES NOT mean that the lower grade will be removed from the transcript. Both grades will remain on the transcript, but credit and GPA computation will only be given for the higher grade.
- When an **Incomplete grade** is issued, an "I" will be placed in the semester grade and the student must complete the course work as contracted with the teacher. If the work has not been completed by the deadline assigned, the incomplete grade will be changed to an F. The credit earned for an "I" is not calculated into the GPA.
- Students who withdraw from a course within the first four weeks of a semester will have a "W" posted to this course on their high school transcript. Withdrawals after the first four weeks will result in an "F" posted on their high school transcript.
- Pullman High School does not offer courses as Pass/Fail unless they are non-academic courses OR pre-approved based on special circumstances.
- Any special circumstance that causes a family to request P/F instead of standard grading must include a written request (form) submitted to their guidance counselor **before** taking the course. There is no limit imposed on the number of P/F credits earned under the Pass/Fail option, however, the number of P's on a transcript may impact ranking and awards related to being a ranked student.
- Teaching and Office Assistants receive Pass/Fail grades and are required to have a 2.5 GPA.
- All coursework attempted in high school is required to be reflected on the transcript. Failed, withdrawn or incomplete courses cannot be removed from the transcript.
- Each transcript will include all Washington State Requirements (Sample follows)

The High School Transcript used by all Washington State High schools

A transcript is a paper that summarizes your classes, grades and cumulative GPA. Colleges use your transcript to review your academic career and potential. Employers may use it to get a sense of what kind of employee you will be. The National College Athletic Association uses it to determine recruitment eligibility. Your transcript reports your classes and your grades.

Your name, student ID, & parent/guardian name

Grade Point Table

The high school name & address

This section lists all of the high schools a student has attended

1st semester classes, grades & credits earned

2nd semester classes, grades & credits earned

Cumulative GPA

NOTICE: If you fail a class, you won't earn credit

Cumulative credits earned

Middle School Alg. 1 & Geom. can be added to your H.S. Transcript

NON-PULLMAN HIGH SCHOOL STUDENTS

Private or home school students may request ancillary services or partial enrollment to attend classes at Pullman High School. Depending on enrollment numbers and staffing there may be limitations to access certain classes or teachers. Families must complete the online enrollment process, ancillary service or course request form and home school intent forms prior to accessing any courses or services. Some of these forms are usually due to Pullman School District in the fall, but to provide adequate staffing and balance to classrooms we process these requests in the spring semester for high school students. Current participating families will usually receive these annual forms to submit during the spring semester. Please contact the Pullman High School registrar or the assigned guidance counselor if you have any questions on required enrollment or the annual forms.

ASB Only Participants

Although private or home school students will be “enrolled” in our database to participate in a club or sport, the district does not include ASB only students in state reporting or claim the student for any funding. These students will still need to pay for any required ASB and/or club fees to participate in desired activities. Private or home school students may only be on the PHS campus during the scheduled time for activities in which they are rostered to participate. Non-PHS students are not permitted to participate in a club or sport that is available to them in their primary school. A student must meet the district’s prerequisites and program requirements in order to participate in any sport or activity.

Running Start Participants

Enrolling at PHS to participate in local Running Start Programs require different reporting based on state required contracts between the Pullman School District and the colleges. Running Start students will be included in state reporting for this program regardless of private school or home school status. Families can retain private or home school status while being enrolled in these programs. Running Start students should only be on the PHS campus when they have a scheduled meeting with the guidance counselor and must sign in at the main office.

Taking Courses at Pullman High School

Private or home school students taking courses at PHS will be included in state reporting as required for funding for the course periods in which they are enrolled. Credits earned will be posted in the district database as required by law. Placement in these courses will be based on space available. Private or home school students are required to follow all Pullman High School attendance procedures related to the classes they are attending. Private or home school students may only be on the PHS campus for the classes or activities in which they are participating. Private school students are not permitted to enroll in courses that are offered at their school. Grades and credit earned from taking courses at Pullman High School will be added to a Washington State Transcript issued by the Pullman School District. Families can request a copy of that transcript at any time to combine with their academic records.

Grade Level Placement

Students will be placed at grade level according to confirmed age. Students may be placed above or below a confirmed age grade level if official school records from an accredited organization substantiates that request.

Course Placement

Non-PHS students will be placed in courses according to the following criteria:

- Private or home school students requesting to attend PHS courses or Running Start courses will be placed at grade level according to confirmed age.
- Private or home school students transferring in to PHS will be placed at grade level according to confirmed age.
- Private or home school students requesting a course that is above their grade level must meet the same pre-requisite criterion that is required for Pullman High School students. Some courses are not available to lower grade level students even if pre-requisites are met.
- Private or home school students will be placed in requested grade level courses based on space available in those courses as per staffing ratio required.
- Official grade reports from accredited educational organizations that demonstrate mastery/readiness will meet pre-requisite requirements for eligible courses if submitted by mid-August to accommodate scheduling for the start of that school year. However, these grades will not be transferred to a Pullman School District transcript.
- Private or home school students without accredited documentation who want to join a course above their grade level may request a course mastery test with the PHS department they are requesting to join. This test must be requested and take by the student prior to June 1 for placement in the fall semester. The exam must be proctored by the teacher at school. The teacher will provide tools required for the test (such as calculators) and pertinent resources or instructions (such as no phones). Teachers will also communicate prior to the exam what level of mastery must be demonstrated to be eligible for placement in the next sequential course being requested. Teachers will notify the student and guidance counselor of the results of the test prior to the end of the school year so proper course placement for the fall can be established. Such tests do not provide credit for the course and will not be calculated into GPA, or placed on the Pullman School District transcript.

Earning a Washington State High School Diploma

Private and home school students accessing courses or ancillary services are not considered Pullman School District students who are working towards a Pullman High School diploma nor will they participate in the Pullman High School's graduation ceremony or related commencement activities. The school or family of non-PHS students are responsible to document all of their student's coursework and maintain academic records that verify eligibility for the diploma they are working towards.

Earning a Pullman High School Diploma

If a non-PHS student wants to transfer into Pullman High School for the purpose of earning a diploma, the guidance counselor and administrators will assess transfer coursework submitted from private school or home school families to determine what credit can be applied towards graduation. The Pullman School District will decide if credit will or will not be granted based on grading regulations and the following criteria:

- Home school transcripts with all high school coursework must be submitted to PHS by June 1 of student's junior year to be evaluated for graduation eligibility.
- Transfer into Pullman High School must be complete (transfer form, transcripts evaluated, pre-requisite coursework established, updated enrollment) by mid-August prior to the student's senior year.
- Must be enrolled full-time (six classes) for both semesters once becoming a PHS student and earn a passing grade for all courses.
- The student will no longer retain the home school status.
- Students must meet all graduation requirements both credit and non-credit.
- Accredited coursework will be posted as per issuing institution. Both grade and credit will match the official grade report.
- Unaccredited coursework will be assessed towards eligibility to satisfy graduation requirements. If approved, only P's will be awarded for grades.
- Students with unaccredited coursework will not be included in the PHS rank list or be eligible for honors designations or academic awards that use ranking as a criterion

CAREER & TECHNICAL EDUCATION PATHWAYS

Listed below are potential pathways students can enroll in order to work toward their post high school goals. Students completing 2.0 credits from the **same pathway area** below may be eligible for the CTE graduation pathway which should align with their High School and Beyond Plan. Students should work with their school counselor when planning on using CTE as their Graduation Pathway.

AGRICULTURAL SCIENCE PATHWAYS	SKILLED & TECHNICAL PATHWAYS	SKILLED & TECHNICAL PATHWAYS (CONT'D)
<p><u>Agriscience/Research</u> Biology in Agriculture * Physical Science in Agriculture * Animal Science *~^ Plant Science *^ Journalism & Leadership in Agriculture Communications^</p> <p><u>Plant Science</u> Biology in Agriculture * Physical Science in Agriculture * Plant Science I *^ Plant Science II *</p> <p><u>Animal Science</u> Biology in Agriculture * Physical Science in Agriculture * Animal Science *~^</p> <p><u>Veterinary Science</u> Biology in Agriculture * Physical Science in Agriculture * Veterinary Science *~^</p> <p>Work Site Learning</p>	<p><u>Video/Graphic Design</u> Digital Media: Video Production *~ Digital Media: Graphic Production *~ HoundCentral Productions *~</p> <p><u>Video Game Design</u> Digital Media: Video Production *~ Digital Media: Graphic Production *~ VR/Video Game Design *~ 3D Modeling & Animation *</p> <p><u>Photography</u> Digital Media: Video Production *~ Digital Media: Graphic Production *~ Digital Photography *~^ AP Art Photography *~</p> <p><u>Welding</u> Metals I ~ Metals II ~^ Metals III ~ Metals IV *~</p> <p><u>Construction</u> Intro to Construction ~ Construction II ~ Construction III *~ Woods IV *~</p> <p>Work Site Learning</p>	<p><u>Materials Management</u> Metals I ~ Drafting I ~</p> <p><u>Construction Management</u> Intro to Construction Drafting I ~</p> <p><u>Computer Aided Drafting</u> Drafting I ~ Drafting II ~ Drafting III *~ Drafting IV *~</p> <div style="background-color: #0056b3; color: white; text-align: center; padding: 5px;">STEM PATHWAYS</div> <p><u>Engineering</u> Engineering Essentials ^ Digital Electronics ^</p> <p>Work Site Learning</p>
FAMILY & CONSUMER SCIENCES PATHWAYS	BUSINESS & MARKETING PATHWAYS	
<p>Early Childhood Education ~^ Fashion Design *</p> <p><u>Culinary Arts</u> Foods & Nutrition ~^ Culinary Arts *~^</p> <p>Work Site Learning</p>	<p>Career Choices & Financial Literacy ^</p> <p>AP Computer Science A *~</p> <p><u>E-Marketing/Social Media Specialist</u> Introduction to Marketing ^ Entrepreneurship ^ Yearbook *~</p> <p>Work Site Learning</p>	<p><u>Accountant/Tax Preparer</u> Accounting *^ Economics *</p> <p><u>Sales/Buyer</u> Intro to Marketing ^ Entrepreneurship ^ Marketing Operations ^</p> <p><u>Project Management</u> Leadership I Leadership II</p>

APPROVED CROSS PROGRAM GRADUATION PATHWAYS ARE LISTED BELOW BY OCCUPATIONAL ALIGNMENT. FOLLOW ONE OF THESE PATHS IN ORDER TO MEET YOUR CTE GRADUATION PATHWAY IF ONE OF THE PATHWAYS ABOVE IS NOT FOR YOU. Students should work with their school counselor when planning on using CTE as their Graduation Pathway and it must align with their High School and Beyond Plan.

<p><u>Commercial Photography</u> Introduction to Marketing ^ Entrepreneurship ^ Digital Photography *~^</p> <p><u>Culinary Photography</u> Digital Photography *~^ Culinary Arts *~^</p> <p><u>Fashion Photography</u> Fashion Design * Digital Photography *~^</p> <p><u>Television Video Production</u> Intro to Marketing ^ Entrepreneurship ^ HoundCentral Productions *~</p> <p><u>Visual Production</u> HoundCentral Productions *~ Yearbook *~</p> <p><u>Computer Science and Engineering</u> AP Computer Science A *~ Engineering Essentials ^</p> <p><u>Digital Electronic Programming and Software</u> AP Computer Science A *~ Digital Electronics ^</p>	<p><u>Digital Art</u> Digital Media: Video Production *~ Digital Media: Graphic Production *~ Yearbook *~</p> <p><u>Graphic, Interior, & Fabric Design</u> Digital Media: Video Production *~ Digital Media: Graphic Production *~ Fashion Design *</p> <p><u>Catering & Event Planning</u> Leadership Culinary Arts *~^</p> <p><u>Restaurant & Food Service Management</u> Culinary Arts *~^ Marketing Operations ^</p> <p><u>Restaurant & Food Service Marketing</u> Intro to Marketing ^ Entrepreneurship ^ Culinary Arts *~^</p> <p><u>Photo Journalism</u> Yearbook*~ Digital Photography *~^</p> <p><u>Visual Communications</u> Journalism & Leadership in Ag Communications^ Digital Photography *~^</p>	<p><u>Farm to Table</u> Plant Science I *^ Foods and Nutrition~^</p> <p><u>Fabrication Management</u> Intro to Marketing ^ Entrepreneurship ^ Metal I ~</p> <p><u>Fashion Design & Marketing</u> Intro to Marketing ^ Entrepreneurship ^ Fashion Design *</p> <p><u>Early Childhood Services</u> Intro to Marketing ^ Entrepreneurship ^ Early Childhood Education~^</p> <p><u>Family & Community Services</u> Early Childhood Education ~^ Accounting *^</p> <p><u>AgriMedia</u> Journalism & Leadership in Ag Communications^ Yearbook*~</p> <p><u>Meat & Food Science</u> Animal Science*~^ Culinary Arts*~^</p> <p><u>Meat & Food Science</u> Veterinary Science*~^^ Culinary Arts*~^</p>
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<p><u>Career Choices</u> Career Choices & Financial Literacy meets a PSD Graduation Requirement (<i>it does not count as a Career & Technical Education credit</i>)</p>	<p><u>Key:</u> * This course may meet the “two-for-one” policy – see page 10 ~ Course offers Industry Recognized Credentials ^ Course offers Dual Credit – see page 10</p>
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CAREER AND TECHNICAL EDUCATION COURSES

Career and Technical Education (CTE) programs specialize in the skilled trades, applied sciences, modern technologies and career preparation. Students in CTE courses acquire challenging academic, technical and employability skills to succeed in postsecondary education and high demand careers. All CTE programs include the state requirements for relevant industry, leadership and employability standards.

AGRISCIENCE

SC 25 BIOLOGY IN AGRICULTURE

Equivalent to Biology SC 22

This course integrates biological science practices as it relates to agriculture. This class utilizes the same standards and content as Biology class, just with hands-on experience of life science based on real world experiences of agriculture. This biology course is separated into four roughly equal units: cells, genetics, evolution and ecology. As we learn together, you'll gain a deeper appreciation for the living world around you. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA organization, the largest intra-curricular leadership organization in the U.S. for high school students. Honors level work may be available to students in this course. The instructor will provide information early in the course.

**Offered: Full Year
CTE or Lab Science credit**

SC 15 PHYSICAL SCIENCE IN AGRICULTURE

Equivalent to Physical Science SC11

Prerequisite: Biology or Biology AG or equivalent

This class utilizes the same standards and content as the Physical Science class, just with hands on experience of life science based on real world experiences of agriculture. Using agriculture as the learning vehicle, this course emphasizes the principles, standards, central concepts and interrelationships in the physical science education. Some of the different activities' students will be doing for this class are: wind turbines to learn about energy, work, power and wiring to making hand warmers. Course standards are aligned with Washington State Academic Learning Standards and the class still prepares you for later science classes both in High School and after. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization.

**Offered: Full Year
CTE or Lab Science credit**

SC 35 PLANT SCIENCE I

Prerequisite: Junior/Senior

College credit may be available

This class provides students with a practical understanding of plant morphology, anatomy and growth of plant crops. Students will develop the knowledge needed to understand plants, their processes and greenhouse management through the use of inquiry and application. Students will apply the knowledge and skills learned in the classroom in our greenhouse. Standards are aligned with Washington State Academic Learning Standards. Students will have the opportunity to earn college credit through Walla Walla Community College through this class. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization. To receive college credit, students must earn an A or B in this course. Credit is only available for either Plant Science I or II, not both. The instructor will provide registration information for college enrollment.

**Offered: Full Year
CTE or Lab Science credit**

SC 38 ANIMAL SCIENCE

NEXT OFFERED 2025-26

Offered: Full Year**Prerequisite: Junior/Senior OR Two Science Credits****CTE or Lab Science credit***College credit may be available*

Students will be exposed to the world of animal science through class discussion, inquiry-based labs, indoor/outdoor activities and field trips. Students will utilize science knowledge and skills to develop solutions to real world problems. Subjects emphasized are biological systems and animal management systems with a strong emphasis on veterinary sciences. Medical terminology, discussion of animal issues and & problem solving will also be heavily emphasized. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization. To receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment. This course rotates yearly with Veterinary Science.

SC 45 PLANT SCIENCE II**Offered: Full Year****Prerequisite: Plant Science I****CTE OR Lab Science credit***College credit may be available*

This course is designed to provide students with an advanced practical experience in the horticultural industry. Classroom work will be combined with projects in the greenhouse along with floral design. Golf and turf grass management, as well as, landscaping will also be introduced. Plant identification and propagation will continue to be an emphasis in this class. Students will also learn about marketing, selling, pricing and communication skills in the horticulture settings. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization. To receive college credit, students must earn an A or B in this course. Credit is only available for either Plant Science I or II, not both. The instructor will provide registration information for college enrollment.

AG 37 JOURNALISM & LEADERSHIP IN AGRICULTURAL COMMUNICATIONS**Offered: Full Year****Prerequisite: Junior/Senior***College credit may be available*

Are you interested in learning about how to prepare yourself for a career? Want to develop successful communication skills that will give you an edge over the average high school student? The main topics covered in this project-based course are: job interview skills and materials development, sales strategies and processes, presentation and recognition of current issues and journalistic communications through various media (newspaper, radio & broadcasting, etc.). Course standards are aligned with state and national guidelines. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

SC 47 VETERINARY SCIENCE

NEXT OFFERED 2026-27

Offered: Full Year**Prerequisite: Junior/Senior & Two Science Credits- Must include a Biology****CTE or Lab Science Credit***College credit may be available*

This laboratory science course will focus on animal health, animal pathology and animal production. Topics include animal anatomy and systems dissections, medical terminology, animal behavior, handling techniques, advanced nutrition, disease pathology and disease control, safety and sanitation in the animal laboratory and animal reproductive anatomy and breeding programs. Students will be responsible for the demonstration of skills and competencies through labs, scientific research and assessment of classroom projects. Students must be able to work in a team/group environment and be able to stay focused and self-directed. Upon successful completion of the program, optional testing is available for students to become a Certified Veterinary Assistant Level 1. To receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment. This course rotates yearly with Animal Science.

MEDIA PRODUCTION/BROADCASTING

TI 10 DIGITAL MEDIA GRAPHIC DESIGN

**Offered: Semester
CTE or Fine Arts credit**

Whether you are interested in pursuing a career in graphic design or just want to learn how to create stunning designs for your personal projects, this course is the perfect place to start! This course introduces students to the exciting world of graphic design. This hands-on class emphasizes the use of industry standard software such as Photoshop and InDesign to create visually stunning designs. Students will learn the fundamentals of graphic design, including color theory, composition, and typography, while also exploring the world of social media design by creating eye-catching graphics and advertisements to help businesses reach their target audience. In addition to the technical aspects, students will also delve into the world of branding by learning the importance of creating a consistent visual identity for a brand. Students will have the opportunity to design logos, business cards, and other promotional materials. This course provides students with a comprehensive understanding of graphic design as they compile a portfolio of design projects that showcase their abilities and reflect industry standards. Join us for a semester filled with creativity, design, and digital media!

TI 11 DIGITAL MEDIA VIDEO PRODUCTION

**Offered: Semester
CTE or Fine Arts credit**

Interested in exploring the world of video production? This hands-on class will introduce students to the art and technology of video production, with a focus on non-linear video editing using industry-standard software such as Adobe Premiere, DaVinci Resolve, and Adobe After Effects. Students will learn the basics of video production, including camera operation, lighting, audio production, interviewing, and special effects. They will develop their skills in non-linear video editing, learning how to use cutting-edge software to create polished and professional-looking videos. Additionally, students will explore the creative side of the field, learning how to tell compelling stories through video. They will have the opportunity to work on a variety of projects, including short films, news broadcasts, and commercial advertisements. This course is designed to provide students with a comprehensive understanding of video production and to equip them with the skills needed to succeed in this dynamic and growing industry. By the end of the course, students will have a portfolio of video projects that showcase their abilities and reflect industry standards. Whether you are interested in pursuing a career in video production or just want to learn how to create stunning videos for personal projects, this course is the perfect place to start. Join us for a semester filled with creativity, technology, and digital media!

TI 15 VIDEO GAME DESIGN & VR/AR DEVELOPMENT *next offered 2026-2027*

Offered: Full Year

Prerequisite: Sophomore/Junior/Senior/3D Modeling Recommended

CTE or Fine Arts or Geometry credit

In this year-long course, students will learn to “Create with Code” in Unity programming software as they develop a series of video game projects by using C# programming. Students will continue their skill development by learning to design and develop their own Virtual Reality (VR) and Augmented Reality (AR) applications through prototypes and challenges that build and solidify essential skill sets. You will create your own unique VR project from start to finish, beginning with a blank design document and ending with a fully functional project, bringing your ideas to life in VR. Video game creation and XR (VR & AR) development is projected to be one of the fastest growing industries in next decade.

TI 16 3D MODELING & ANIMATION

**Offered: Full Year
CTE or Fine Arts or Geometry credit**

Students will be thoroughly introduced to industry-standard software for 3D creation, including Maya and Substance Painter. The curriculum incorporates projects that stimulate the imagination, fostering experimentation and problem solving. Students initially delve into 3D modeling techniques and workflows, becoming comfortable working with complex 3D animation software. Animation, rendering and modeling – the three main areas of the 3D world – will all be introduced in this course, but an emphasis will be placed on modeling and rendering. Those skills are then applied to compositing in video, with an emphasis on light effects, particle effects, texturing and rendering. Additionally, emphasis will be placed on optimizing 3D assets for video game creation.

TI 30 DIGITAL PHOTOGRAPHY**Offered: Full Year
CTE Or Fine Arts credit*****COLLEGE CREDIT MAY BE AVAILABLE***

Digital Photography is a yearlong introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of Adobe Photoshop and Lightroom. Four areas of instruction will be emphasized: how cameras work, how composition works, how lighting works, how to use photo editing software. Students will explore photo-retouching and photo manipulation in Photoshop and delve into advanced Photoshop techniques, with an emphasis placed on preparing for Adobe Certified Expert Exam in Photoshop. Cellphone photography and editing with a variety of phone applications will be infused in the curriculum. Students create their own blogsites as a place to exhibit their projects and portfolio work. Self-promotion of student photography is encouraged and beginning social media marketing is introduced. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

TI 37 HOUNDCENTRAL PRODUCTIONS**Prerequisite: TI 10 & TI 11 Sophomore/Junior/Senior****Offered: Full Year
CTE or Fine Arts or English credit**

This course covers Video Production Technology where students will delve further into the world of nonlinear video editing and desktop video productions, as well as other multi-media projects. In part, the class will focus on social media (Twitter, Instagram, Facebook) and web development (HoundCentral.org) as it pertains to Pullman High School. Students will produce both in-school and out-of-school broadcasts to be aired on television and the web. The course provides students an opportunity to develop a variety of skills both in front of the camera and behind the scenes. Projects will strengthen student skills in graphic design, video editing, writing, interviewing, television broadcast production techniques and leadership. Seniors repeating HoundCentral may be eligible to use this course for an English credit if they have passed three previous English courses with a C or better and met any state English graduation assessments or requirements.

TI 49 AP STUDIO ART: 2D DESIGN – PHOTOGRAPHY**Prerequisite: TI 30 Junior/Senior****Offered: Full Year
CTE or Fine Arts credit**

AP Photo is a yearlong course and is designed for students who are seriously interested in the practical experience of art-making and promotes the sustained investigation of portfolio development. The core of the course consists of intensive, guided exploration of media, demonstrations, reference gathering, weekly group or individual critiques, reflections and frequent sketch booking. Students are expected to work independently: mastering their media and engaging deeply with the themes and content of the concentration. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and conceptualization.

TECHNOLOGY/STEM**TI 17 ENGINEERING ESSENTIALS****Offered: Full year*****College credit may be available***

A year long course designed to be a high school student's first exposure to the Project Lead the Way Engineering program, appropriate for students in grades 9-12. It will explore the work and role of engineers in the design and development of solutions to real-world problems. Students will be empowered to build technical skills through a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

TI 18 DIGITAL ELECTRONICS**Offered: Full Year****Prerequisite: Sophomore/Junior/ Senior or Algebra 1 or higher***College credit may be available*

Are you interested in working with electronics? Then try Digital Electronics! This Project Lead the Way course is the foundation of all modern electronic devices, such as cell phones, laptops, digital cameras, or HD television. In this activity-based course you will get a hands-on experience with electronics. You will learn how to analyze, design, and build electronic circuits that are used to control and power our digital world. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

TI 38 AP COMPUTER SCIENCE A**Offered: Full Year****Prerequisite: Junior/Senior & Enrolled in Algebra II or higher****CTE or Science or Math, (Sr Only beyond Geometry) credit**

AP Computer Science A is a college-level introductory computer science course. Students cultivate their understanding of coding through Java analyzing, writing and testing code as they explore concepts like modularity, variables and control structures. Students who take AP CSA are usually planning to attend a 2 or 4-year college and will take the AP CSA exam in the spring. Students who do best in AP Computer Science genuinely want to learn new ideas and how to code. Students who are prepared for AP CSA have solid algebra and logic skills, but do NOT need to have ANY coding experience. Students will be expected to ask questions, drive their learning, complete application projects and challenge themselves. Math credit will be applied only if AP Computer Science students who take the course in the senior year of high school. The course cannot be used for both math and science.

BUSINESS EDUCATION**BU 20/BU 25 MARKETING & ENTREPRENEURSHIP****Offered: Full Year***College credit may be available*

Introduces real world concepts, skills and underlying business foundations for understanding and development of marketing and the entrepreneurial process. Promotion, pricing, selling, product/service management, distribution, financing and marketing-information management. Advertising aspects focus on creation, execution, transmission and evaluation of commercial messages in various media. Students will be able to assess their personal readiness for a career as an entrepreneur and take part in teaching methods, which include case studies, guest speakers and team projects. The major course project is to develop and market an actionable business plan. Students enrolled in marketing classes will be eligible to participate in DECA, a national student organization sponsoring regional and national marketing competitions to receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment.

BU 26 MARKETING OPERATIONS**Offered: Full Year****Prerequisite: Marketing & Entrepreneurship or Senior***College credit may be available*

Students must go through an admittance process to be allowed into the course and be approved by instructor. Ever wonder what it's like to run your own business? This course will provide these skills in a traditional classroom setting, as well as a hands-on approach through the creation and implementation of school-based enterprise. School based enterprises place students in leadership positions in a safe business environment, as well as engaging students in the logistics of starting a small-scale business operation. These skills allow for students to engage in creative, meaningful endeavors that unite them with the school, their peers and leaders in their communities. Students enrolled in class will be eligible to participate in DECA, a national student organization sponsoring regional and national competitions. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

BU 27 ACCOUNTING**Prerequisite: Math Choice aligned with goals****Offered: Full Year
CTE or Math Credit***College credit may be available*

All future business owners and those planning business careers need this class. This course consists of the basic accounting cycle as it relates to service and merchandising businesses organized as sole proprietorships, partnerships or corporations. Emphasis is placed on accounting concepts, principles and theory as they relate to manual and computerized financial records for a business. To receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment.

BU 38 LEADERSHIP I**Offered: Full Year**

Project Management skill development focuses on projects that have a beginning and end and are carried out to meet established goals within cost, schedule, and quality objectives. Students in the course will study dynamics, goal setting, time management, interpersonal communication, presentations, situational leadership styles, conflict resolution, and relationships among groups. Students will provide leadership and project management for several varied school events and activities that may include assemblies, service projects, celebrations, registration, accreditation, or awareness events. Participation in activities outside of the school day will sometimes be expected. Per the ASB Constitution, it is recommended that ASB Executive officers enroll in a Leadership course. **Because participation as a leader carries with it great responsibility, students wishing to enroll will be asked to undergo an admittance process meant to encourage high program standards.*

BU 39 LEADERSHIP II**Offered: Full Year****Prerequisite: Leadership I**

Through hands-on projects that benefit the school and greater community, students will demonstrate the ability to use specific complex skills needed for effective leadership—including enhancing group dynamic, communications, human relations, and self-reflection skills introduced in Leadership I. Students will have the opportunity to collaborate and expand their knowledge of leadership in various capacities. Students will demonstrate the ability to exercise appropriate problem solving and decision-making skills in a series of increasingly complex situations and record their experiences. Students in Leadership II will sometimes be asked to lead class discussions and help to create projects for the Leadership I students to implement. Students will provide leadership and project management for several varied school events and activities that may include assemblies, service projects, celebrations, registration, accreditation or awareness events. Participation in activities outside of the school day will sometimes be expected. **Because participation as a leader carries with it great responsibility, students wishing to enroll in Leadership II need to have demonstrated strong leadership skills during their time in Leadership I.*

SS 44 ECONOMICS**Prerequisite: Junior/Senior****Offered: Semester
CTE or Social Studies credit**

This course focuses on the study of business and consumer decision making and its relationship with the economy and politics. Course will also cover production, conservation and allocation of resources in conditions of scarcity, together with the organizational frameworks related to microeconomics and macroeconomics. Included are; comparative economic systems, money and banking systems, international economics, quantitative analytical methods, applications to specific industries and public policy issues. Students will also participate in a stock market game which will let them research and buy and sell stocks as if they were an individual investor or stock broker. Students enrolled in marketing classes will be eligible to participate in DECA, a national student organization sponsoring regional and national marketing competitions. This course will also address state financial literacy requirements.

BU 47 YEARBOOK**Offered: Full Year
CTE or Fine Arts credit**

Create Greyhound memories! Be a member of the production team of the PHS yearbook, The Kamiakin. This two-semester course provides excellent workplace skills and experience in copy, design, photography, marketing and publication within a functioning business. Students must be cooperative, dependable and organized with the ability to work under pressure to meet strict production deadlines. Outside class time will be necessary. Select students will be invited to attend a three-day Inland Northwest Yearbook Camp held over the summer. Students enrolled in the Yearbook class will be eligible to participate in DECA, a national student organization sponsoring regional and national marketing competitions.

BU 50 CAREER CHOICES & FINANCIAL LITERACY**Offered: Semester****REQUIRED COURSE FOR ALL SENIORS – this is in addition to 1.0 CTE credit requirement**

College credit may be available

This course emphasizes the connection between individual capabilities, interests, and career readiness. Career exploration and preparation as well as the culmination of the High School and Beyond Plan are incorporated in this class. Additionally, students learn skills pertaining to personal finance, communication, and general professionalism including topics ranging from financial aid and application processes to resume writing, credit and taxes, interview skills, workplace law, and more. A senior showcase project is expected, which partially fulfills graduation requirements. The purpose of this project is to merge students' personal, professional, and academic interests in a manner that encourages initiative and leads to continued growth both while in high school and after graduation. It is anticipated that students will have ongoing opportunities to seek out and interact with professionals whose fields align with their career aspirations. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

WORK-BASED LEARNING**BU 48 WORK SITE LEARNING****Offered: Full Year/Semester****Prerequisite: JR or SR enrolled in/completed CTE course supporting High School and Beyond Plan.**

Worksite learning is an opportunity for a student to earn credit for working at a job that supports his/her educational and career goals. Credit is earned when the student qualifies, completes the forms, works the minimum number of required hours (360 verifiable work hours per 1 credit or 180 hours per .5 credit) and performs satisfactorily on the job. Work-site learning plans are collaboratively developed and monitored by the supervising employer and the work site learning coordinator. Each student is assessed individually, based on real performance and measurable benchmarks.

FAMILY AND CONSUMER STUDIES**FC 12 FOODS AND NUTRITION***(Fee Required)***Offered: Full Year***College credit may be available*

Hungry? Come take Foods & Nutrition and learn how to eat healthy and cook for yourself! This course will help students attain basic skills needed to be successful in the kitchen. In addition to food preparation skills, students will learn food safety practices and nutrition and wellness concepts. Students will gain hands on experience doing cooking labs and food science experiments. Additionally, students will have the opportunity to get their Food Handler's Permit. **To receive college credit, students must earn a C or better in this course. The instructor will provide registration information for college enrollment.**

FC 13 CULINARY ARTS*(Fee Required)***Offered: Full Year****Prerequisite: FC 12 or Senior****CTE or Fine Arts or Science Lab Credit****College credit may be available**

Whether you want to go into the foodservice industry or just build your cooking skills, Culinary Arts is a great choice! Students will further develop food preparation skills learned in FC 12 and see them applied to the foodservice industry. Students will learn how to prepare foods in a professional setting as well as learn about foodservice management practices, facilities and safety. Hands on experience doing cooking labs and food science experiments. Additionally, students can earn their SERV Safe certification to be used in the foodservice industry. To receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment.

FC 14 FASHION DESIGN*(Fee Required)***Offered: Full Year****CTE or Fine Arts credit**

No experience necessary. Students will learn and utilize construction skills to create a variety of projects throughout the year. You will also learn about the design process, elements of design, fiber characteristics and other subjects in the fashion industry.

FC 26 EARLY CHILDHOOD EDUCATION**Offered: Full Year****Prerequisite: Completed Health Course****CTE credit***College credit may be available*

Are you interested in the field of education, or any field where you will work with young children? In this class, students will learn about a variety of careers related to early childhood education, as well as other careers where you will have to work with young children (i.e. pediatrics, social work). Students will learn about child development, classroom management, and curriculum development. Whether you want to work with infants, preschool-aged children, young adults, or anywhere in between, this class will give you a taste of what it's like and how to get there. *To receive college credit, students must earn a B or better in this course. The instructor will provide registration information for college enrollment.*

DRAFTING TECHNOLOGY**TE 11 COMPUTER DRAFTING I***(Fee Required)***Offered: Full Year**

This course is designed to introduce the following basic computer aided drafting skills: mechanical drafting, technical illustration and architectural drawing. Emphasis will be placed on application of logical and critical thinking to engineering and architectural drafting skills. The following programs are used: AutoCAD, Fusion, solidworks, and MASTERCAM.

TE 21 COMPUTER DRAFTING II*(Fee Required)***Offered: Full Year****Prerequisite: TE 11 and Teacher Approval**

Emphasis will be placed on development of computer drafting skills. Students will spend the class time in the drafting computer room. Programs include: AutoCAD, Solid Works and Master Cam. In this course computer skills will be applied to mechanical drafting, technical illustration, architectural drawing, modeling and Computer Numerically Controlled (CNC) machining.

TE 31 COMPUTER DRAFTING III*(Fee Required)***Offered: Full Year****Prerequisite: TE 21 and Teacher Approval****CTE or Fine Arts credit**

Continuation of TE 21 emphasizing Design and 3-D modeling and Computer Numerically Controlled (CNC) processes. Designs will be processed and manufactured using CNC and 3-d printing. This course is designed to allow students to continue through advanced third and fourth years of drafting.

TE 40 INDIVIDUALIZED COMPUTER DRAFTING*(Fee Required)***Offered: Full Year
CTE or Fine Art****Prerequisite: TE 31 and Teacher Approval***Course contract required with instructor.***MANUFACTURING WELDING****TE 14 METAL SHOP I***(Fee Required)***Offered: Full Year**

An introductory career and technical manufacturing course in welding and metalwork. This course is designed to introduce modern welding skills used in manufacturing. The course covers oxy-acetylene welding, cutting, and brazing, as well as “stick welding,” power tools operations, hand tool operations, tap and die work, basic blueprint reading, layout work, machine tools, measuring devices, metal identification and basic metal fabrication techniques. Analysis and synthesis of metals working skills and knowledge are stressed in the shop work.

TE 24 METAL SHOP II*(Fee Required)***Offered: Full Year****Prerequisite: TE 14** *Must have passed Metal Shop with a C or better**College credit may be available*

This course is designed to further the skill level and knowledge of welding, machine work and metal fabrication learned in Metal Shop I. In this course emphasis will be on advanced manufacturing processes and related skill development in the machining and welding. **To receive college credit, students must earn an A or B in this course** The instructor will provide registration details for college credit option.

TE 34 METAL SHOP III*(Fee Required)***Offered: Full Year****Prerequisite: TE 24**

Entry level welding skills will be required of students in Metals III. Advanced practical skills and techniques will be stressed. Areas covered will include all position SMAW, GTAW and GMAW processes. Materials will include carbon steels, aluminum and alloys. Advanced practical applications of related metallurgy, blue print reading and fabrication will be emphasized. Advanced Manufacturing processes of CNC and Plasma CNC will be emphasized.

TE 44 INDIVIDUALIZED METAL SHOP*(Fee Required)***Offered: Full Year****Prerequisite: TE 41 and Teacher Approval****CTE or Fine Arts credit***Course contract required with instructor.***WOODSHOP & CONSTRUCTION****TE 16 INTRODUCTION TO CONSTRUCTION***(Fee Required)***Offered: Full Year**

Are you interested in the construction field? Or do you just want to know how to build and put things together? This exploratory course offers students a way to explore the construction industry and all it has to offer. This hands-on course provides an opportunity to explore career options in construction, learn about blueprint reading, dive into construction science and focus on residential and commercial framing. Students will put their math skills to use through production and construction math. All of these skills will be learned in an environment that mimics a real-world construction zone.

TE 26 CONSTRUCTION II*(Fee Required)***Offered: Full Year****Prerequisite: TE 16 . Must have passed intro to construction with a C or better.**

A continuation of TE 16 with increasing knowledge and use of tools, materials and processes common to working with wood and wood construction. Advancing techniques and projects will be taught and students will experience the expansion of their ability to apply technical instruction to their hands-on shop projects. The course will offer a focus on exterior and interior finishing. Safety in all shop activities continues to be a crucial part of success in this course. This course may combine computer aided design and woodworking

TE 36 CONSTRUCTION III*(Fee Required)***Offered: Full Year****Prerequisite: TE 26****CTE or Fine Arts credit**

The goal is to develop greater independence in the context of safety, design, layout and the processes of woodworking and woods construction. Students will be given the opportunity to learn to operate more complex tools and machines than the basic courses. This course may combine computer aided design and woodworking. The course will also focus on electrical, plumbing, and masonry.

TE 46 ADVANCED WOODSHOP*(Fee Required)***Offered: Full Year****Prerequisite: TE and Teacher Approval****CTE or Fine Arts credit**

Course contract required with instructor. The course will allow students to explore the “woodshop” and fine woodworking skills. The course focuses on precise measurements and pristine finished products.

ENGLISH**EN 16 SURVEY TO LITERATURE****Offered: Full Year**

Freshman English develops critical thinking skills and concepts needed to engage in a higher level of learning. Teachers incorporate College Board Pre-AP strategies to develop the rigorous critical thinking needed to succeed in upcoming courses. Students will develop the skills of reading, writing and communication needed to engage in active learning and academic success. Students will start to develop the skills needed in academic research. Literature analysis encompasses a survey of genres.

EN 27 HISTORICAL LITERATURE AND COMPOSITION**Offered: Full Year**

Sophomore English continues to advance the skills and concepts needed to engage in a higher level of learning. Teachers incorporate College Board Pre-AP strategies to develop the rigorous critical thinking needed to succeed in upcoming courses. Throughout the year, students further develop their writing and research skills. They also pursue more advanced analysis of literature. This includes short fiction, poetry, novels and drama with an emphasis how the historical context has influenced the writing.

EN 35 AMERICAN LITERATURE AND COMPOSITION**Offered: Full Year**

Junior English studies the chronological and thematic development of American Literature by reading authors from various periods and by experiencing different genres. Writing includes a variety of forms as students respond to the texts. Students discuss ideas prompted by the texts and explore the literary and rhetorical devices the authors use. Curriculum is rigorous, yet attainable providing students the experiences needed to succeed in future Advanced Placement courses of all content areas and the work world. Students continue to advance the skills needed in research.

EN 48 WORLD LITERATURE AND COMPOSITION**Offered: Full Year***College credit may be available (pending approval)*

The senior-level English course provides further experience in discussing literature while focusing on both fiction and nonfiction texts from around the world. Students engage in increasingly complex writing activities which call for a mature development of ideas. The curriculum is rigorous yet attainable for all students moving on to college or the work world. The course focuses on the skills needed to further one's ability to understand and communicate complex ideas.

EN 39 AP ENGLISH LANGUAGE AND COMPOSITION next offered 2026-27**Offered: Full Year**

Prerequisite: Jr/Sr Level with successful completion of freshmen (E16) and sophomore (E27) English *College credit may be available Juniors/Seniors rotate yearly between AP Literature AP Language, college-level English course offerings at PHS.*

The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Students become aware of the interactions among writers' purposes, audience, expectations and subjects. Students also write in a variety of forms – narrative, exploratory, expository and argumentative – and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Students have the option of taking the Advanced Placement Examination in early May, and students may elect to enroll in college credit through College in the High School (CiHS). The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking CiHS courses will not be required to pay any college level tuition or fees. Enrolling in any CiHS program for both high school and college credit automatically starts an official college transcript, regardless of a student's performance in the course. See Appendix C for more information.

EN 49 AP LITERATURE AND COMPOSITIONnext offered 2025-2026**Offered Full Year**

Prerequisite: Jr/Sr Level with successful completion of freshmen (E16) and sophomore (E27) English.

Juniors/Seniors rotate yearly between AP Literature AP Language, college-level English course offerings at PHS.

English AP Literature begins with an examination of short stories from around the globe coupled with in-depth instruction on the methods and purposes of literary analysis and criticism. Subsequent work will explore the themes of colonialism, race, gender, class, psychology, existentialism. Academic research and writing are given a high priority in this course. Students have the option of taking the Advanced Placement Examination in early May, and students may elect to enroll in college credit through College in the High School (CiHS). The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking CiHS courses will not be required to pay any college level tuition or fees. Enrolling in any CiHS program for both high school and college credit automatically starts an official college transcript, regardless of a student's performance in the course. See Appendix C for more information.

ENGLISH LANGUAGE DEVELOPMENT - ELD

English as a Second Language is offered to all students whose first language is not English and who qualify as having limited English proficiency on the WIDA Access. The English language development curriculum focuses on listening, speaking, reading and writing to prepare students for high school level courses while acquiring the language. Cross cultural concepts and study skills needed to make a smooth transition in the regular classroom setting are also stressed.

EN 11 ENGLISH LANGUAGE DEVELOPMENT I

Offered: Full Year

Prerequisite: Proficiency Testing

The course is open to all students whose first language is not English and score a 1 to 2 on the WIDA Access screener test. The curriculum in ELD I includes speaking and listening in English, as well as study in grammar and vocabulary development. Communicative activities requiring active participation will be a strong component of this course. Additional help is provided in order to complete assignments across the curriculum.

EN 20 ENGLISH LANGUAGE DEVELOPMENT II

Offered: Full Year

Prerequisite: Teacher Placement/Proficiency Testing

The ELL students in the class are students who received a placement score of 2+ to 3. The students in this class are working to improve their language skills through reading, writing, speaking and listening at an appropriate skill level. The material and activities in this class are designed to assist in language acquisition and success in high school level classes. Students test out of this class when their language skills are deemed transitional on the annual state language assessment.

EN 30 ENGLISH LANGUAGE DEVELOPMENT III

Offered: Full Year

Prerequisite: Teacher Placement/Proficiency Testing

The ELL students in the class are students who received a placement score of 3+ to 4.5. The students in this class are working to improve their language skills through reading, writing, speaking and listening at or near grade level. The material and activities in this class are designed to assist in language acquisition and success in high school level classes. Students test out of this class when their language skills are deemed transitional on the annual state language assessment.

FINE, VISUAL AND PERFORMING ARTS

Includes all music, visual, and performing arts. There are courses beyond these departments that may count as fine arts. They would have this listed in the descriptions.

VISUAL ART COURSES

FA 11 DESIGN STUDIO

(Fee Required)

Offered: Semester/Year

Design Studio is an introductory course to the visual arts. The elements and principles of design will be the focus of this semester. We will use a variety of media to explore design concepts. Composition, color theory and the design process are emphasized over drawing. This course is great way to explore the basics of design in our very visual culture.

FA 13 DRAWING

(Fee Required)

Offered: Semester/Year

In this drawing course we will explore the basics of drawing with an emphasis on those things that block us from being able to draw well. The exercises we do will focus on right/left brain theory to unlock the student's ability to perceive and draw what they see for direct observation. If you "can't draw", this is the class for you. If you can draw you will improve your skills. A variety of materials and mixed media techniques will be used. This course is repeatable for credit.

FA 26 PAINTING

(Fee Required)

Offered: Semester/Year

In this course, students will explore techniques and creativity while painting with acrylic (fall semester) and watercolor (spring semester)

FA 27 CERAMICS

(Fee Required)

Offered: Semester/Year

Clay every day is the routine in this class. Here you will be able to explore ceramic work in a hand building and/or wheel thrown direction. Ample time is given to making a personal portfolio of your ideas. This course is repeatable for credit.

FA 37 Honors Art

(Fee Required)

Offered: semester/Year

Prerequisite: Four Semesters of art and instructor approval

Independent study is for students who are interested in creating a portfolio of their work for college preparation or personal use. Students must be determined workers to meet the minimum amount of artworks per semester.

FA 49 AP STUDIO ART- Seniors Only

(Fee Required)

Offered: Full Year

Prerequisite: Four semesters of art and instructor approval

This class is for students who want to take the AP Studio Art which is portfolio based. You may create a portfolio in either 2D Design or Drawing and submit it in May. Your portfolio will be evaluated by the College Board and you will be given an Advanced Placement score. This course is very rigorous and requires many hours of hard work. **AP exam portfolio is required.**

VOCAL ARTS

MU 15 CONCERT CHOIR

next offered 2026-2027

Offered: Year/Semester

Concert Choir is open to any student who would like to sing and perform music. Previous singing experience is not needed and the class covers a wide range of styles. The choir typically performs four to five concerts a year and takes an annual trip. Attendance at these events is required. Offered every other year.

MU 16 TREBLE TRIAD ZERO PERIOD**Offered: Year/Semester****Prerequisite: Audition with Choir Teacher**

Treble Triad is a select choral ensemble. The class does NOT meet daily and only .25 credit is awarded per semester. Students enrolled in Treble Triad are highly encouraged to also sing in Concert Choir or Advanced Ensemble. Participation in concerts, community events and festivals are required. Piano players also needed. Members must audition to participate in the group.

MU 17 ADVANCED ENSEMBLE**Offered: Full Year/1st or 2nd Semester****Prerequisite: Audition with Choir Teacher**

A select vocal ensemble designed to study vocal jazz, a Capella, pop music and other choral techniques. Students involved with Advanced Ensemble are encouraged to sing in Treble Triad or Concert Choir. This group travels throughout the Northwest and performs at multiple festivals. Attendance at these performances is required. Bass players, piano players, guitarist and drummers needed yearly. Audition required for all singing and playing members of this ensemble.

INSTRUMENTAL MUSIC ARTS**MU 10 CONCERT BAND****Offered: Full Year/Semester**

Concert band is open to any student grade 9-12 who plays or wishes to play a traditional band instrument. However, students with no prior experience with their instrument or with significantly sub-average skills will be expected to take private lessons in order to achieve a level of proficiency necessary to perform with the band. The class time is spent playing all genres of music, ranging from rock tunes (in pep band) to concert literature and full orchestral arrangements. Opportunities exist to play outside of class such as concerts, field trips, festivals, football and basketball games, assemblies, parades and community events. Participation in these events is required but at the instructor's discretion, based on performance skill. Musical concepts such as intonation, balance, blend; phrasing, rhythm, musical style and music theory will be explored during rehearsals and performances. All students are required to purchase a T-Shirt

MU 11 JAZZ BAND ZERO PERIOD**Offered: Full Year/Semester****Prerequisite: Enrollment in Concert Band**

The Jazz Band is a select instrumental ensemble. The class does NOT meet daily and only .25 credit is awarded per semester. This group performs many times throughout the year and at various festivals around the Northwest. Attendance at these events is required and the ensemble also participates in all pep band events. Students must audition to become a member of this group. Students in Jazz Band are required to take Concert Band to continue broadening technical & musical foundation. Contact the instructor concerning audition materials and prerequisites.

MU 12 BLUE ORCHESTRA ZERO PERIOD**Offered: Full Year/Semester****Prerequisite: Grades 10-12 - Audition required**

Blue Orchestra is open to string players only (violin, viola, cello and string bass) and must have five or more years playing experience. Students will be exposed to a wide variety of musical concepts (intonation, balance, phrasing, blend, rhythm, style). Rehearsal and performance of orchestral literature of a wide variety of styles will be required along with the study of music theory. Each year, the orchestra participates in either a festival or a tour in order to have the opportunity to represent PHS outside of Pullman.

MU 14 GRAY ORCHESTRA**Offered: Full Year/Semester**

Gray Orchestra is open to string players only (violin, viola, cello and string bass) and must have four or more years playing experience, grades 9-12. No audition is required. Students in this ensemble will gain skills necessary to move into the Blue Orchestra such as shifting, vibrato and more advanced bowing techniques. Students participating in Gray Orchestra will be exposed to a wide variety of musical concepts (intonation, balance, phrasing, blend, rhythm and style) as well as music theory. Students will perform regularly throughout the year and will attend a festival or tour either in Pullman or out of town.

MU 13 GUITAR**Offered: Full Year**

This course provides beginning guitar instruction in playing and reading chords, chord symbols, picking, strumming patterns, reading musical notation, theory and playing chord progressions and a variety of guitar styles. This class provides opportunities for students to explore their musical aspirations through Folk, Rock, Blues and Classical guitar. No previous musical experience is necessary.

PERFORMING ARTS**FA 30 DRAMA/THEATRE ARTS****Offered: Full Year**

Students will study the history of the theatre as well as various genres of written plays. The class will explore techniques of performance as well as the technical side to performing arts such as lighting, sound and set construction. Students will perform monologues, one-acts and other works for critique by the class and instructor. Offered every other year.

HEALTH AND FITNESS**PE 12 FITNESS I****Offered: Semester****Required for all Freshman**

This course is designed to expose students to the widest variety of fitness options available while helping them to improve their individual fitness level. Participation and effort are expected in a variety of physical fitness activities include weight training, aerobic, anaerobic and core exercise, team and dual sports. Students will be tested on their fitness level gains using FITNESSGRAM assessments. This class cannot be taken concurrently with other fitness classes.

PE 37 HEALTH**Offered: Semester****Required for all Freshman**

This course emphasizes informed decision making for healthy living now, and after high school. Students will increase their cognitive understanding of health and wellness in the classroom setting to support their decisions and life in the real world. Topics covered will include: Stress and Time Management, Identity, Emotions, Communications/Healthy Relationships, Technology, Sleep, Mental Health, Substances, Goal Setting, Nutrition, Diseases and Disorders, and Comprehensive Sexual Health. This course will also include instruction in cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED).

PE 15 STRENGTH TRAINING**Offered: Full Year/Semester****Prerequisite: PE 12 or Enrolled in grades 10-12**

This class offers a program for those students who are motivated to improve their strength, agility and speed for maximum athletic performance. The weight-training program consists of Power and Olympic style weight lifting exercises and their variations. Injury prevention, flexibility exercises, agility and speed drills and plyometrics will also be part of the daily program. Progress and achievement will be measured regularly. Games will be played at the discretion of the staff. Students may enroll for repeated credit.

PE 20 FITNESS II LIFETIME FITNESS/SPORT**Offered: Full Year/Semester****Prerequisite: PE 12 or Enrolled in grades 10-12**

This one-semester class is designed for students of all physical ability levels, with a focus on promoting lifelong habits for health & wellness. The Lifetime sport activities that will be included in the course are: team and individual sports. Other sport activities may be included throughout the semester as well. A fitness and conditioning portion of the class will be integrated in all units. Students are expected to participate in all conditioning activities & fitness assessments, meeting ALL components of fitness.

PE 21 FITNESS II YOGA**Offered: Full Year/Semester****Prerequisite: PE 12 or Enrolled in grades 10-12**

This one-semester class is designed to improve all fitness components through regular yoga practice and a variety of cardio activities: walk/jog, bike, step aerobics, Zumba, etc. Each class period will be organized to meet multiple fitness components and strong emphasis will be placed on mental health through the practice of mindfulness and relaxation for stress relief. Through exposure to a variety of yoga styles throughout the semester, you'll be prepared to participate in community yoga classes. The walking portion will involve campus walks, on and off the track as long as the weather permits. Students are expected to participate in all conditioning activities & fitness assessments, meeting ALL components of fitness.

PE 30 SENIOR LIFETIME FITNESS*(Fee Required)***Offered: Semester****Prerequisite: senior only**

This one-semester class is designed for SENIORS of all physical ability levels, with a focus on access to community resources that promote healthy habits and participation in activity outside of high school. Activities that will be included in the course are: tennis, ultimate Frisbee, ice skating, disc golf, badminton, pickle ball, softball, bowling, golf, swimming and yoga. Other activities may be included throughout the semester as well. A fitness and conditioning portion of the class will be integrated in all units. Students are expected to participate in all conditioning activities & fitness assessments, meeting ALL components of fitness. A unique aspect of this course is that eight to ten times throughout the semester we will take busses to off-site facilities to participate in a sport or activity. We will seek teacher recommendations for the course as needed (not required) to ensure that students can handle the added responsibilities of accessing community resources off campus. The class fee is estimated at \$60-80. Scholarships will be available to any student in need. Please inquire with your guidance counselor.

SPECIAL SERVICES

SE 26 ACADEMIC SKILLS – FRESHMEN

Prerequisite: Active IEP

Students may earn credit for elective or subject areas based on meeting eligibility through their Individual Education Program (IEP). Course work content will emphasize mathematics, English and pre-vocational/vocational learning experience.

SE 28 DAILY LIVING SKILLS

Prerequisite: Active IEP

This class is a specialized curriculum. It helps the student develop skills in living arrangements, leisure, personal management, transportation, personal relationships, financial services and vocational exposure. The course can be repeated as needed.

SE 36 ACADEMIC SKILLS – SOPHOMORE

Prerequisite: Active IEP

Students may earn credit for elective or subject areas based on meeting eligibility through their Individual Education Program (IEP). Course work content will emphasize mathematics, English and pre-vocational/vocational learning experience.

SE 38 ACADEMIC SKILLS – JUNIORS

Prerequisite: Active IEP

Students may earn credit for elective or subject areas based on meeting eligibility through their Individual Education Program (IEP). Course work content will emphasize mathematics, English and pre-vocational/vocational learning experience.

SE 40 EMPLOYMENT SKILLS

Prerequisite: Active IEP

SE 46 ACADEMIC SKILLS – SENIORS

Prerequisite: Active IEP

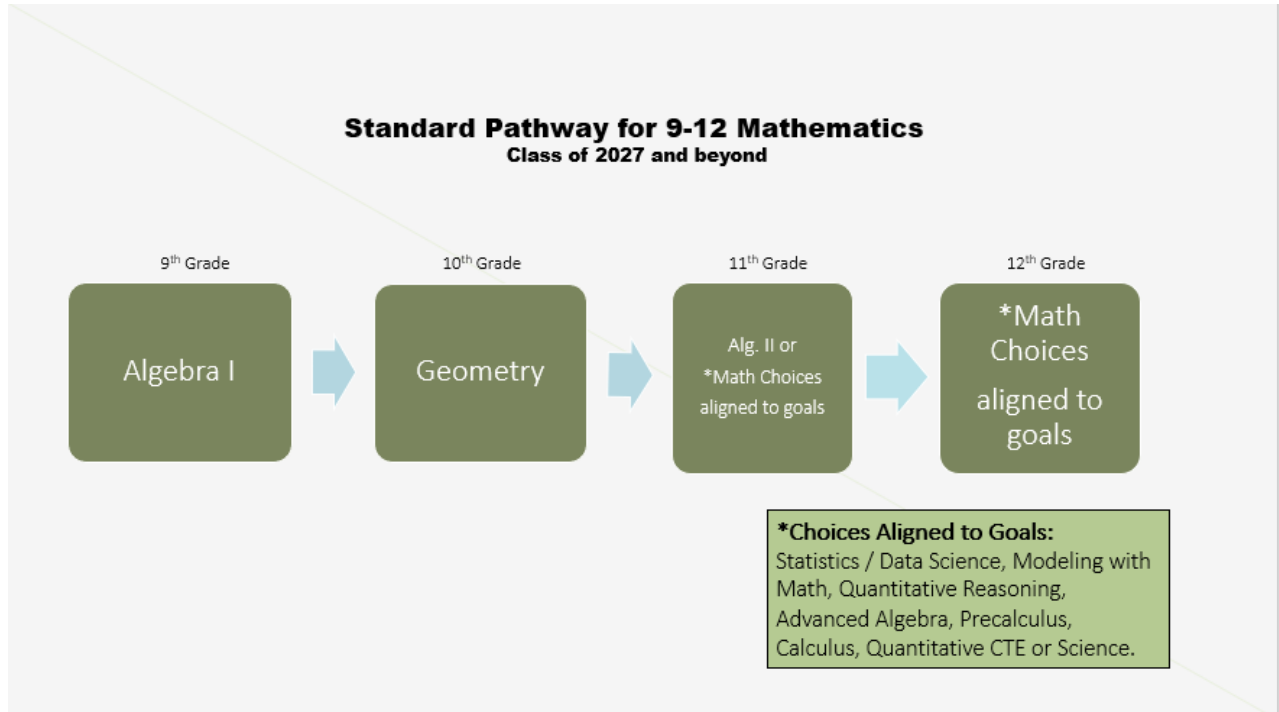
Students may earn credit for elective or subject areas based on meeting eligibility through their Individual Education Program (IEP). Course work content will emphasize mathematics, English and pre-vocational/vocational learning experience.

SE 48 COMMUNITY WORK EXPERIENCE

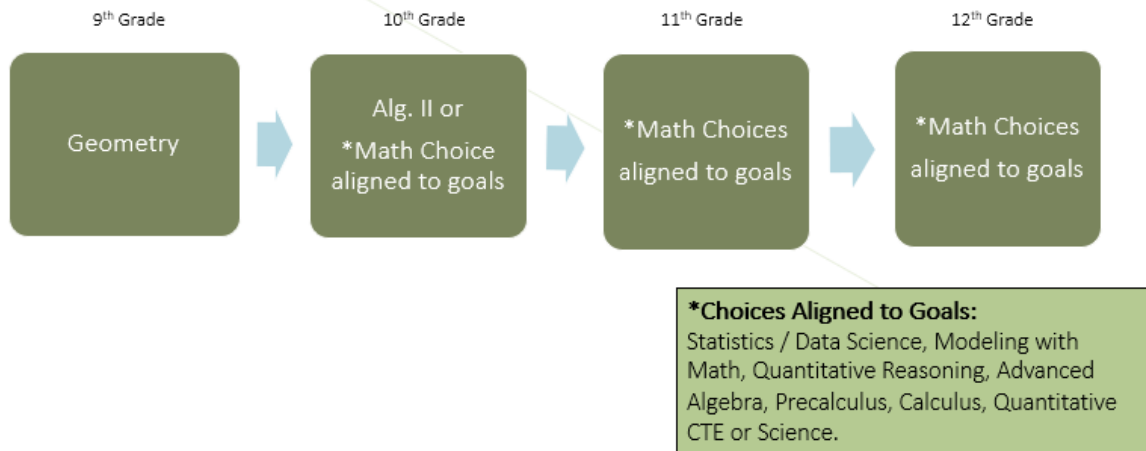
Prerequisite: Active IEP

Work experience for students who qualify through an IEP team decision.

MATHEMATICS



Accelerated Pathway for 9-12 Mathematics
Class of 2027 and beyond



MT 14 ALGEBRA I**Offered: Full Year****Prerequisite: Pre-Algebra or Math 8**

This course reviews concepts of one-variable equations and inequalities and covers the laws of exponents, manipulating radicals (using the laws of exponents), factoring of polynomials, solving linear systems, operations on rational expressions and solving quadratic equations.

MT 13 ALGEBRA LAB**Offered: Full Year**

Algebra Lab is a support class taken concurrently with Algebra I. This course “pre-teaches” concepts covered in Algebra I every day. The goal for this course is to build confidence and familiarity with Algebra I concepts while revisiting key ideas from Math 7 and Math 8. Algebra Lab also provides students with increased 1:1 support in mathematics and classroom time to assist with completion of daily work and projects in other classes. This course is recommended for students who completed Math 8 with C- or lower.

MT 15 GEOMETRY**Offered: Full Year****Prerequisite: Algebra I or Integrated Math**

This course teaches reasoning skills in the context of relationships between and about figures such as lines, angles, triangles, circles, etc. and an introduction to trigonometry. Students learn by conducting investigations using various construction tools, making conjectures then verifying and applying these conjectures. Many of these conjectures will be formalized and used in later courses. This course is recommended for students who completed Algebra I with C or better.

MT 18 INTEGRATED MATH**Offered: Full Year****Prerequisite: Algebra I or teacher recommendation**

This course works to emphasize understanding and proficiency in skills and concepts involving numbers and operations in the areas of algebra and geometry. This will include work with proportional relationships, linear equations and graphs, solving inequalities, simplifying polynomial expressions, solving simple systems of equations, working with the concept and notation of a function, simplifying irrational numbers and radicals, introducing geometric definitions, investigating properties of transformations using coordinates (rotations, reflections, translations, dilations), investigating angle relationships in triangles and finding volumes of geometrical shapes. This course is recommended for students who did not complete Algebra I with C or better.

MT 25 STATISTICS AND ALGEBRAIC CONCEPTS**Offered: Full Year****Prerequisite: Algebra I and either Geometry or Integrated Mathematics.**

This is an introductory statistics course. In this course, students will learn to do the following: Represent data with graphs, linear regression analysis, find probability using two-way tables and probability trees, create a survey, design an experiment, find probabilities using Normal Distribution, and work with geometric distributions to find the mean and variance of a discrete random variable.

MT 35 ALGEBRA II**Offered: Full Year****Prerequisite: Algebra I and Geometry, Statistics**

This course will cover in depth the following topics: quadratics, systems of equations, polynomials, logarithms, exponential functions, unit circle trigonometry, rational functions and an introduction to function notation and functions-inverses and composites. This course requires time outside of class for daily work to keep pace with content required. This course is recommended for students who completed Geometry with C or better.

MT 47 MATHEMATICAL MODELING**Offered: Full Year****Prerequisite: Algebra I, Geometry, Statistics, Algebra II***College credit may be available*

Mathematical Modeling will build upon students' knowledge of algebra, geometry, probability and statistics to analyze information, represent mathematical relationships, make decisions or solve problems based on quantitative data and logical reasoning. *The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking this course College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.*

MT 45 PRECALCULUS**Offered: Full Year****Prerequisite: Algebra I, Geometry, Statistics, Algebra II***College credit may be available*

Pre-Calculus deals in depth with the following topics: rational functions, exponential and logarithmic functions, trigonometric functions & modeling vectors, complex numbers, sequences and series, limits and derivatives and conic sections. *The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking this course College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.*

MT 55 AP CALCULUS**Offered: Full Year****Prerequisite: Pre-Calculus***College credit may be available*

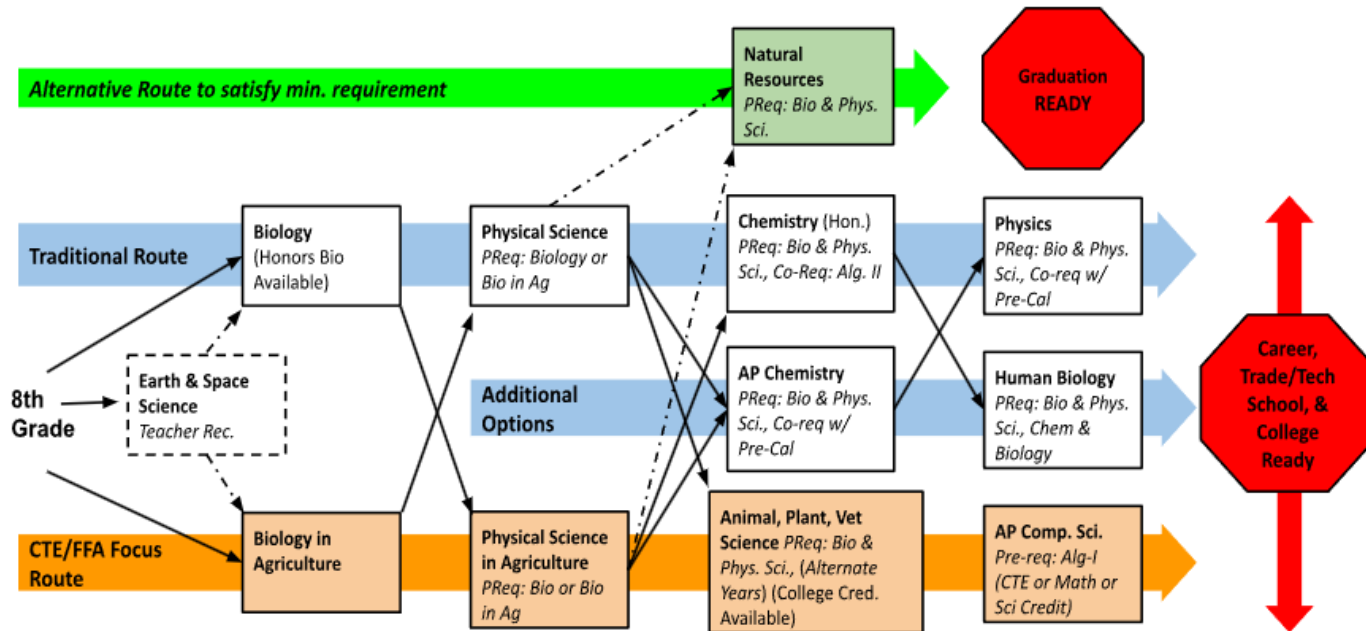
Topics will include; limits, continuity, derivatives and integrals. Students will be taught to differentiate and integrate polynomials, rational functions, logarithmic functions, exponential functions and the trig functions. They will be able to apply the derivative to max-min problems, implicitly related rates problems, differential problems and L'Hopital's Rule. They will study the Fundamental Theorem of Calculus. They will be able to apply the integral to volume problems, area problems and Riemann Sums. Students can choose to take the Advanced Placement Calculus AB Exam in May based upon material learned in this course. *The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking this course College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.*

TI 38 AP COMPUTER SCIENCE A**Offered: Full Year****Prerequisite: Junior/Senior & Enrolled in Algebra II or higher****CTE or Science or Math (beyond Geometry) credit**

AP Computer Science A is a college-level introductory computer science course. Students cultivate their understanding of coding in Java through analyzing, writing and testing code as they explore concepts like modularity, variables and control structures. Students who take AP CSA are usually planning to attend a 2 or 4-year college and will sit the AP CSA exam in the spring. Students who do best in AP Computer Science genuinely want to learn new ideas and how to code. Students who are prepared for AP CSA have solid algebra and logic skills, but do NOT need to have ANY coding experience. Students will be expected to ask questions, drive their learning, complete application projects and challenge themselves.

LABORATORY SCIENCES

2023 Version



SC 12 EARTH & SPACE INTEGRATED SCIENCE

Offered: Full Year

Prerequisite: Teacher Recommendation

This course is designed to support students in future high school courses. We will practice the skills necessary to be successful in high school science by working on scientific reading, graphing, mathematical reasoning and lab procedures. Course work will be completed in class. Course will be assigned based on teacher recommendation.

SC 22 BIOLOGY

Offered: Full Year

By studying biology, we can learn about how we influence and are influenced by the living world around us. In this course we cover roughly four units as we investigate life from its smallest units (Cells, Genetics) to the Earth's larger living systems (Evolution, Ecology). In addition to teaching biological concepts, this course aims to develop students' abilities to apply knowledge and systems-level thinking in order to answer big questions and solve problems. Honors level work may be available to students in Biology. The instructor will provide information early in the course.

SC 25 BIOLOGY IN AGRICULTURE

Offered: Full Year

Equivalent to Biology SC 22

CTE or Science credit

This course integrates biological science practices as it relates to agriculture. This class utilizes the same standards and content as Biology class, just with hands-on experience of life science based on real world experiences of agriculture. This biology course is separated into four roughly equal units: cells, genetics, evolution and ecology. As we learn together, you'll gain a deeper appreciation for the living world around you. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA organization, the largest intra-curricular leadership organization in the U.S. for high school students. Honors level work may be available to students in this course. The instructor will provide information early in the course.

SC 11 PHYSICAL SCIENCE**Offered: Full Year****Prerequisite: Biology or Biology AG or equivalent**

Physical Science provides an introduction to the fundamental principles of Physics and Chemistry through a variety of laboratory experiments and classroom activities. Topics include Thermodynamics, Properties of Matter, Chemical Bonds, Wave dynamics and Basic Mechanics. This is supplemented with extensions into science basics, science literacy and applications like astronomy and mechanical engineering. Students can expect a variety of individual and group activities throughout the year.

SC 15 PHYSICAL SCIENCE IN AGRICULTURE**Offered: Full Year****Equivalent to Physical Science SC11****CTE or Science credit****Prerequisite: Biology or Biology AG or equivalent**

This class utilizes the same standards and content as the Physical Science class, just with hands on experience of life science based on real world experiences of agriculture. Using agriculture as the learning vehicle, this course emphasizes the principles, standards, central concepts and interrelationships in the physical science education. Some of the different activities' students will be doing for this class are: wind turbines to learn about energy, work, power and wiring to making hand warmers. Course standards are aligned with Washington State Academic Learning Standards and the class still prepares you for later science classes both in High School and after. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization.

SC 31 CHEMISTRY**Offered: Full Year****Prerequisites: Two high school science credits (Biology and Physical Science or Ag equivalents) and enrolled in Algebra II or higher**

Chemistry is a college preparatory course that begins to explain matter. How it is connected to life on earth and how it is supported by an understanding of physics. Students who take chemistry are usually planning to attend a 2 or 4-year college where they will be expected to take science classes no matter their major. Students who do best in chemistry genuinely want to learn new ideas, not merely turn work in. Students who are prepared for chemistry are those who mastered a fair amount of the concepts in Algebra-I, Physical Science and Biology. Students will be expected to ask questions, drive their learning, complete application projects and challenge themselves. Honors level work may be available to students in Chemistry. The instructor will provide information early in the course.

SC 34 NATURAL RESOURCES**Offered: Full Year****Prerequisite: Junior/Senior Biology and Physical Science**

Explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Participate in hands-on, laboratory and field investigations to apply scientific principles, concepts and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions.

SC 40 AP CHEMISTRY**Offered: Full Year****Prerequisite: Two high school science credits (Biology and physical or AG science or ag equivalents) and enrolled in Precal or higher.**

AP Chemistry is a college-level introductory course that delves into the broad topics of chemistry. Students who take AP Chemistry are usually planning to attend a 2 or 4-year college and sit the AP Chemistry Exam. Students who do best in AP Chemistry genuinely want to learn new ideas, will attempt to solve problems on their own and will actively seek feedback and help. Students who are prepared for AP Chemistry are those who mastered most to all of the concepts in Algebra-I, Physical Science and Biology. Students will be expected to ask questions, drive their learning, solve very complex problems and challenge themselves.

SC 41 PHYSICS**Offered: Full Year****Prerequisite: Biology and Physical Science and completion of Pre-Cal or higher***College credit may be available*

The most effective means to understand Physics principles is through experimental learning. Students will learn the basic principles of mechanics, electromagnetism, wave mechanics and thermodynamics, in an interactive environment. Emphasis is placed on graphic and numerical analysis, group discussion and project-based labs. Concurrent enrollment in Precalculus or Calculus is recommended. *The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking College in High School courses will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.*

SC 42 HUMAN BIOLOGY (ANATOMY/PHYSIOLOGY)**Offered: Full Year****Prerequisite: Biology & Physical Science or Chemistry and Biology**

This is a one-year lab science course designed for students interested in a career in advanced biological, veterinary and health sciences. This lecture-heavy course includes an intensive study in human anatomy and physiology, the structure and function of tissues and organ systems, as well as possible disorders of these systems. The lab portion of the course will include a comparative anatomy dissection, various research projects, microscopy and physiology experiments.

SC 35 PLANT SCIENCE I**Offered: Full Year****Prerequisite: Junior/Senior****CTE or Lab Science credit***College credit may be available*

This class provides students with a practical understanding of plant morphology, anatomy and growth of plant crops. Students will develop the knowledge needed to understand plants, their processes and greenhouse management through the use of inquiry and application. Students will apply the knowledge and skills learned in the classroom in our greenhouse. Standards are aligned with Washington State Academic Learning Standards. Students will have the opportunity to earn college credit through Walla Walla Community College through this class. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization. To receive college credit, students must earn an A or B in this course. Credit is only available for either Plant Science I or II, not both. The instructor will provide registration information for college enrollment.

SC 38 ANIMAL SCIENCE**Offered: Full Year****Prerequisite: Junior/Senior Biology and Physical Science.****CTE or Science credit***College credit may be available*

This course offers students the opportunity to further explore the animal science field. Students will be exposed to the world of animal science through class discussion, inquiry-based labs, indoor/outdoor activities and field trips. Students will utilize science knowledge and skills to develop solutions to real world problems. Subjects emphasized are biological systems and animal management systems with a strong emphasis on veterinary sciences. Medical terminology, discussion of animal issues and & problem solving will also be heavily emphasized. Students will have the opportunity to earn college credit through Walla Walla Community College through this class. To receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization. Rotates annually with Science.

SC 45 PLANT SCIENCE II**Prerequisite:** Plant Science I**Offered: Full Year****CTE OR Lab Science credit***College credit may be available*

This course is designed to provide students with an advanced practical experience in the horticultural industry. Classroom work will be combined with projects in the greenhouse along with floral design. Golf and turf grass management, as well as, landscaping will also be introduced. Plant identification and propagation will continue to be an emphasis in this class. Students will also learn about marketing, selling, pricing and communication skills in the horticulture settings. Through this class, students will have the opportunity to learn leadership skills and participate in the FFA club/organization. To receive college credit, students must earn an A or B in this course. Credit is only available for either Plant Science I or II, not both. The instructor will provide registration information for college enrollment.

SC 47 VETERINARY SCIENCE**Prerequisite:** Junior/Senior Biology and Physical Science.**Offered: Full Year****CTE or Science credit***College credit may be available*

This laboratory science course will focus on animal health, animal pathology and animal production. Topics include animal anatomy and systems dissections, medical terminology, animal behavior, handling techniques, advanced nutrition, disease pathology and disease control, safety and sanitation in the animal laboratory and animal reproductive anatomy and breeding programs. Students will be responsible for the demonstration of skills and competencies through labs, scientific research and assessment of classroom projects. Students must be able to work in a team/group environment and be able to stay focused and self-directed. Upon successful completion of the program, optional testing is available for students to become a Certified Veterinary Assistant Level 1. Students will have the opportunity to earn college credit through Walla Walla Community College through this class. To receive college credit, students must earn an A or B in this course. The instructor will provide registration information for college enrollment. Rotates annually with Animal Science.

TI 38 AP COMPUTER SCIENCE A**Prerequisite:** Junior/Senior & Enrolled in Algebra I**Offered: Full Year****CTE or Science or Math (beyond Geometry) credit**

AP Computer Science A is a college-level introductory computer science course. Students cultivate their understanding of coding in Java through analyzing, writing and testing code as they explore concepts like modularity, variables and control structures. Students who take AP CSA are usually planning to attend a 2 or 4-year college and will sit the AP CSA exam in the spring. Students who do best in AP Computer Science genuinely want to learn new ideas and how to code. Students who are prepared for AP CSA have solid algebra and logic skills, but do NOT need to have ANY coding experience. Students will be expected to ask questions, drive their learning, complete application projects and challenge themselves.

SOCIAL STUDIES**SS 12 WASHINGTON STATE HISTORY**

Those who did not take Pacific Northwest History or Washington State History in middle school will meet this state requirement by taking Civics in their senior year. The course includes a brief look at the geologic history of the Northwest, a chronology of Northwest history (primarily Washington), from Native American cultures through the present, units on regional economics as well as state and local government.

GRADUATION REQUIREMENT**SS 23 CONTEMPORARY WORLD HISTORY****Offered: Full Year**

Contemporary World History is designed to help students understand today's world by examining the social, economic, political, religious, military, scientific and cultural developments from the beginnings of the modern era (1500) to specific current world issues. Emphasis will be given to both western and non-western societies.

SS 24 AP EUROPEAN HISTORY/CONTEMPORARY WORLD PROBLEMS**Offered: Full Year***College credit may be available*

This two-semester college-level course will develop students' knowledge about global history from 1450 to the present. In addition to exploring European and World culture, students will develop historical thinking skills including analyzing primary and secondary sources, developing historical comparisons and arguments and expressing critical thinking and understanding in writing. If successfully completed, this course will fulfill the 10th grade World History social studies requirement. The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.

SS 32 U.S. HISTORY**Offered: Full Year**

This course is a survey of American history and government from the colonial period to the present. Special emphasis will be placed on the concept of federalism, the Supreme Court and the legal system, the balance between rule by the majority and the protection of individual rights, roots to the current world political struggle and the evolution of the current interpretation of the Constitution.

SS 39 AP U.S. HISTORY**Offered: Full Year***College credit may be available*

This two semester course is a chronological, in-depth study of U.S. history designed to prepare students to take the Advanced Placement exam in May. It will require a considerable amount of reading, timed writing, analytical thinking and memorization from students. The course will emphasize the skills to succeed on the three main components of the AP test; answering multiple choice questions from the entirety of U.S. history, writing timed essay responses to AP prompts and writing responses to document-based questions (DBQs). **If successfully completed, this course will fulfill the 11th grade U.S. History social studies requirement. The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.**

SS 44 ECONOMICS**Offered: Semester****Prerequisite: Junior/Senior****CTE or Social Studies credit**

This course focuses on the study of business and consumer decision making and its relationship with the economy and politics. Course will also cover production, conservation and allocation of resources in conditions of scarcity, together with the organizational frameworks related to microeconomics and macroeconomics. Included are; comparative economic systems, money and banking systems, international economics, quantitative analytical methods, applications to specific industries and public policy issues. Students will also participate in a stock market game which will let them research and buy and sell stocks as if they were an individual investor or stock broker. Students enrolled in marketing classes will be eligible to participate in DECA, a national student organization sponsoring regional and national marketing competitions. This course will also address state financial literacy requirements.

SS 43 INTRODUCTION TO PSYCHOLOGY**Offered: Full Year****Prerequisite: Junior/Senior***College credit may be available*

This two-semester class is a survey of the major principals of psychology with an emphasis on the scientific nature of contemporary psychological investigation. Topics include; the history of psychology, research methods, behaviorism, human development, the biology of behavior, altered states of awareness, sleep and dreams, sensation and perception, stress and adjustment, learning, memory, cognition, motivation, emotion, social psychology and dysfunctional behavior and its therapies. Students will be prepared to take the AP Psychology exam in May, if desired. The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.

SS 47 CIVICS**Offered: Semester****REQUIRED COURSE FOR ALL SENIORS****GRADUATION REQUIREMENT***College credit may be available*

A review of the U.S. Constitution, a study of the Washington State Constitution, a look at Pullman city government and a study of the rights and responsibilities of citizens at all levels of government. Electoral issues which include full instruction on party affiliation and spectrum, mock elections and simulated democratic processes at national, state and local levels. Civic Engagement covering service learning projects and concrete efforts to engage the rights and responsibilities of students in national, state and local communities beyond the political system. Regular practices will include reading and discussion of key documents of our government structure, of political/electoral culture, of current journalism and social media and participation in surveys, mock elections, school improvement drives, community projects and various forms of civic engagement on the school, community, state, national and international levels. **The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.**

WORLD LANGUAGES

The World Language Department provides all students with the opportunity to learn the languages and study the cultures of the French and Spanish speaking world. The ability to communicate in another language and to appreciate other cultures is a broadening experience, which contributes to personal fulfillment, cultural literacy and global vision. Two years of world language is a state graduation requirement unless a student is following a Personal Pathway. Two or more years of the same world language study are required for entrance into many colleges and universities. Knowledge of a world language is helpful and rewarding for those considering work in an international or bilingual environment, for the military, or for those who have future study abroad or travel plans. Any student who plans to attend a college or university after high school graduation should consider the following points:

1. Many undergraduate programs, for example, those offered by the College of Arts and Sciences at Washington State University, require study of a world language before a degree is granted. It may be to the student's advantage to begin his/her world language in high school in order to facilitate the meeting of college graduation requirements.
2. Many graduate programs require world languages prior to completion of graduate degrees. Again, it may be to the student's advantage to begin that study at the high school level.
3. A student who has specific career goals should check with professionals in the field, the guidance counselors, or directly with colleges and universities for specific language requirements in the areas of her/his interest.
4. All four-year colleges and universities in Washington require at least two years of a world language for admission. Some schools and honor programs require a longer sequence of world language study

Students must earn a grade of C or better and/or have a teacher permission to continue the sequential study of the language. This applies to both movement between semesters and between school years.

FRENCH

FR 10 FRENCH I

Offered: Full Year

This is an introductory course for students interested in learning to understand, speak, read and write the French language. Emphasis is on building vocabulary and introducing the basic language structures necessary to communicate in practical situations. Students interact first in phrases and then in complete sentences, leading to oral dialogues and written paragraphs. Students will develop a general knowledge of the French-speaking world while studying the culture and geography of France in particular.

FR20 FRENCH II

Offered: Full Year

Prerequisite: FR 10

This course builds upon the skills developed in French I. Emphasis is on mastery of basic grammar skills along with continued proficiency in speaking, reading and writing skills. Students will explore the cultures and current events of the francophone world through literature, film, presentations and projects while making connections with other disciplines.

FR 30 FRENCH III

Offered: Full Year

Prerequisite: FR 10 & FR 20

College Credit May Be Available

This course will increase students' ability to communicate in authentic oral and written contexts and build confidence in the use of French through connections with literature, history and the arts. Two years of classroom French and/or teacher approval are required for this class. *The requirements for earning college credit will be provided in writing by the instructor at the beginning of the course. Students taking College in High School will not be required to pay any college level tuition or fees. Enrolling in any College in the High School program for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. See Appendix C for more information.*

FR 40 AP French Language and Culture (FRENCH IV)**Offered: Full Year****Prerequisite: FR 30**

French IV & AP French Language and Culture is a comprehensive review of the French language through literature, media and linguistic interaction. Emphasis is placed on listening, speaking, reading and writing with an advanced level of proficiency. This class is conducted entirely in French and serves as a preparation for the AP exam in French language and culture.

FR 50 FRENCH V French Civilization and Literature**Offered: Full Year****Prerequisite: FR 40**

This course concentrates on in-depth study of French Civilization through French language essays, novels, short stories, poems, plays, films, graphic novels and other culture artifacts of the French language and of the countries where it is spoken. Students who enroll must meet the prerequisites and receive teacher permission.

SPANISH**SP 10 SPANISH I****Offered: Full Year**

This is an introductory course for students interested in learning to understand, speak, read and write the Spanish language. Emphasis is on building vocabulary and introducing the basic language structure necessary to communicate in practical situations. Students interact first in phrases and then in complete sentences, leading to oral dialogues and written paragraphs. Students will develop a general knowledge of the Hispanic speaking world while studying the culture and geography of Spain and Latin America

SP 20 SPANISH II**Offered: Full Year****Prerequisite: SP 10**

This course builds upon the skills developed in Spanish I. Emphasis is on mastery of basic grammar skills along with continued proficiency in speaking, reading and writing skills. Students will explore the cultures of Spain and Latin America through internet searches, presentations and projects while making connections with other disciplines.

SP 30 SPANISH III**Offered: Full Year****Prerequisite: SP 20 with at least a "B" or teacher's recommendation**

This course will increase students' ability to communicate in authentic oral and written contexts. They will build confidence in the use of Spanish through connections with culture, history and art. Students will explore current events of the Hispanic world through literature, film and internet searches while making connections with other disciplines.

SP 40 SPANISH IV**Offered: Full Year****Prerequisite: SP 30**

The course will broaden a student's knowledge and command of the Spanish language. The focus in this class is to increase fluency in communication, reading and writing at the advanced level. Skills will be refined through connection with other disciplines, as well as comparisons of language and cultures in authentic contexts. Students will read literature works and plays by Peninsular and Latin American authors. In addition, they will access current world situations and news

PULLMAN SCHOOL DISTRICT MISSION STATEMENT

Ensuring Learning While Challenging and Supporting Each Student to Achieve Full Potential

Teachers and Students, working together with the community, will continue to develop a quality school, which will:

1. Encourage students to think independently and to use their minds well.
2. Develop respect for others and understand the value of diversity.
3. Encourage students and teachers to take risks in an environment where they can collaborate and learn from each other in a positive learning climate of spirit and comradeship.
4. Academically prepare students to be productive through mastery and achievement in essential skill and knowledge areas as well as pursuing their individual learning needs.
5. Provide each student with a sense of accomplishment, community and confidence to pursue personal and career goals.

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that school districts, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, school districts may disclose appropriately designated "directory information" without written consent, unless the parent advised the school district to the contrary. The primary purpose of directory information is to allow the school district to include this type of information from your child's education records in certain school publications. Examples include: a playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, address and telephone listings—unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

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 employee has been designated to handle questions and complaints of alleged discrimination: **Roberta Kramer**, Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, 509.332.3144, rkramer@psd267.org. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.

Pullman School District
Affirmative Action Officer
Title IX/Sex Equity Compliance Officer
504/ADA Compliance Officer



Appendix A - 2026 Fee List

Classes	
Metal Shop / Wood Shop / Computer Drafting	\$20.00
Fashion Design	\$15.00
Art (per class per semester)	\$20.00
Foods & Nutrition / Culinary Arts	\$15.00
Senior Lifetime Fitness	\$50.00

Consumables	
ASB Activities Card	\$30.00
ASB Athletics Card	\$70.00
Yearbook	\$65.00

Clubs	
FFA	\$25.00
JSA	\$20.00
Weights (Winter / Summer)	\$50.00ea
Key Club	\$16.00
FCCLA	\$40.00
DECA	\$40.00
Art Club	\$20.00
Science Olympiad	\$15.00
Skills Computer Science	\$20.00
Skills Construction & Welding	\$20.00
Skills Communication	\$15.00

Appendix B – Spring Course Requests

PHS Webpage: [Next Year Course Requests](#)

Every March students are required to request courses for the next school year. This process is completed online in Family or Student Access.

The following pages have the grade level information for requesting courses for the 2025-2026 school year.

Reviewing graduation requirements, your updated High School & Beyond Plan and reading through this Course Guide can help inform your choices on course requests.

A final master schedule is completed in early August.

Student schedules are distributed in mid-August and can be picked up at the annual Gear-Up event or viewed on Student/Family Access.

DRAFT

Pullman High School 2025-2026 - Freshman

STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 28TH

Not Returning in the Fall?

Please email your Guidance Counselor AND PHS Registrar, Edie Talbot (etalbot@psd267.org) to alert them of this change in enrollment. Do not complete any other part of the process below. Thank you!

To Request Courses Online

1. Go to: <http://lms.pullmanschools.org/>
2. **Select Skyward Family Access Icon on the LMS main page.**
Parent or Student access can be used for the request process. If you need your Family Access Login, please contact LMS main office at 334-3411. *If you have forgotten your login/password you can reset it by clicking on the "Forgot your Login/Password" on the skyward login page. Then check your email for a link to reset. Resets must be done on a computer, not a phone.*
3. **Once logged into Family Access:**
Choose "Schedule" (blue column on left side of screen)
Click on "view request for 2025-26" in Pullman High School (right of screen)
4. **Adding Courses**
Left side of screen is all course options for Freshman at PHS
Scroll through courses in left column list, select course by highlighting course from list, and click on "Add course". Most courses will be a full year. Make sure Sem 1 (.1) & Sem 2 (.2) appear for full year courses. If adding a semester only course, please make sure you select another semester only course.
 - **Select a Science course - Biology OR Biology in Agriculture**
 - **English and Health & Fitness will be added for you**
 - **Math class will be added by your current math teacher**
 - **Add two elective requests (should equal four semesters) – see next page for freshman electives offered**
 - Electives selected impact college admission requirements (such as World Languages).
 - **If you need to remove a course:** Highlight course on right side of screen and click remove request
- Zero Period – Please email your Guidance Counselor if interested in a Zero period course.**
Full Year Course options of: Jazz Band **OR** Treble Triad
5. **Add two Alternates Requests:** Click on "Request Alternates Tab"
Using the same method as **Step 4**, enter two more full year or combined semester electives (should equal four semesters).

Courses will only be scheduled if there are enough student requests to fill a class. If a class is pulled from the schedule, students will be assigned an alternate course by the guidance counselor. Students are required to select alternate course choices for each elective. If you do not choose an alternate and cannot get into your first choice classes, your guidance counselor will choose courses for you. This will be based on graduation requirements and your High School and Beyond Plan.

Questions? Email your Guidance Counselor, based on your last name

A-K Deanna Kile dkile@psd267.org

L-Z Katie Evermann kevermann@psd267.org

Special Ed (IEP) Gene Baldeck ebaldeck@psd267.org

Course Guide and other information are on the PHS Website under [Counseling Center](#)

Freshman Electives

DRAMA/THEATRE ARTS

Students will study the history of the theatre as well as various genres of written plays. The class will explore techniques of performance as well as the technical side to performing arts. Students will perform monologues, one-acts, and other works for critique by the class and instructor.

ADVANCED ENSEMBLE

A select vocal ensemble will study vocal jazz, acapella, pop music and other choral techniques. This group travels the Northwest and performs at multiple festivals. Attendance at these performances is required. Bass players, piano players, guitarist and drummers needed yearly. Audition required for all singing and playing members of this ensemble.

GRAY ORCHESTRA

Open to string players only and must have four or more years playing experience. No audition required. Students will perform regularly throughout the year and will attend a festival or tour, locally or out of town.

GUITAR

Beginning guitar instruction in playing and reading chords, chord symbols, picking, strumming patterns, reading musical notation, theory and playing chord progressions, and a variety of guitar styles. No previous musical experience is necessary.

SPANISH I/SPANISH II – Prerequisite: Spanish I

An introductory course for students interested in learning to understand, speak, read, and write the Spanish language. Emphasis is on building vocabulary and introducing the basic language structure necessary to communicate in practical situations.

FRENCH I/FRENCH II – Prerequisite: French I

An introductory course for students interested in learning to understand, speak, read, and write the French language. Emphasis is on building vocabulary and introducing the basic language structures necessary to communicate in practical situations.

FOODS AND NUTRITION

Attain basic skills needed to be successful in the kitchen. In addition to food preparation skills, students will learn food safety practices and nutrition and wellness concepts. Students will gain hands on experience doing cooking labs and food science experiments.

DIGITAL MEDIA – GRAPHIC DESIGN – (SEMESTER)

This hands-on class emphasizes the use of industry-standard software to create visually stunning designs. Students will learn the fundamentals of graphic design, while also exploring the world of social media design by creating eye-catching graphics and advertisements to help businesses reach their target audience.

DIGITAL MEDIA – VIDEO PRODUCTION – (SEMESTER)

This hands-on class will introduce students to the art and technology of video production. Students will learn the basics of video production, including camera operation, lighting, audio production, interviewing, and special effects.

MARKETING/ENTREPRENEURSHIP

Introduces real world concepts, skills and underlying business foundations required for the understanding and development of marketing and understanding the entrepreneurial process.

LEADERSHIP I

Students will study goal setting, time management, interpersonal communication, presentations, situational leadership styles, conflict resolution, and relationships among groups. Students will provide leadership/management for several varied school events and activities. Participation in activities outside of school is expected.

COMPUTER DRAFTING I

This course is designed to introduce the following basic computer aided drafting skills. The following programs are used: AutoCAD (Autodesk)/Rhino/ Solidworks and Mastercam.

METAL SHOP I

This is an introductory career and technical manufacturing course in welding and metalwork. This course is designed to introduce modern welding skills used in manufacturing.

INTRO TO CONSTRUCTION

This course emphasizes safe use of hand tools and power equipment. This course covers wood identification, joinery, use of power tools, design and print reading and related math.

YEARBOOK

Create Greyhound memories! Be a member of the production team of the PHS yearbook. Students must be cooperative, dependable, and organized with the ability to work under pressure to meet strict production deadlines. Outside class time will be necessary.

FASHION DESIGN

No experience necessary. Students will learn and utilize construction skills to create a variety of projects throughout the year. You will also learn about the design process, elements of design, fiber characteristics and other subjects in the fashion industry.

ENGINEERING ESSENTIALS

Explore the role of engineers in the design and development of solutions to real-world problems. Students will be empowered to build technical skills through a variety of engineering tools.

DESIGN ART STUDIO -- (SEMESTER ONLY)

Design Studio is an introductory course. Composition, color theory, and the design process are emphasized over drawing.

DRAWING

Explore the basics of drawing with an emphasis on those things that block us from being able to draw well. If you "can't draw", this is the class for you. If you can draw you will improve your skills. A variety of materials and mixed media techniques will be used.

PAINTING

In the Painting course we will focus on the basic process of painting including color mixing, color theory, and personal expression. You will produce paintings with acrylic paint, watercolor, and pastels.

CERAMICS

Clay every day is the routine in this class. Here you will be able to explore ceramic work in a hand building and/or wheel thrown direction.

CONCERT BAND

Musical concepts such as intonation, balance, blend; phrasing, rhythm, musical style and music theory will be explored. Opportunities to play at concerts, field trips, PHS events or games, community events are required but at the instructor's discretion.

JAZZ BAND (Zero Period) – Must be enrolled in Concert Band

The Jazz Band is a select instrumental ensemble. The class does NOT meet daily and only .25 credit is awarded per semester. Attendance at many Northwest events and festivals is required and the ensemble also participates in all pep band events.

TREBLE TRIAD (Zero Period) – Audition required

Treble Triad is a select choral ensemble. The class does NOT meet daily and only .25 credit is awarded per semester. Participation in concerts, community events and festivals are required. Piano players also needed.

DIGITAL PHOTOGRAPHY

Four areas of instruction will be emphasized: how cameras work, how composition works, how lighting works, and how to use photo editing software.

3D MODELING & VIDEO GAME DESIGN/PROGRAMMING

Students initially delve into 3D modeling techniques and workflows. Those skills are then applied to compositing in video, with an emphasis on light effects, particle effects, texturing and rendering.

[Full Course Guide Link – \(For full course description\)](#)

Pullman High School 2025-2026 - Sophomores
STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 28TH

Not Returning to PHS

Please email your Guidance Counselor AND PHS Registrar, Edie Talbot (etalbot@psd267.org) to alert them of this change in enrollment. Do not complete any other part of the process below. Thank you!

To Request Courses Online

1. Go to: <http://phs.pullmanschools.org/>

2. Select Skyward Family Access Icon on the PHS main page.

Parent or Student access can be used for the registration process.

If you need your Family Access login contact Mrs. Lowery at the PHS Main Office at 332-1551 or clowery@psd267.org. If you have forgotten your login/password you can reset it by clicking on the "Forgot your Login/Password" on the skyward login page. Then check your email for the link to reset. Resets must be done on a computer, not a cell phone.

3. Once logged into Family Access:

- Choose "Schedule" (blue column on left side of screen)
- Click on "request courses for 2025-26" (middle top right of screen)

4. Add course: Scroll through courses in left column list, select course by highlighting course from list, and click on "Add course". Most courses will be a full year (1 credit). Make sure Sem 1 (.1) & Sem 2 (.2) appear for full year courses. If adding a semester only course, please make sure you select another semester only course.

- Science (choose) - Physical Science *OR* Physical Science in Agriculture
- Historical Literature will be added for you
- Social Studies - Contemporary World History *OR* Advanced Placement (AP) European History
- Math - Determined by current math teacher. (Will be entered by math teacher)
- Add Two Elective Preferences (full year each or four semesters)
 - Electives selected impact college admission requirements (such as World Languages).
- If you need to remove a course: Highlight course on right side of screen and click remove request

Zero Period – Please email your Guidance Counselor if interested in a Zero period course.

Full Year Course options of: Jazz Band *OR* Treble Triad *OR* Blue Orchestra

5. Add Alternates Requests: Click on "Request Alternates" tab.

Using the same method as Step 4, enter two more full year electives (this should equal four semesters)

Courses will only be scheduled if there are enough student requests to fill a class. If a class is pulled from the schedule, students will be assigned an alternate course by the guidance counselor. Students are required to select alternate course choices for each elective. If you do not choose an alternate and cannot get into your first choice classes, your guidance counselor will choose courses for you. This will be based on graduation requirements and your High School and Beyond Plan.

Questions? Email your Guidance Counselor, based on last name

A-K Deanna Kile dkile@psd267.org

L-Z Katie Evermann kevermann@psd267.org

Special Ed (IEP) Gene Baldeck ebaldeck@psd267.org

All forms and the Course Guide are on the PHS Website under [Counseling Center](#)

Pullman High School 2025-2026 - Juniors
STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 28TH

Not Returning to PHS

Please email your Guidance Counselor AND PHS Registrar, Edie Talbot (etalbot@psd267.org) to alert them of this change in enrollment. Do not complete any other part of the process below. Thank you!

To Request Courses Online

1. Go to: <http://phs.pullmanschools.org/>
2. Select Skyward Family Access Icon on the PHS main page.
Parent or Student access can be used for the registration process.
If you need your Family Access login contact Mrs. Lowery at the PHS Main Office at 332-1551 or clowery@psd267.org. If you have forgotten your login/password you can reset it by clicking on the "Forgot your Login/Password" on the skyward login page. Then check your email for the link to reset. Resets must be done on a computer, not a phone.
3. Once logged into Family Access:
 - Choose "Schedule" (blue column on left side of screen)
 - Click on "request courses for 2025-26" (middle top right of screen)
4. Adding Courses:
Scroll through courses in left column list, select course by highlighting course from list, and click on "Add course". Most courses will be a full year (1 credit). Make sure Sem 1 (.1) & Sem 2 (.2) appear for full year courses. If adding a semester only course, please make sure you select another semester only course.
 - Science - Choose a Junior Level Science Course
 - English - American Literature and Composition **OR** AP English Literature and Composition
 - Social Studies - US History **OR** AP US History
 - Math - Determined by current math teacher. (Will be entered by math teacher)
 - Add Two Elective Preferences (full year or four semesters)
 - If you need to remove a course: Highlight course on right side of screen and click remove request.

Zero Period – Please email your Guidance Counselor if interested in a Zero period course.

Full Year Course options of: Jazz Band **OR** Treble Triad **OR** Blue Orchestra

5. Add Alternates Requests: Click on "Request Alternates" tab.

Using the same method as Step 4, enter two more full year electives (this should equal four semesters).

Courses will only be scheduled if there are enough student requests to fill a class. If a class is pulled from the schedule, students will be assigned an alternate course by the guidance counselor. Students are required to select alternate course choices for each elective. If you do not choose an alternate and cannot get into your first choice classes, your guidance counselor will choose courses for you. This will be based on graduation requirements and your High School and Beyond Plan.

- Electives selected impact college admission requirements (such as World Languages). Please refer to the Course Guide for details. [PHS Course Guide Link](#)
- If you select Teaching Aide (TA) for elective or alternate, you must fill out a permission form and submit to your Guidance Counselor. Go to PHS Website/Counseling Center/Academics/Spring Course Requests or [Click here for form](#).
- Running Start
 - o [See Website](#) or email your guidance counselor for enrollment process.
 - o Put in **FULL** PHS schedule **AS IF** you are **NOT** in Running Start – in the event your RS plans change

Questions? Email your Guidance Counselor, based on last name

A-K Deanna Kile dkile@psd267.org

L-Z Katie Evermann kevermann@psd267.org

Special Ed (IEP) Gene Baldeck ebaldeck@psd267.org

All forms and the Course Guide are on the PHS Website under [Counseling Center](#)

Pullman High School 2025-2026 - Seniors
STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 28TH

Not Returning to PHS
 Please email your Guidance Counselor AND PHS Registrar, Edie Talbot (etalbot@psd267.org) to alert them of this change in enrollment. Do NOT complete any other part of the process below. Thank you!

To Request Courses Online

1. Go to: <http://phs.pullmanschools.org/>
2. Select Skyward Family Access Icon on the PHS main page.
 Parent or Student access can be used for the registration process.
 If you need your Family Access login contact Mrs. Lowery at the PHS Main Office at 332-1551 or clowery@psd267.org. If you have forgotten your login/password you can reset it by clicking on the "Forgot your Login/Password" on the skyward login page. Then check your email for the link to reset. Resets must be done on a computer, not a cell phone.
3. Once logged into Family Access:
 - Choose "Schedule" (blue column on left side of screen)
 - Click on "request courses for 2025-26" (middle top right of screen)
4. Adding Courses
 Scroll through courses in left column list, select course by highlighting course from list, and click on "Add course". Most courses will be a full year (1 credit). Make sure Sem 1 (.1) & Sem 2 (.2) appear for full year courses. If adding a semester only course, please make sure you select another semester only course.
 - English - World Literature and Composition *OR* AP English Literature and Composition
 - Social Studies – Civics (semester) will be added for you **AND you choose one Social Studies semester elective**
 - Math - Determined by current math teacher. (Will be entered by math teacher)
 - Add 2.5 credits of Elective Preferences (should equal five semesters)
 - Career Choices is required and will be added for you
 - If you need to remove a course: Highlight course on right side of screen and click remove request.

Zero Period – Please email your Guidance Counselor if interested in a Zero period course.
 Full Year Course options of: Jazz Band *OR* Treble Triad *OR* Blue Orchestra

5. Add two Alternate Elective Requests: Click on "Request Alternates" tab.
 Using the same method as Step 4, enter 2 more full year electives (this should equal four semesters).
Courses will only be scheduled if there are enough student requests to fill a class. If a class is pulled from the schedule, students will be assigned an alternate course by the guidance counselor. Students are required to select alternate course choices for each elective. If you do not choose an alternate and cannot get into your first choice classes, your guidance counselor will choose courses for you. This will be based on graduation requirements and your High School and Beyond Plan.
 - Review PHS Requirements to make sure you will be eligible for graduation.
 - Electives selected impact college admission requirements (such as World Languages). Please refer to the Course Guide for details. [PHS Course Guide Link](#)
 - Science courses can be continued as an elective
 - If you select Teaching Aide (TA) for elective or alternate, you must fill out a permission form and submit to your Guidance Counselor. Go to PHS Website/Counseling Center/Academics/Spring Course Requests or [Click here for form](#).
 - Running Start
 - o [See Website](#) or email your guidance counselor for enrollment process.
 - o Put in **FULL** PHS schedule **AS IF** you are **NOT** in Running Start – in the event your RS plans change

Questions? Email your Guidance Counselor, based on last name

A-K Deanna Kile dkile@psd267.org
 L-Z Katie Evermann kevermann@psd267.org
 Special Ed (IEP) Gene Baldeck ebaldeck@psd267.org

All forms and the Course Guide are on the PHS Website under [Counseling Center](#)

2025/26 PHS Classes

English Department
 Survey of Literature (Fr)
 Historical Literature & Composition (Soph)
 American Literature & Composition (Jr)
 World Literature & Composition (Sr)
 AP Literature & Composition (Jr/Sr) (Not Avail 25-26)
 AP Literature & Composition (Jr/Sr)
 English Language Development I, II, III

Fine Arts Department
 Design Studio
 Drawing
 Ceramics
 Painting
 Honors Art (4 Sem of Art)
 Advanced Placement Studio Art (4 Sem of Art)

Drama/Theatre Arts
Media/Graphic Arts
 Digital Media – Graphic Design (Semester)
 Digital Media – Video Production (Semester)
 3D Modeling & Animation
 Video Game Design & VR/AR Development (Soph/Jr/Sr) (Not Avail 2025-26)
 HoundCentral Productions (Pre-Req: Dig, MMed)
 Digital Photography
 AP Studio Art:2D Design Photography (Jr/Sr)

Music Instrumental
 Concert Band
 Blue Orchestra (Zero Period)
 Gray Orchestra
 Jazz Band (Zero Period)
 Guitar
Music Vocal
 Concert Choir (Not Avail 2025-26)
 Treble Triad (Zero Period)
 Advanced Ensemble

Health/PE Department
 Health and Fitness I (Fr)
 Fitness II - Lifetime Fitness/Sport (Soph/Jr/Sr)
 Fitness II Yoga (Soph/Jr/Sr)
 Strength Training (Soph/Jr/Sr)
 Senior Lifetime Fitness (Sr)

Math Department
 Algebra I
 Integrated Mathematics
 Geometry
 Statistics & Algebraic Concepts
 Algebra II
 Mathematical Modeling
 Pre-Calculus
 AP Calculus
 AP Computer Sci A (Jr/Sr)

Science Department
 Earth & Space Integrated Science
 Biology in Agriculture (Fr)
 Biology (Fr) (Honors Option)
 Physical Science (Soph)
 Physical Science in Ag (Soph)
 Animal Science (Jr/Sr)
 Plant Science I and II (Jr/Sr)
 Natural Resources (Jr/Sr)
 Chemistry (Jr/Sr) (AP and Honors Option)
 Physics
 Human Biology
 AP Computer Science A (Jr/Sr)
 Veterinary Science (Jr/Sr) (Not Avail 2025-26)

Social Studies Department
 Contemporary World History (Soph)
 AP European History (Soph)
 US History (Jr) (AP Option)
 Economics (Jr/Sr) (Semester)
 Psychology (Jr/Sr)
 Civics (Sr - Semester)

World Language Departments
 French I, II, III, IV (AP) and V
 Spanish I, II, III, and IV

Career & Technical Education (CTE)
Agriculture
 Biology in Agriculture (Fr)
 Physical Science in Ag (Soph)
 Animal Science (Jr/Sr or 2 Sci Credits)
 Journalism & Leadership in Agriculture Communications (Jr/Sr)
 Plant Science I and II (Jr/Sr)
 Veterinary Science (Jr/Sr) (Not Avail 2025-26)

Media/Graphic Arts
 Digital Media – Graphic Design (Semester)
 Digital Media – Video Production (Semester)
 3D Modeling & Animation
 Video Game Design & VR/AR Development (Soph/Jr/Sr) (Not Avail 2025-26)
 HoundCentral Productions (Pre-Req: Dig, MMed)
 Digital Photography
 AP Studio Art:2D Design Photography (Jr/Sr)

Business Education
 Marketing & Entrepreneurship
 Marketing Operations (Mktg & Entrep. OR Sr)
 Economics (Jr/Sr) (Semester)
 Accounting I and II (Independent) (Jr/Sr)
 Yearbook
 Career Choices & Financial Literacy (Sem)(Sr)
 Leadership I & II

Drafting
 Computer Aided Drafting I, II, and III
Family & Consumer Studies
 Foods and Nutrition
 Culinary Arts (Soph/Jr/Sr)
 Fashion Design
 Early Childhood Development (Pre-req: Health)

Welding
 Metal Shop I, II, and III
 Individualized Metal Shop

Woodshop
 Intro to Construction
 Construction II
 Construction III
 Advanced Woodshop

STEM Technology
 AP Computer Science A (Jr/Sr)
 Engineering Essentials
 Digital Electronics (Soph/Jr/Sr or Alg 1 or higher)

Work Site Learning (Jr/Sr)

Other
 Office or Teacher Aide (Jr/Sr)
 Running Start WSU
 Running Start Spokane Falls Community

Individual Education Plan
 Daily Living Skills
 Academic Skills
 Employment Skills
 Community Work Experience

Resources
 Many courses require pre-requisites, may count for different graduation requirements, qualify for college credit and some have fees or recommend ASB membership. Please see course guide for details.
[PHS Course Guide Link](#)

If you have any questions about your schedule, please contact your guidance counselor based on your last name below.



A-K
 Deanna Kile dkile@psd267.org
L-Z
 Katie Evermann kevermann@psd267.org

Special Education (IEP) students:
 Gene Baldeck ebaldeck@psd267.org

Appendix C – College in the High School and CTE Dual Credit

College in the High School (CIHS) and CTE Dual Credit programs provide students an opportunity to enroll in college courses at their high school and earn both high school and college credit.

Students taking CIHS and/or CTE Dual Credit will not be required to pay any college level tuition or fees.

All registration deadlines must be met by Pullman High School students to receive college credit for these courses. Please talk with your instructor for further details about this process. If you need any financial assistance your instructor can connect you with resources available to students.

Enrolling in any CIHS class for both high school and college credit automatically starts an official college transcript regardless of a student's performance in the course. For college classes taken during high school, it is each student's responsibility to directly request the transferability of credits from the college(s) they wish to attend and whether the courses will appear on the college transcript.

College in the High School course offerings are subject to change.

Courses that may be available for college credit are noted in the course listings and listed below.

- AP Calculus
- AP European History
- AP United States History
- Civics
- French III
- Math Modeling
- Physics
- Precalculus
- Psychology
- World Literature and Composition

CTE Dual Credit Courses

- Accounting
- Animal Science
- Career Choices
- Culinary Arts
- Digital Electronics
- Digital Photo/Adv. Photoshop
- Early Childhood Education
- Engineering Essentials
- Entrepreneurship
- Foods and Nutrition
- Intro to Marketing
- Journalism and Leadership in Agriculture Communications
- Marketing Operations
- Metal Shop II
- Plant Science I or II
- Vet Science

Coversheet

Resolution 25-26:02 - 2025-2026 Annual WIAA Membership

Section: VI. Discussion Items
Item: C. Resolution 25-26:02 - 2025-2026 Annual WIAA Membership
Purpose:
Submitted by:
Related Material:
ES 25-26.02 - 2024-2025 Annual WIAA Membership 3.12.25.pdf
2025-2026 Annual WIAA Membership - School Board Resolution 25-26.2.pdf



To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential

Pullman School District No. 267 • 240 SE Dexter • Pullman, WA 99163 • (509) 332-3581

Resolution 25-26:02 Annual WIAA Membership

Executive Summary

March 12, 2025

By: Bob Maxwell

Superintendent

Background:

Each year, the WIAA (Washington Interscholastic Activities Association) requires that the board approve our district’s membership in the WIAA. The WIAA oversees and regulates interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

Recommended Board Action:

Approval of Resolution 25-26:02 - 2025-2026 Annual WIAA Membership.

Motion to Approve

I move that the Board approve Resolution 25-26:02 - 2024-2025 Annual WIAA Membership as presented.

Approved

Not Approved

Date: _____

Board Secretary Signature: _____



SCHOOL BOARD RESOLUTION FORM

DUE ANNUALLY BY THE SECOND FRIDAY IN JUNE

School District Type (select one): Public Private Charter Tribal

School District Name: Pullman School District

Resolution # (optional): 25-26:02

Date: 3/5/25

Schools Approved for WIAA Membership: Pullman High School & Lincoln Middle School

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided. The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District’s or Private School’s membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA’s jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school’s WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Dr. Robert Maxwell

Signature: _____

School Board President (if applicable): Nathan Roberts

Signature: _____

Coversheet

Administrative Requirements Update

Section: VII. Informational Items
Item: A. Administrative Requirements Update
Purpose: FYI
Submitted by:
Related Material: March Administrative Requirements Update.pdf



Pullman School District
240 SE Dexter St.
Pullman, WA 99163

Monthly Administrative Requirements

March

- Review of Photography Services
 - *Person(s) Responsible: Executive Director of Operations & Finance Director*
- Requests for Sabbatical leave need to be submitted to Supt.
- Seniority List
 - *Person(s) Responsible: Human Resources Manager*
- Highly Qualified Personnel Report
 - *Person(s) Responsible: Human Resources Manager*
- Principals submit Dedicated Teacher/Team Award nominations to Superintendent Office
 - *Person(s) Responsible: Principals*
- Job share requests to Superintendent
- Return from job share requests to Superintendent
- Review policy 2410, Graduation Requirements
 - *Person(s) Responsible: Superintendent & Asst. Superintendent*
- Parent and Student Handbooks for Next School Year – *Due second board meeting in March*
(Principals: Elementary/Secondary – Finalize Addendums - Send to Supt Office for board packet)
 - *Person(s) Responsible: Superintendent's Office & Principals*

April

- Grades 6-12 Course Offering Report
 - *Person(s) Responsible: Asst. Superintendent & Principals*
- SBAC Testing
- FTE Enrollment Projection
 - *Person(s) Responsible: Finance Director*
- Position Exchange Requests to Superintendent
- Plan to Leave from Leave of Absence to Superintendent
- Budget Development (Fiscal Office + Supervisors)
 - *Person(s) Responsible: Finance Office & Supervisors*
- ASB Budgets to Finance Director
 - *Person(s) Responsible: Secondary Principals*
- Facilities Projects Wish Lists to Executive Director of Operations
- Review & Revise Policy 2410 Graduation Requirements as needed
- Submit to Executive Director of Operations Summer Athletic Programs for Board
 - *Person(s) Responsible: Principals*
- CBA Report Due April 1 to Instructional Programs
 - *Person(s) Responsible: Asst. Superintendent*

Coversheet

Expense Claim Audit - Community Update Board Schedule

Section: VII. Informational Items
Item: B. Expense Claim Audit - Community Update Board Schedule
Purpose: FYI
Submitted by:
Related Material: Expense Claim Audit Comm Update Schedule.pdf



BOARD DIRECTOR SCHEDULES

Expense Claim Audit Schedule

Month	Reviewer
August 2024	Amanda Tanner
September	Lisa Waananen Jones
October	Craig Nelson
November	Nathan Roberts
December	Arron Carter
January 2025	Amanda Tanner
February	Lisa Waananen Jones
March	Craig Nelson
April	Nathan Roberts
May	Arron Carter
June	Amanda Tanner
July	Lisa Waananen Jones

Community Update Board Report Schedule

Month	Submitter	Deadline
September 2024	District - Bob	Need by end of July
October	Nathan Roberts	Need by end of August
November	Lisa Waananen Jones	Need by end of September
December	Craig Nelson	Need by end of October
January 2025	District - Roberta	Need by end of November
February	Arron Carter	Need by end of December
March	Amanda Tanner	Need by end of January
April	District - Juston	Need by end of February
May	Nathan Roberts	Need by end of March
June	Amanda Tanner	Need by end of April
July	Craig Nelson	Need by end of May
August	Arron Carter	Need by end of June

**Please provide article from principal or staff member (please, not too "school-specific") about 500 words and photos if applicable.*

Coversheet

Board Calendar & Communication Plan

Section: VII. Informational Items
Item: C. Board Calendar & Communication Plan
Purpose: FYI
Submitted by:
Related Material: 2024-2025 Board Meeting Content Calendar 11.8.24.pdf
Board of Directors Communication Plan 2024-2025_1.22.25.pdf



PULLMAN SCHOOL DISTRICT

2024-2025 BOARD OF DIRECTORS MEETING CALENDAR

Regular Meetings start at 6:30 p.m. in the Pullman High School Board Room
Work Sessions start at 4:30pm at the designated location

Additional meetings may be scheduled as needed in accordance with the Open Public Meetings Act.
Meeting Content Subject to Change

August 7 - Work Session at District Office

- Board of Distinction Application

August 14 - Regular Board Meeting

- 2024-2025 Assessment Plan
- Budget Hearing
- Adopt School District Budget

August 28 - Regular Board Meeting

- Employee Agreements
- Grant Program Notification
- Report: Annual Affirmative Action Plan

September - Superintendent/Board attends staff and PTA/PTO/Booster Meetings

September 4 - Work Session at Kamiak Elementary

- School Showcase: Kamiak Elementary
- 2024-2025 Board Professional Development Plan
- Professional Learning Communities (PLC) Update and/or Board Training

September 11 - Regular Board Meeting

- School Showcase: Sunnyside Elementary
- Report: Summer School
- Report: ALE
- Report: Program Compliance
- Uncollected Non-Tax Revenue

September 25 - Regular Board Meeting

- Report: Highly Capable Services Report

September - WSSDA Legislative Assembly

October 2 - Work Session at Franklin Elementary

- School Showcase: Franklin Elementary
- Elementary Principals Present 2024-2025 School Improvement Plans

October 9 - Regular Board Meeting

- School Showcase: Jefferson Elementary
- Application for Basic Education Allocation
- Report: District Choice Report
- Report: Risk Management Program

October 23 - Regular Board Meeting

- Report: LMS & PHS Student Ambassadors
- Report: Curriculum Adoption Update, Cycle & Development
- Report: Sustainability Committee Update
- Review Classified Employee Award Nominations

November 6- Work Session at Lincoln Middle School

- School Showcase: Lincoln Middle School
- Secondary Principals Present 2024-2025 School Improvement Plans
- Professional Learning Communities (PLC) Board Training

November 13 - Regular Board Meeting

- School Showcase: Sunnyside Elementary
- Approve: 2024-2025 School Improvement Plans
- Present Classified Employee Award
- Report: Year-End Finance Report
- Report: Special Education Services Update

November 21-23, 2024 - Annual WSSDA Conference

December 4 - Work Session at District Office

- Communication Strategies for School Leaders Workshop with J. Marie

December 11 - Regular Board Meeting

- School Showcase: Jefferson Elementary
- Report: Inventory Loss/Write-Off
- Report: Transportation Services
- Report: Human Resources Report
- Report: CTE Program/Perkins Grant Approval
- Report: Assessment Results (*subject to change*)
- Elect Board President and VP (*biennial*)
- Oath of Office for New or Re-Elected Board Members (*as needed*)

January 8 - Regular Board Meeting

- School Showcase: Franklin Elementary
- Report: Technology Services
- Annual Review: 1101F Board Operating Protocols

January 22 - Regular Board Meeting

- School Showcase: Kamiak Elementary
- Executive Session: Superintendent Evaluation

February - WSSDA Legislative Conference

February 5- Work Session at Jefferson Elementary

- School Showcase: Jefferson Elementary
- Board Goals & Strategic Plan Review
- WSSDA Conference Reflections
- Board Policy and/or Professional Development Workshop

February 12 - Regular Board Meeting

- School Showcase: Lincoln Middle School
- Report: Scratch Cooking/Nutrition Services Program Update

February 26 – Regular Board Meeting

- Executive Session: Superintendent Contract Renewal – *Due March 1st*
- Board Financial Disclosures Due End of the Month (*Reminder*)
- Enrollment Projections

March 5 – Work Session at Sunnyside Elementary

- School Showcase: Sunnyside Elementary
- Board Policy and/or Professional Development Workshop
- Alternative Learning Experiences Update

March 12 – Regular Board Meeting

- School Showcase: Pullman High School
- Report: Visual/Performing Arts
- Annual Review: Social Media Policy 4309/P
- LMS/PHS Fee Schedules for Next School Year
- LMS/PHS Course Approvals for Next School Year

March 26 – Regular Board Meeting

- School Showcase: Kamiak Elementary
- Recognize National Board-Certified Teachers
- Report: Maintenance/Facilities/Asset Preservation Program
- Reports: Administrative Intern Projects
- Report: Curriculum Adoption Update

April 2 – Work Session at District Office (*Tentative*)

- Board Policy and/or Professional Development Workshop

April 16 – Regular Board Meeting

**Please note, this meeting is scheduled for the 3rd Wednesday of the month due to the scheduling of Spring Break.*

- Review Dedicated Teacher/Teaching Team Award Nominations
- LMS/PHS Course Guides for Next School Year
- Discussion: Summer Athletic & Activities Program
- PSD Family & Student Handbook for Next School Year
- LMS/PHS Athletics & Activities Handbook for Next School Year

April 30 – Regular Board Meeting

**Please note, this meeting is scheduled for the 5th Wednesday of the month due to the scheduling of Spring Break.*

- School Showcase: Franklin Elementary School
- Review Dedicated Teacher/Teaching Team Award Nominations
- Approve: Summer Athletic & Activities Program
- Report: Sustainability Committee

May 7 – Work Session at District Office

- CEE Data Review (*every five years*)
- Board Self-Assessment Review Workshop

May 14 – Regular Board Meeting

- Certificated Staffing
- Curriculum Adoptions (*as needed*)
- Annual WIAA Enrollment Resolution
- Present Dedicated Teacher/Teaching Team Award
- Review Annual Board Meeting Calendar
- Filing Period for Open School Board Positions (*as needed*)
- Preschool RFP (*as needed*)

May 28 – Regular Board Meeting

- School Showcase: LMS & PHS Student Ambassadors
- Annual Review: Graduation Policy 2410/P

June 4 – Work Session at District Office

- School Improvement Plans – Elementary & Secondary Principals Present Summary of 2023-2024 Progress

June 11 – Regular Board Meeting

- Executive Session: Superintendent End-of-Year Evaluation
- Report: Safety
- Report: Summer School
- Report: ELD Program
- Report: Special Education Services Update

June 25 – Regular Board Meeting

- Report: Professional Learning Communities (PLC) Summary
- Report: LMS and PHS Athletics and Activities, Title IX (*every three years, next report 2026*)
- Report: Wellness & Workforce Mental Health Committee
- Approve: ASB Fundraisers and Clubs
- Classified Staffing

July – School Board Advance

- Board members send their Committee/Rep interests to the Board President for upcoming school year
- Board President Appoints Committee/Rep Roles

July 9 – Regular Board Meeting (*Tentative*)

July 23 – Regular Board Meeting

- Grants
- Report: Community Engagement Board and Attendance
- School Meal Prices
- Food Service Bid Awards (*as needed*)
- Dairy Bid (*as needed*)
- Fuel Bid Awards (*as needed*)
- Budget Presentation

*Approved: May 22, 2024
Updated: June 13, 2024
Updated: November 8, 2024*



Board of Directors Communication Plan

January

Finance Committee Meeting

February

Finance Committee Meeting

March

Finance Committee Meeting

April

Finance Committee Meeting

May

Finance Committee Meeting

Community Update Article

Nathan Roberts

Community Update Article

Arron Carter

Community Update Article

Amanda Tanner

Community Update Article

District - Juston Pollestad

Community Update Article

Nathan Roberts

Staff Meeting Presentations

Supt & Board Member

Joint Communication to Staff from Supt. and Board

Board Listening Session

Topic: School Finances/Budget

Joint Communication to Staff from Supt. and Board

Chamber of Commerce Presentation

State of the District/Aquatic Center

Presentation to ASB & Student Ambassadors

Spring Board Dinner (March or April)

Communication about School/District Website Change

Legislative Conference

Superintendent

Enrollment for Next School Year Opens

Communication about School/District Website Change

Budget & Post Legislative Session Update

PTA/PTO/Booster Clubs

Budget & Legislative Update Presentation

PTA/PTO/Booster Clubs

Survey

Staff Meeting Presentations

Post Legislative Session & Budget Impacts Update

Board Program Report

Board Operating Protocols
Supt. Evaluation

Board Program Report

Board Goals & Strategic Plan
Supt. Contract Renewal
Board Financial Disclosures

Board Program Report

National Board Cert. Teachers

Board Program Report

Dedicated Teacher/Team Award

Board Program Report

Review Board Calendar
Filing Open Board Positions

Board Liaison:

- Provides Spring PTA-PTO-Booster Club Report

Board President with a Board Member & Supt. Weekly Meeting

- Weekly:** Wednesdays, 4:30pm-5:30pm

Staff Weekly Report - 3:00pm, Thursdays

- Family Weekly Report - 4:00pm, Fridays**

Supt. Monthly Newsletter w/Board Feature

- Board of Directors Information Section, submit 2 business days before the last business day of the month



Board of Directors Communication Plan

June	July	August	September	Oct
Finance Committee Meeting				
Community Update Article Amanda Tanner <i>*District Cover Page</i>	Community Update Article Craig Nelson	Community Update Article Arron Carter	Community Update Article TBD <i>*District Cover Page</i>	Community Update Article TBD
EOY Staff Presentation Budget Impacts Update	Annual School Board Retreat <i>with Finance Update</i>			Board Listening Session
Reminder Communication about School/District Website Change	New District ParentSquare Website Launches July 1		Fall Board Dinner (September or October)	
Reminder: Enrollment for Next School Year				
Board Program Report Summary of SIP Progress Supt EOY Evaluation	Board Program Report Board Committee Rep. Assigned Budget: Presentation	Board Program Report Affirmative Action Budget: Public Hearing	Board Program Report Program Compliance	Board Program Report Elem. School Improvement Plans

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Coversheet

The Pullman Promise: Priorities, Goals, Success Indicators

Section: VII. Informational Items
Item: E. The Pullman Promise: Priorities, Goals, Success Indicators
Purpose: FYI
Submitted by:
Related Material: The Pullman Promise.pdf

The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.

