



# Pullman School District

## Regular Board Meeting

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### Date and Time

Wednesday March 11, 2026 at 6:30 PM PDT

### Location

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

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### 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**

**C. Superintendent's Report**

**D. Program Reports**

- Report: Mentor/Mentee Program by Joni Stevens and Natalie Dobbins, Instructional Coaches
- Report (Tentative): Data Presentation by Lisa Waananen Jones, Board Director

**E. A Community of 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 25, 2026 Regular Board Meeting

**B.** Minutes - March 4, 2026 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.** Overnight Field Trip Requests

#### **V. Action Items**

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

**A.** 1101F1 Board Operating Protocols

Presenter: Board of Directors

#### **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.** Interlocal Agreement with City of Pullman

Presenter: Bob Maxwell, Superintendent

**B.** 6000 Program Planning, Budget Preparation, Adoption and Implementation

Presenter: Diane Hodge, Finance Director

**C.** 2026-2027 Lincoln Middle School & Pullman High School Fee Schedules

Presenter:

- Cameron Grow, Lincoln Middle School Principal
- Jerrod Fleury, Pullman High School Principal

**D.** 2026-2027 Lincoln Middle School & Pullman High School Course Approvals

Presenter:

- Cameron Grow, Lincoln Middle School Principal
- Jerrod Fleury, Pullman High School Principal

**E.** Resolution 26-27: 02 - 2026-2027 Annual WIAA Membership

Presenter: Bob Maxwell, Superintendent

**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.** Current Enrollment

For 2025-2026 School Year

Budgeted FTE: 2540

Current FTE: 2611.71

Current Year Average FTE: 2631.47

**C.** Expense Claim Audit - Community Update Board Schedule

**D.** Board Calendar

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

## VIII. Executive 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. Evaluation of Public Employees

## IX. Closing Items

- A. Adjourn Meeting

*The president will adjourn the meeting.*

# Coversheet

## Program Reports

**Section:** II. Reports, Correspondence & Program  
**Item:** D. Program Reports  
**Purpose:**  
**Submitted by:**  
**Related Material:** Mentoring Presentation - School Board 3.11.26.pdf

# MENTORING PROGRAM UPDATE



PULLMAN PUBLIC  
SCHOOLS

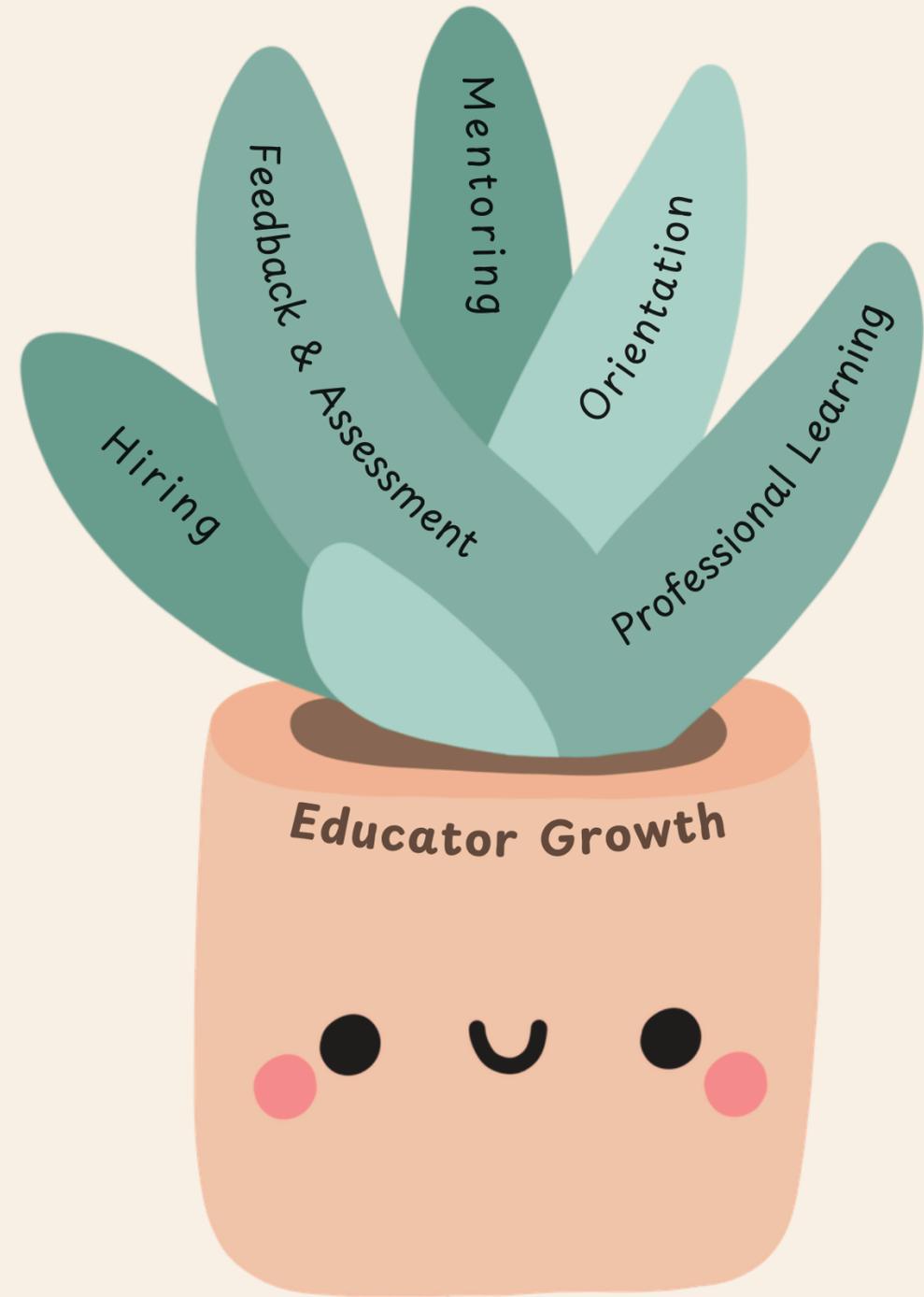
Mentoring Leadership Team:  
Joni Stevens, Natalie Dobbins,  
Annalisa Kiblen & Natalie Walker

1

# BEST

## Beginning Educator Support Team

The goal of the program is to support and retain beginning educators to ensure equitable access to high-quality education for every student in Washington. When we set up our novice teachers for success, we set up their students for success.



BEST grant funds provide for Mentors and Mentees stipends for two years. Stipends are based on FTE & completion of commitments

**OSPI** Office of Superintendent of Public Instruction

2

# Pullman Education Association

## CBA Collective Bargaining Agreement

A mentoring program will be established to assist new employees during their first year of employment. The purpose of the mentor program is to provide on-going professional developmental support. The time includes meetings, conferences, reports, & follow-ups as needed.

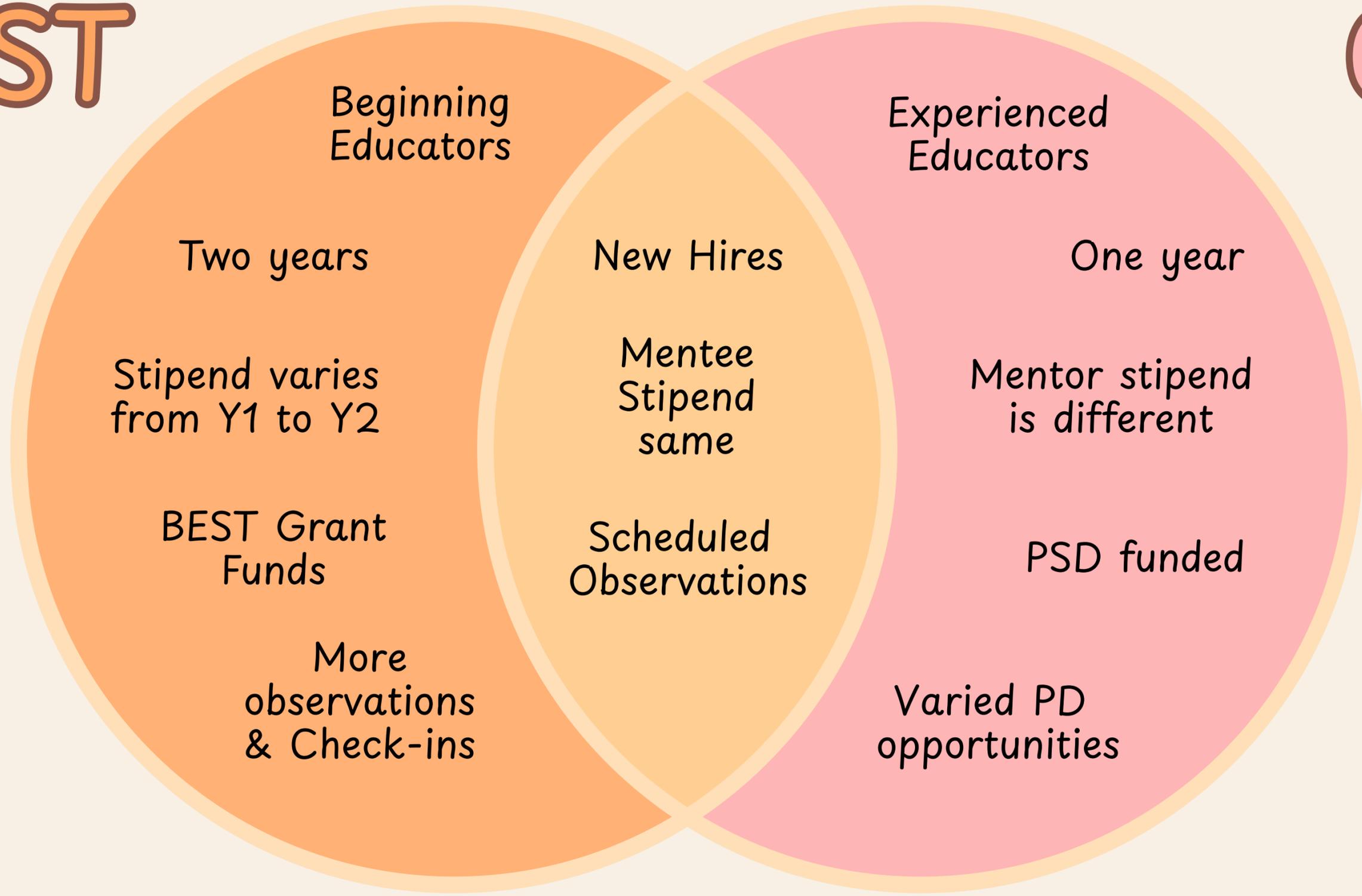
Mentors and Mentees shall receive a stipend



Based on program funding, substitute days will be available for new employees and mentors for professional development, observation of other employees, and building visits.

# BEST

# CBA



# 3 BIG FOCUS AREAS

Mentor and Mentee Commitments:

Weekly Mentoring Conferences

District Monthly Check-In Meetings

Planned Observation Schedule

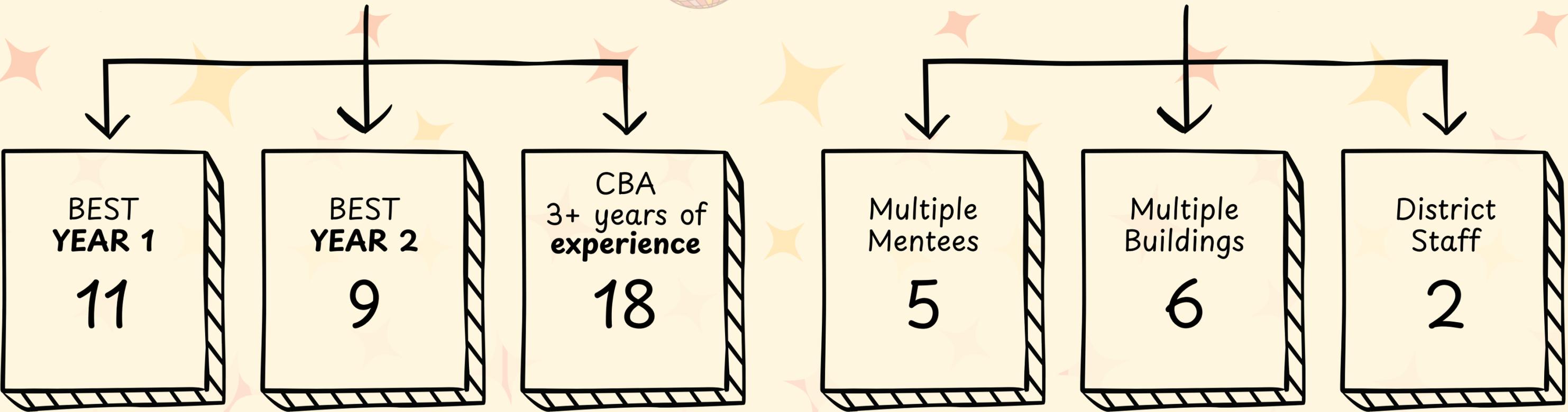
Mentors need to complete "Mentoring Academy 101" prior to supporting a mentee. OSPI Standards For Beginning Educator Induction has guidelins for recruiting and selecting mentors

# PSD Mentoring Program 2025-26

Special Ed: 3  
ESA: 4

Mentees  
38

Mentors  
35



# PROGRAM UPDATES 2025-26

1

- Attend Induction Lead Meetings
- Respond to feedback from 2024-25 surveys
- Flexible model of support

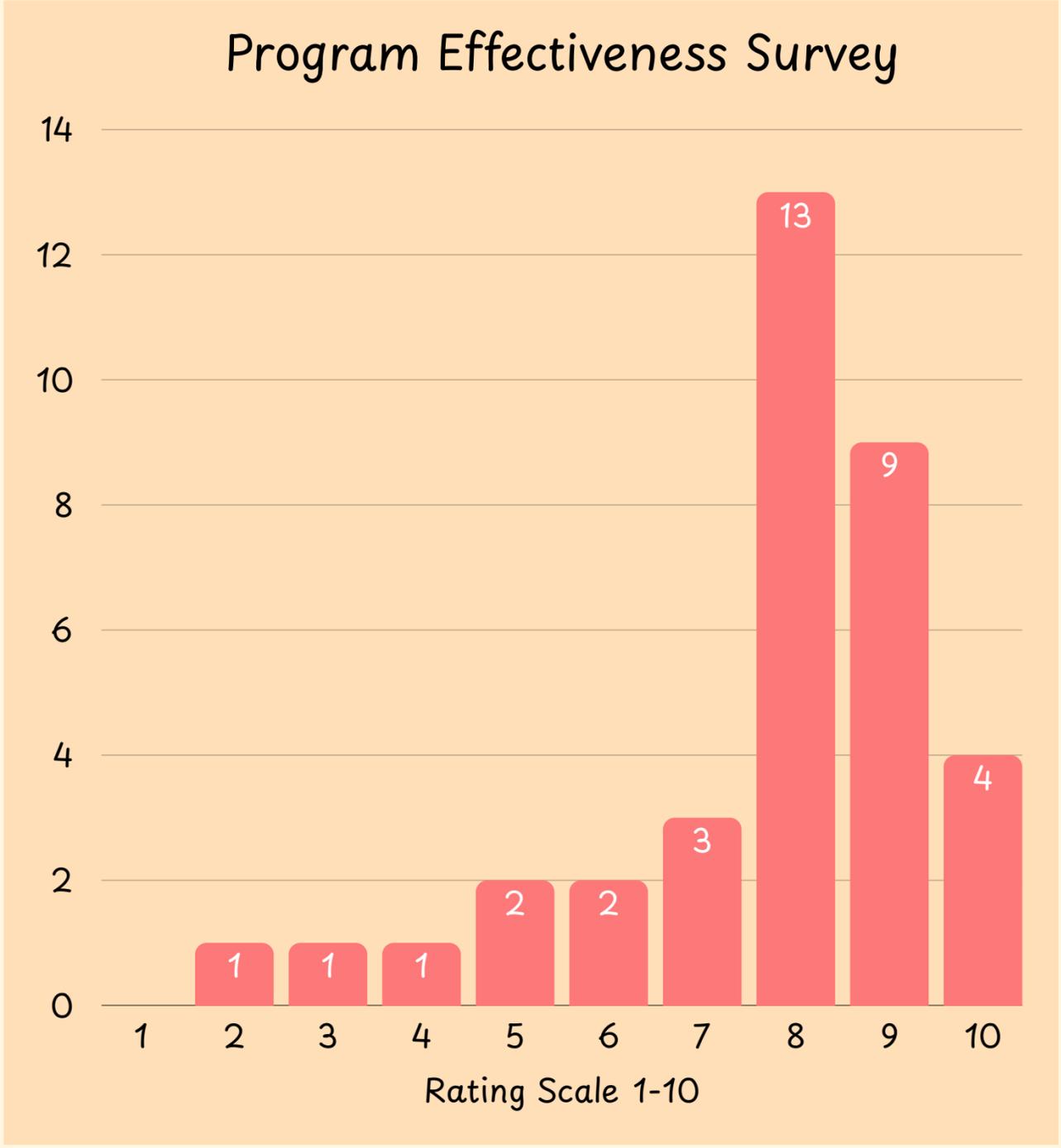
**August  
2025**

2

- Adjust to support more leave replacements
- Mentor PD and support in response to ESD101 Survey Data
- Adjust again to support later hires

**January  
2026**

# Survey Feedback



Mentee meetings to support low rating

## Experience

- Adjustments based on needs
- BEST Year 1 vs Year 2
  - Experienced Teachers

## TPEP Training

- Multiple requests for TPEP
- Revisit needs
  - Plan for next year

## Assignment

- Modified mentoring model.
- Training
  - Flexible "time"

## Expectations

- Evaluate Induction Process
- Shared Responsibility
  - Late hires & Leaves

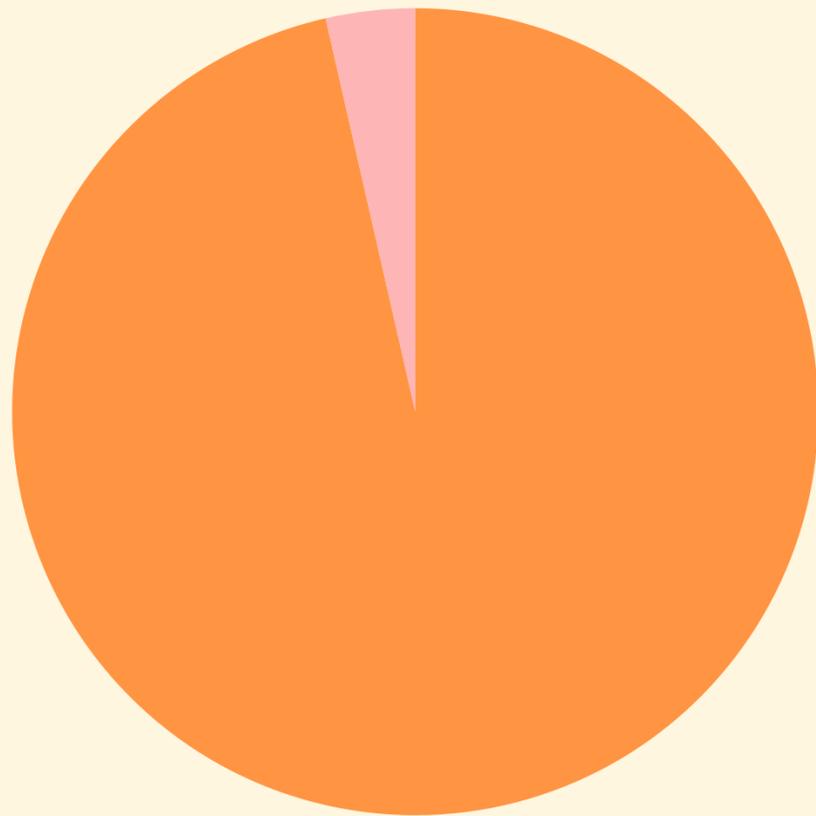


Teacher & Principal Evaluation and Growth Program

# MORE SURVEY RESULTS

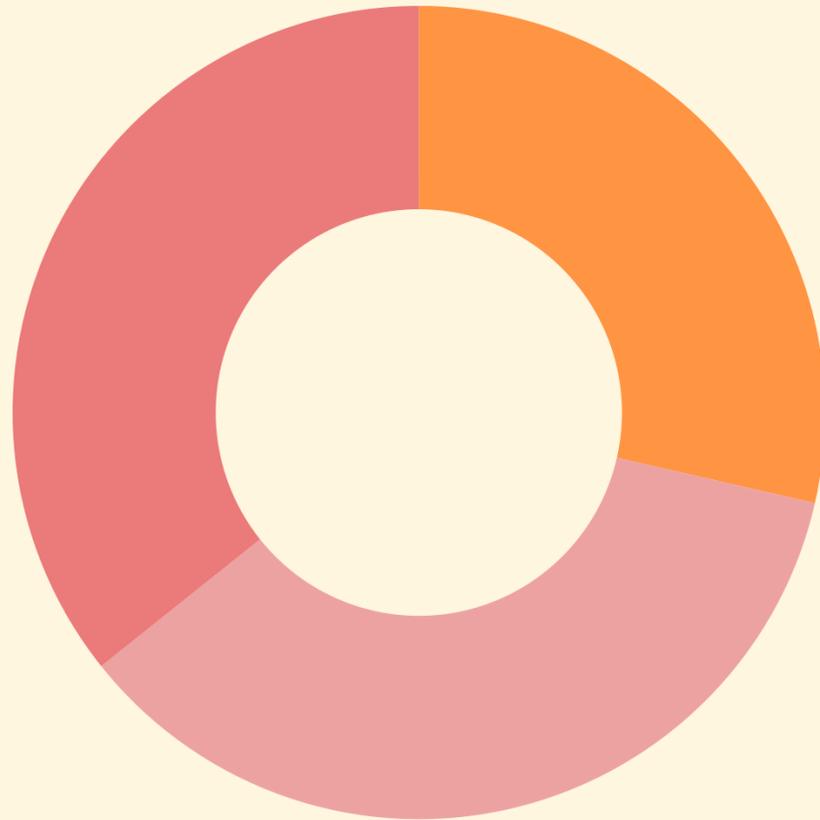
### Meeting Regularly

● Yes ● No



### How Likely to Mentor Again?

● 80% ● 90% ● 100%



- Evaluate Induction Program
- Additional BEST funds & TPEP
- Learning Opportunities

What's Next?

**Additional BEST funds** requested for:

- Stipends (late hires), Substitute Pay, and Prof Learning



**THANK YOU**

**QUESTIONS OR COMMENTS**

# Coversheet

## Minutes - February 25, 2026 Regular Board Meeting

**Section:** IV. Consent Agenda  
**Item:** A. Minutes - February 25, 2026 Regular Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on February 25, 2026  
2026\_02\_25\_board\_meeting\_minutes.pdf

DRAFT



## Pullman School District

# Minutes

## Regular Board Meeting

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### **Date and Time**

Wednesday February 25, 2026 at 6:30 PM

### **Location**

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

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### **Directors Present**

Arron Carter, Craig Nelson, Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

### **Directors Absent**

*None*

### **Guests Present**

Bob Maxwell, Courtney Hodge, Diane Hodge, Juston Pollestad, Ryan Mulvey

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## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Feb 25, 2026 at 6:30 PM.

### C. Flag Salute

### D. Land Acknowledgement Statement

### E. Approval of Agenda

Lisa Waananen Jones made a motion to approve the agenda.

Craig Nelson 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:

- Students are working on revisions to the ASB constitution, including the addition of clearer information related to elections. Once finalized, the updated constitution will be presented to the Board for review.
- Individual classes are planning various fundraising opportunities to support upcoming student events and activities.

### B. Board Reports

- **Stephanie Horn:** shared plans to attend an upcoming staff meeting at Sunnyside Elementary School. They also reported spending significant time communicating with members of the community and expressed appreciation for those who reached out. The board member emphasized the importance of maintaining open dialogue and communication with the community.
- **Deena Bayoumi:** At Kamiak Elementary School, the annual fundraiser has begun and has already met its initial goals. Efforts are ongoing to have a new slide installed, and a Glow Party is scheduled for this Friday. The DEIB Task Force has set an April date for the next Community Connections event, which will include enrollment opportunities and a board listening session, aimed at maximizing community engagement; the event will be held at Pullman High School. The DARE Graduation was held last week, marking a successful celebration and collaboration with WSU. In legislative updates, House and Senate budget proposals have been released, with anticipated further cuts to K–12 education funding, including reductions to targeted programs such as TTK and dual credit.
- **Craig Nelson:** Attended the Franklin Elementary staff meeting where the superintendent presented.
- **Lisa Waananen Jones:** Shared information on various parent and family engagement events at Jefferson Elementary. Noted that Board Director Carter has initiated a potential joint city council meeting with the school board and also attended a city council meeting. An update from the Finance Committee was

provided, specifically regarding the review of raising the minimum fund reserve balance as recommended. Noted that the OSPI report card data is now available online and will be brought to the Board for discussion. Community engagement regarding the superintendent's contract was noted, along with a question about district improvements under the current leadership. Shared that, based on personal experience, when the Board has requested action, steps have been taken, and examples of successes were provided.

- **Arron Carter:** Attended the Lincoln Middle School spelling bee and assisted with LMS Boosters concessions during wrestling events. Attended the drama production *Frozen: The Broadway Musical* at Pullman High School and shared that students expressed strong appreciation for the programs and facilities, highlighting the community's support. Plans were noted to meet with the PHS ASB to explore ways to better partner on the district's strategic plan. Attended a Finance Committee meeting and provided background on the audit process, noting that while only two board members may attend the audit in person, the audit documents are shared with the entire Board. Upcoming interviews for the Assistant Principal position at PHS and the Elementary Principal position at Franklin Elementary School were mentioned, with a request for a board member to serve on each interview committee.

### C. Superintendent's Report

Superintendent report:

- Provided a legislative update noting potential areas of impact for K-12 education.
- Highlights from PHS athletics and activities.
- Met with SEL K-12 program to discuss opportunities for partnership and the donation program.

### D. Program Reports

#### Boys and Girls Club Update by Jon Evans, Executive Director

Jon Evans provided an update on the organization's partnership with the Pullman School District, noting that the club's success is due in part to support from the District, School Board, and superintendent. The club continues to operate at two school sites, serving students with a range of programs that provide exposure to opportunities they might not otherwise experience. Enrollment, staffing, and student trends were reviewed, highlighting the positive impact of the programs. Evans also shared that the club recently hosted a successful first-time *Dueling Pianos* event and plans to host additional community events.

In response to a question about offering morning care on late-start Mondays, Evans explained that the first year focused on stabilizing operations, and the club is now exploring how to implement this option in collaboration with the District. He clarified that

the club provides staffing while the District provides transportation and facilities, which helps reduce overhead costs.

Scholarships are available for students with financial need, and the staffing structure was outlined. Looking ahead, the club plans to continue meeting this year to develop a full-time operational plan and explore the possibility of establishing a dedicated facility, including pursuing 21st Century funding in partnership with the District to support program costs.

**Graduation Requirements by Ryan Mulvey, Assistant Superintendent**

Ryan Mulvey, Assistant Superintendent, provided an update on potential adjustments to state graduation requirements. Currently, students must earn 24 core credits, with 17 required by the state and up to 2 credits that may be waived locally. Some graduation requirements, such as the Career Choices class for seniors, are locally mandated and may be reconsidered as optional. Proposed changes by the state include adding a financial literacy component, increasing Health and PE requirements, and increasing the state-required math credits.

Assistant Superintendent Mulvey noted that these changes could have staffing implications and emphasized the need for the district to remain flexible and prepared. The Curriculum Advisory Committee (CAC) has met, and new CTE courses at the high school are being proposed to create additional graduation pathways. Local graduation requirements will need to be reevaluated and modified to align with any newly adopted state requirements. A formal proposal is expected from the state in Spring 2026, with implementation planned for Fall 2027. Questions were raised regarding whether changes would be incremental or immediate, and funding expectations; Assistant Superintendent Mulvey indicated the changes would occur all at once, with funding for new course training provided if applicable. The district is also exploring cross-credit courses within the high school's diverse CTE program.

**E. A Community of Belonging - Update**

Board Director Bayoumi provided an update on the DEIB Task Force noting ongoing coordination and recruitment of various organizational partners for the Community Connections event. Additional details about the upcoming Family Fair will be shared as they become available.

**III. Public Comment**

**A. Speakers**

**Speaker: Corina Andersen**

Topic(s): Renewing superintendent contract for another year.

**Speaker: Pam Brantner**

Topic(s): Positive impact of the superintendent on school community.

**Speaker: Stephanie Bray**

Topic(s): Board policy violations by school board members. Superintendent contract renewal.

**Speaker: Kelsey Winnigham**

Topic(s): Experience with superintendent.

**Speaker: David Nails**

Topic(s): Appreciation of superintendent.

**Speaker: Nathalie Herrin**

Topic(s): Lack of SAT testing at PHS, school transportation, hiring practices and staff turnover in PSD.

**Speaker: Jessica Viergutz-Cavagnetto**

Topic(s): Shared appreciation for getting PEP band to state and being acknowledged. Transportation and importance of crucial conversations.

**Speaker: Diane Hodge**

Topic(s): Superintendent contract renewal.

#### **IV. Consent Agenda**

##### **A. Minutes - February 11, 2026 Regular Board Meeting**

Lisa Waananen Jones made a motion to approve the minutes as part of the consent agenda from Regular Board Meeting on 02-11-26.

Craig Nelson seconded the motion.

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

##### **B. Personnel Report**

##### **C. Warrants**

##### **D. Student Transfer Requests**

##### **E. ASB Fundraisers**

##### **F. Overnight Field Trip Requests**

##### **G. Budget Status Report**

##### **H.**

## Consent Agenda Approval

Lisa Waananen Jones made a motion to approve the consent agenda.

Craig Nelson seconded the motion.

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

## V. Action Items

### A. Superintendent Contract Renewal

#### Presenter: Board of Directors

Board Director Carter noted this takes place annually to extend the superintendent contract for a new 3- year cycle.

Lisa Waananen Jones made a motion to approve the superintendent contract renewal.

Stephanie Horn seconded the motion.

The motion did not carry.

#### Roll Call

Lisa Waananen Jones Aye

Craig Nelson No

Deena Bayoumi No

Arron Carter Aye

Stephanie Horn No

## VI. Discussion Items

### A. 1101F1 Board Operating Protocols & 1101F2 Board Communication Protocols

#### Presenter: Board of Directors

Board Director Carter reported on revisions to Policy 1101F, noting efforts to reframe Protocol #9 in a more forward-thinking and positive manner. The changes were made to address previous ambiguities in tone and to provide clearer guidance.

## VII. Executive Session

### A. Executive Session

**A. Carter announced there will be an Executive Session to discuss the evaluation of public employees that will end at 8:20pm. No action will be taken.**

## VIII. 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 8:20 PM.

Respectfully Submitted,

Arron Carter

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### Documents used during the meeting

- Pullman High Graduation Reqs Presentation.pdf
- Board Report - 2.25.2026 Personnel.pdf
- CK Summaries 2.25.26.pdf
- Payroll Warrant Authorization Form\_February 2026.pdf
- 2026 02.25 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS Orchestra\_Charleston Wrap 2.25.26.pdf
- Overnight Field Trip Request - PHS Boys Soccer MAR 13-15 26.pdf
- Overnight Field Trip Request - PHS Knowledge Bowl MAR 20-21 26.pdf
- Overnight Field Trip Request - LMS Science Bowl APR 29-MAY 4 26.pdf
- January 2026 Budget Status Report.pdf
- Board Report - 2.11.2026 Personnel\_Supt Contract.pdf
- ES 1101F\_1101F2 Board Operating Protocols - Annual Review 2.25.26.pdf
- 1101F Board Operating Principles 2.25.26.pdf
- 1101F2 Board Communication Protocols 8.27.25.pdf
- February Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf
- 2025-26 Strategic Plan Goals\_Priorities\_Success Indicators.pdf
- 6635 Use of Charter-Commercial Buses 2.25.26.pdf
- 6635F Charter-Commercial Bus Request Form NEW 2.25.26.pdf
- 6635P Use of Charter-Commercial Buses NEW 2.25.26.pdf

DRAFT



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Topic(s): Positive impact of the superintendent on school community.

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Craig Nelson seconded the motion.

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

##### **B. Personnel Report**

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Lisa Waananen Jones made a motion to approve the superintendent contract renewal.

Stephanie Horn seconded the motion.

The motion did not carry.

#### Roll Call

Stephanie Horn	No
Arron Carter	Aye
Lisa Waananen Jones	Aye
Deena Bayoumi	No
Craig Nelson	No

## VI. Discussion Items

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Arron Carter

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### Documents used during the meeting

- Pullman High Graduation Reqs Presentation.pdf
- Board Report - 2.25.2026 Personnel.pdf
- CK Summaries 2.25.26.pdf
- Payroll Warrant Authorization Form\_February 2026.pdf
- 2026 02.25 Regular Board Meeting - Student Transfer Requests.pdf
- ASB Fundraiser - PHS Orchestra\_Charleston Wrap 2.25.26.pdf
- Overnight Field Trip Request - PHS Boys Soccer MAR 13-15 26.pdf
- Overnight Field Trip Request - PHS Knowledge Bowl MAR 20-21 26.pdf
- Overnight Field Trip Request - LMS Science Bowl APR 29-MAY 4 26.pdf
- January 2026 Budget Status Report.pdf
- Board Report - 2.11.2026 Personnel\_Supt Contract.pdf
- ES 1101F\_1101F2 Board Operating Protocols - Annual Review 2.25.26.pdf
- 1101F Board Operating Principles 2.25.26.pdf
- 1101F2 Board Communication Protocols 8.27.25.pdf
- February Administrative Requirements Update.pdf
- Expense Claim Audit Comm Update Schedule.pdf
- 2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf
- 2025-26 Strategic Plan Goals\_Priorities\_Success Indicators.pdf
- 6635 Use of Charter-Commercial Buses 2.25.26.pdf
- 6635F Charter-Commercial Bus Request Form NEW 2.25.26.pdf
- 6635P Use of Charter-Commercial Buses NEW 2.25.26.pdf

# Coversheet

## Minutes - March 4, 2026 Board Work Session

**Section:** IV. Consent Agenda  
**Item:** B. Minutes - March 4, 2026 Board Work Session  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Work Session on March 4, 2026  
2026\_03\_04\_board\_meeting\_minutes.pdf

DRAFT



## Pullman School District

# Minutes

## Board Work Session

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### Date and Time

Wednesday March 4, 2026 at 4:30 PM

### Location

Franklin Elementary  
850 SE Klemgard St.  
Pullman, WA 99163

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### Directors Present

Arron Carter, Craig Nelson, Deena Bayoumi, Lisa Waananen Jones, Stephanie Horn

### Directors Absent

*None*

### Guests Present

Bob Maxwell, Courtney Hodge, Diane Hodge, Ryan Mulvey

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

Arron Carter called a meeting of the board of directors of Pullman School District to order on Wednesday Mar 4, 2026 at 4:30 PM.

## II. Agenda Items

### A. Franklin Elementary Showcase

**Presenter: Franklin Kindergarten Team - Lonna Carrier, Madalynn Hall, and Whitney Graham**

The Franklin Kindergarten team provided an overview on the science of reading, including the instructional strategies that have been implemented this school year and the progress observed in students, as measured by DIBELS assessments. The strategies are designed to support all students, including low-income and ELD students, providing consistency across languages. It was suggested that future implementation be prioritized for grades K–2, with grades 3–5 addressed optionally or through interventions. The discussion included training for Core+ and classroom teachers, exploring in-house trainers, teacher observations for professional learning, and family engagement to support reading at home. Cost and scheduling challenges were noted, and a phased approach to implementation is under discussion.

### B. Alternative Learning Experiences (ALE) Update

**Presenter: Jerrod Fleury, Pullman High School Principal**

The board received the annual spring update on the high school Alternative Learning Experiences (ALE) program, including an overview of the program, its guiding principles, and how FTE is claimed for students accessing the ALE platform, APEX. Information was provided on program staffing, the benefits of in-person versus fully online instruction, and how funding is based on student progress. The MTSS team monitors students who are struggling and develops individualized support systems. Discussion included the individualized nature of course selection for ALE students and the Guided Practice Study (GPS) program, which differs from ALE by offering structured online courses that tend to result in high credit completion rates for students who are credit deficient. While ALE success rates for reintegration into traditional classes are estimated at 40–50%, GPS has shown higher success in supporting students toward graduation. District staff noted that without ALE and GPS, many students would disengage entirely, impacting both student outcomes and district funding, highlighting the importance of these programs in keeping students engaged and enrolled in the district.

### C. Policy Review

**Presenter: Board of Directors**

The Board discussed communication practices related to Board policy, including who responds on behalf of the Board and the use of social media. It was noted that current policy designates the Board President, or a board designee when needed, to respond on behalf of the Board to ensure consistent messaging and avoid confusion. The Board also

discussed the role of social media, noting that while the district has a social media policy, there is not a specific policy governing Board members' personal social media use. Board members emphasized the importance of being cautious with language, limiting engagement, and avoiding soliciting feedback on behalf of the Board through social media, as posts and responses may constitute public records. Members acknowledged that individuals may gather feedback independently but should not represent their comments as speaking on behalf of the Board.

The Board also discussed how to respond to requests for statements from news or media groups, reiterating that official responses should come from the Board President or a designated representative. Board members expressed interest in the ability to respond in an individual capacity, provided they do not speak on behalf of the Board. It was suggested that using the Board Reports section of a meeting agenda could help ensure information shared by individual members is distributed equitably. The Board also noted interest in communication training opportunities and invited members to suggest topics they would like to explore. Additionally, Board members expressed interest in further reviewing current communication protocols, including Policy 1101F2, and examining how other districts address social media use to provide greater clarity while maintaining opportunities to engage with and gather feedback from the community.

#### **D. Budget Information**

**Presenter: Diane Hodge, Finance Director**

The Board received information regarding the district's levy timeline and fund balance considerations. Director Hodge shared that planning for the next levy would begin in fall 2027, with certification required by November, with an election in February 2028 and implementation beginning in January 2029. The Board discussed how levy funds support staffing, Director Hodge noted that additional information will be reviewed by the Finance Committee and shared with the Board.

The Board also discussed the district's minimum fund balance, which is currently set at 7.5 percent but has fallen behind its intended purpose of covering one month of salaries. Director Hodge indicated a recommendation, based on auditor guidance, to increase the minimum fund balance to 10 percent so it could better cover both payroll and accounts payable, particularly given fluctuations in district funding throughout the year. Superintendent Maxwell also shared pending legislative proposals related to reserve requirements. The topic will return as a discussion item at a future meeting.

### **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,  
Arron Carter

DRAFT



## Pullman School District

# Minutes

## Board Work Session

---

### Date and Time

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### **III. Closing Items**

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Respectfully Submitted,  
Arron Carter

# Coversheet

## Personnel Report

**Section:** IV. Consent Agenda  
**Item:** C. Personnel Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board Report - 3.11.2026 Personnel.pdf

# MEMORANDUM

TO: Board of Directors

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

DATE: March 11, 2026

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:** **Chelsea King**, second grade teacher at Jefferson Elementary School currently on a leave of absence, resignation effective immediately

**Classified:** **Wendy Cox** as assistant cook/cashier at Franklin Elementary School

**Kelly Crossno**, head secretary at Jefferson Elementary School, resignation effective at the completion of the 2025-2026 contract year

**Kason Tibbs**, building paraeducator at Sunnyside Elementary School, resignation effective March 27, 2026

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

**Nicholas Darling**, assistant boys tennis coach at Pullman High School, resignation to accept position as assistant softball coach at Pullman High School

**Rachel Lewis** as spring sports game manager at Pullman High School

## **For Your Information:**

**Salina Aigner**, office support paraeducator at Sunnyside Elementary School, has received approval to take three days of unpaid leave in April

# Coversheet

## Professional/Personal Services Contracts

**Section:** IV. Consent Agenda  
**Item:** D. Professional/Personal Services Contracts  
**Purpose:**  
**Submitted by:**  
**Related Material:** Board Report - Contracts 3.11.2026.pdf

# MEMORANDUM

TO: Board of Directors

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

DATE: March 11, 2026

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:**

**Amable Consulting LLC** to provide on the job training and coaching with teachers and paraeducators in the Developmental Learning Center at both Kamiak Elementary School and Lincoln Middle School, March 12, 2026, through May 29, 2026, \$100 per hour for up to 15 hours per month.

# Coversheet

## Warrants

**Section:** IV. Consent Agenda  
**Item:** E. Warrants  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CK Summaries 3.11.26.pdf

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$3,999.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 252600128 through 252600128, totaling \$3,999.50

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
252600128	BMO Corporate Mastercard	03/10/2026	3,999.50
1	ACH	Check(s) For a Total of	3,999.50

	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	3,999.50
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	3,999.50
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,999.50

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-24.72	0.00	4,024.22	3,999.50

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$47,858.73. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 252600131 through 252600131, totaling \$47,858.73

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600131	BMO Corporate Mastercard	03/10/2026	47,858.73
1	ACH	Check(s) For a Total of	47,858.73

	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	47,858.73
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	47,858.73
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	47,858.73

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-182.70	0.00	48,041.43	47,858.73

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$14,547.44. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 252600129 through 252600129, totaling \$14,547.44

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
252600129	BMO Corporate Mastercard	03/10/2026	14,547.44
1	ACH	Check(s) For a Total of	14,547.44

	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	14,547.44
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	14,547.44
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	14,547.44

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	-217.35	0.00	14,764.79	14,547.44

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$5,990.76. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 252600130 through 252600130, totaling \$5,990.76

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600130	BMO Corporate Mastercard	03/10/2026	5,990.76
1	ACH	Check(s) For a Total of	5,990.76

	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	5,990.76
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	5,990.76
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,990.76

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	5,990.76	5,990.76

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$25,079.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26737445 through 26737450, totaling \$25,079.41

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

Check Nbr	Vendor Name	Check Date	Check Amount
26737445	BSN Sports	03/12/2026	3,583.86
26737446	GSL-Greater Spokane League	03/12/2026	510.00
26737447	Pullman School Dist - Revolvin	03/12/2026	6,138.00
26737448	University Of Idaho Football	03/12/2026	1,500.00
26737449	US Foods, Inc.	03/12/2026	277.55
26737450	Washington Officials Associati	03/12/2026	13,070.00
6	Computer	Check(s) For a Total of	25,079.41

	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
	6	Computer	Checks For a Total of	25,079.41
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	25,079.41
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	25,079.41

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	25,079.41	25,079.41

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$150.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26737442 through 26737444, totaling \$150.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
26737442	Morgensen, Cooper	03/12/2026	50.00
26737443	Smith, Nate	03/12/2026	50.00
26737444	Valdez, Anita	03/12/2026	50.00
3	Computer	Check(s) For a Total of	150.00

	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
	3	Computer	Checks For a Total of	150.00
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	150.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	150.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	150.00	150.00

GF REIM 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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$127.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 252600132 through 252600133, totaling \$127.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600132	Bogle, Altaira K	03/12/2026	118.00
252600133	El Chabib, Zena	03/12/2026	9.21

2	ACH	Check(s) For a Total of	127.21
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	127.21
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	127.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	127.21

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	127.21	127.21

GJ 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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$10,408.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:  
ACH Numbers 252600134 through 252600143, totaling \$10,408.53

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

Check Nbr	Vendor Name	Check Date	Check Amount
252600134	H & H Business Systems	03/12/2026	7,891.32
252600135	Haramoto, Kameron	03/12/2026	50.00
252600136	Heiszler, Matthew David	03/12/2026	50.00
252600137	IML Security Supply	03/12/2026	291.28
252600138	Maxwell, Robert L	03/12/2026	475.00
252600139	Mulvey, Ryan Alan	03/12/2026	150.00
252600140	NCS Pearson, INC	03/12/2026	51.84
252600141	Smith, Jennifer Elaine	03/12/2026	20.00
252600142	US Linen and Uniform	03/12/2026	1,319.09
252600143	Ventresco, Dominick Richard	03/12/2026	110.00

10 ACH Check(s) For a Total of 10,408.53

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	10	ACH	Checks For a Total of	10,408.53
	0	Computer	Checks For a Total of	0.00
Total For	10	Manual, Wire Tran,	ACH & Computer Checks	10,408.53
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	10,408.53

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	10,408.53	10,408.53

CAP

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$318.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
Warrant Numbers 26737451 through 26737451, totaling \$318.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
26737451	Fisher Systems, Inc.	03/12/2026	318.60
1	Computer	Check(s) For a Total of	318.60

	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
	1	Computer	Checks For a Total of	318.60
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	318.60
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	318.60

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	318.60	318.60

GF 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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,559.92. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants: Warrant Numbers 26737452 through 26737464, totaling \$1,559.92

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

Check Nbr	Vendor Name	Check Date	Check Amount
26737452	Bromley, Daniel Patrick	03/12/2026	35.24
26737453	Caessens, Amy Brook	03/12/2026	177.00
26737454	Cance, Kyle S	03/12/2026	162.00
26737455	Dobbins, Natalie Christine	03/12/2026	50.53
26737456	Eide, Christoffer J	03/12/2026	42.25
26737457	Haugen, Marla Louise	03/12/2026	95.00
26737458	Jones, Jeffrey Scott	03/12/2026	200.00
26737459	Lopez, Autumn M	03/12/2026	25.45
26737460	Mayer, Melissa Ann	03/12/2026	200.91
26737461	Powell, William Charles	03/12/2026	150.00
26737462	SaintPierre, Carrie Elizabeth	03/12/2026	4.79
26737463	Stockton, Tyler William	03/12/2026	266.75
26737464	Wesson, Richard	03/12/2026	150.00

13 Computer Check(s) For a Total of 1,559.92

	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
	13	Computer	Checks For a Total of	1,559.92
Total For	13	Manual, Wire Tran, ACH & Computer	Checks	1,559.92
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,559.92

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	1,559.92	1,559.92

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 11, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$177,234.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, County Treasurer Warrants:  
 Warrant Numbers 26737465 through 26737522, totaling \$177,234.42

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
 Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
 Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
26737465	Bio Corporation	03/12/2026	244.95
26737466	Broughton, Alexandra D	03/12/2026	2,720.00
26737467	Building Blocks Pediatric Ther	03/12/2026	954.00
26737468	CaseGuard	03/12/2026	4,263.84
26737469	Ccooper Services	03/12/2026	570.00
26737470	Chapman, Kellie	03/12/2026	147.90
26737471	Charlies Produce	03/12/2026	2,418.72
26737472	City of Pullman Water	03/12/2026	2,191.14
26737473	Coleman Oil Company LLC	03/12/2026	3,056.78
26737474	Consolidated Electric	03/12/2026	820.58
26737475	Corporate Translation Services	03/12/2026	283.50
26737476	Dunlap, Ryan D	03/12/2026	50.00
26737477	Envoy Plan Services, Inc.	03/12/2026	17.50
26737478	Evco Sound And Electronics	03/12/2026	4,233.68
26737479	Everway LLC	03/12/2026	2,387.89
26737480	Foster and Flourish LLC	03/12/2026	3,271.40
26737481	Four Star Supply Co., Inc	03/12/2026	257.88
26737482	Gold Star Foods	03/12/2026	536.78
26737483	Gordon, Alexander J	03/12/2026	50.00
26737484	Gray, Helen	03/12/2026	56.84
26737485	HD SUPPLY	03/12/2026	5,099.31
26737486	Hill, Paul	03/12/2026	315.00
26737487	Horizon	03/12/2026	1,590.19
26737488	J & H Printing Inc.	03/12/2026	193.32
26737489	J W Pepper & Sons Inc	03/12/2026	210.59
26737490	King County Director's Assoc	03/12/2026	980.21
26737491	Kuhl Auto Parts, LLC	03/12/2026	228.31
26737492	Les Schwab	03/12/2026	1,446.56
26737493	Level 3 Communications	03/12/2026	411.73
26737494	Liden Technologies LLC	03/12/2026	900.00
26737495	Lionbridge Technologies Inc.	03/12/2026	19.38
26737496	LKJ Pizza LLC	03/12/2026	1,376.97
26737497	Marenem Inc	03/12/2026	479.39

Check Nbr	Vendor Name	Check Date	Check Amount
26737498	Marlin Windows, Inc.	03/12/2026	226.72
26737499	McGraw-Hill School Education H	03/12/2026	65.58
26737500	Moscow-Pullman Bldg. Supply	03/12/2026	1,387.54
26737501	NEWESD 101	03/12/2026	45,164.55
26737502	Northwest Auto Parts	03/12/2026	196.17
26737503	OFFICE DEPOT	03/12/2026	745.26
26737504	Otis Elevator Co	03/12/2026	349.31
26737505	ParentSquare	03/12/2026	861.25
26737506	Penland, Sarah	03/12/2026	276.08
26737507	Pimentel, Annette Bay	03/12/2026	756.00
26737508	Pollestad, Juston B	03/12/2026	150.00
26737509	Pro-Ed, Inc.	03/12/2026	78.41
26737510	Pullman Disposal	03/12/2026	7,168.72
26737511	Pullman School Dist - Revolvin	03/12/2026	88.20
26737512	RWC Group	03/12/2026	1,691.71
26737513	Schweitzer Aquatic Center LLC	03/12/2026	50,000.00
26737514	SolvePath LLC	03/12/2026	4,033.80
26737515	True Measure Collaborative	03/12/2026	1,500.00
26737516	US Foods, Inc.	03/12/2026	15,456.08
26737517	Vernier Software & Technology	03/12/2026	555.12
26737518	Walter E Nelson Co	03/12/2026	1,065.03
26737519	Washington FCCLA	03/12/2026	2,155.00
26737520	Washington Automated LLC	03/12/2026	1,020.61
26737521	Whitman County Landfill	03/12/2026	42.60
26737522	Yellow Duck Refrigeration	03/12/2026	416.34
58	Computer	Check(s) For a Total of	177,234.42

	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
	58	Computer	Checks For a Total of	177,234.42
Total For	58	Manual, Wire Tran, ACH & Computer	Checks	177,234.42
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	177,234.42

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,460.50	68.20	175,705.72	177,234.42

# Coversheet

## Student Transfer Requests

**Section:** IV. Consent Agenda  
**Item:** F. Student Transfer Requests  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2026 03.11 Regular Board Meeting - Student Transfer Requests.pdf



# SCHOOL BOARD REPORT

## Student Transfer Requests

**March 11, 2026**

### Transfer Requests 2025-2026

#### Released to PSD

- No new requests at this time

#### Released from PSD

- E. Bonner, Grade 3, Released to Washington Connections Academy in the Mary M Knight School District – Renewal
- C. McCormack, Grade 3, Released to Washington Online School in the South Bend School District – New
- U. McCormack, Grade 4, Released to Washington Online School in the South Bend School District – New
- N. McCormack, Grade 1, Released to Washington Online School in the South Bend School District – New
- H Costello, Grade 9, Released to Washington Virtual Academy in the Omak School District – New
- B. Gay, Grade 10, Released to Colton School in the Colton School District

#### Rescinded Transfer Requests

- M. Marston, Grade 12, Rescinded from Insight School of Washington in the Quillayute Valley School District

### Transfer Requests 2026-2027

#### Released to PSD

- C. Placke, Grade 9, Released from Palouse School District – Renewal
- G. Placke, Grade 10, Released from Palouse School District – Renewal
- N. Culley, Grade 12, Released from Palouse School District – Renewal
- E. Bonner, Grade 11, Released from Palouse School District – Renewal
- E. Fluegel, Grade 12, Released from Palouse School District – Renewal
- C. Fluegel, Grade 9, Released from Palouse School District – Renewal
- I. Rohrbaugh-Ayers, Grade 11, Released from Garfield School District – Renewal
- W. Tolman, Grade 10, Released from Colton School District – Renewal
- J. Smith, Grade 11, Released from Colton School District – Renewal

## **Released from PSD**

- B. Einertson, Grade 2, Released to Spokane Virtual Academy in the Spokane School District – Renewal

# Coversheet

## Overnight Field Trip Requests

**Section:** IV. Consent Agenda  
**Item:** G. Overnight Field Trip Requests  
**Purpose:**  
**Submitted by:**  
**Related Material:** Overnight Field Trip Request - Science Olympiad 3.11.26.pdf  
Overnight Field Trip Request - PHS DECA\_Nationals APR 2026.pdf  
Overnight Field Trip Request - PHS FFA 3.11.26.pdf

# Pullman School District Form

2320F

Page 1 of 1

## Overnight Field Trip Request

Teacher/Group Requesting: Marla Haugen / Science Olympiad

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

- 1. Number of students involved: 30 at most
- 2. Purpose of trip: Compete at State Science Olympiad
- 3. Destination: Ellensburg, WA

Is this a result of competition:  Yes  No

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

Motel

5. Number of chaperones: 2+

Names of chaperones:

Young Park  
Marcos Donolo                      others TBD

6. Cost and method of payment (including any cost to students):

ASB    Principal    Fund Raiser    Other \_\_\_\_\_

Cost to student: \$ 50 each   Total Cost: \$ Bus 2000 (hopefully share with PHS)

7. Date(s) and time of departure and return: \_\_\_\_\_

Friday 4/17-18/2026 1<sup>00</sup> pm from LMS

8. Insurance implications: —

9. Method of transportation:

School Bus    Charter Bus    Private Vehicles    Rental Vehicles

Other (i.e. airplane, train, etc.) \_\_\_\_\_

Signature of Advisor/Coach: Marla Haugen

Signature of Building Principal: 

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 15

2. Purpose of trip: DECA Nationals

3. Destination: Atlanta, GA

Is this a result of competition:  Yes  No

4. Housing (Motel, Private Houses, etc.):  
Hotel Omni Atlanta Hotel at Centennial Park

5. Number of chaperones: 2

Names of chaperones:  
Melissa Mayer & Jill Bickelhaupt

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

Cost to student: \$ TBD up to \$600? Total Cost: \$ ~16,000-\$18,000

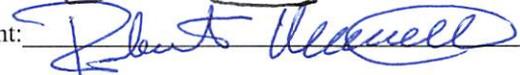
7. Date(s) and time of departure and return: \_\_\_\_\_  
Friday, 4/24- Wednesday, 4/29 Times TBD

8. Insurance implications: \_\_\_\_\_

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

Signature of Advisor/Coach: 

Signature of Building Principal: 

Signature of Superintendent: 

Board Action: \_\_\_\_\_ Date: \_\_\_\_\_

# Pullman School District Form

2320F

Page 1 of 1

## Overnight Field Trip Request

Teacher/Group Requesting: ~~XXXXXXXXXX~~ Mr. Matthews / FFA Ag. Mechanics

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

1. Number of students involved: 5

2. Purpose of trip: State Ag Mech Competition

3. Destination: Yakima, WA

Is this a result of competition:  Yes  No

4. Housing (Motel, Private Houses, etc.):  
Hotel - 1 for adult, 1 room for kids

5. Number of chaperones: 1

Names of chaperones:  
Tanner Ferry

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

Cost to student: \$ \_\_\_\_\_ Total Cost: \$ \_\_\_\_\_

7. Date(s) and time of departure and return: Depart: 3/25 @ 4:00 pm  
Return 3/26 @ 6:00 pm

8. Insurance implications: N/A or Health Insurance cards

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

Signature of Advisor/Coach: Tanner Ferry

Signature of Building Principal: [Signature]

Signature of Superintendent: [Signature]

Board Action: \_\_\_\_\_ Date: \_\_\_\_\_

# Coversheet

## 1101F1 Board Operating Protocols

**Section:** V. Action Items  
**Item:** A. 1101F1 Board Operating Protocols  
**Purpose:**  
**Submitted by:**  
**Related Material:** ES 1101F1 Board Operating Protocols 3.11.26.pdf  
1101F Board Operating Principles 2.25.26.pdf



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***1101F1/F2 Board Operating/Communication Protocols- Annual Review***

**Executive Summary**

**February 25, 2026**

***By: Board of Directors***

**Background:**

The Board created board protocol documents (1101F1 and 1101F2) to be reviewed and agreed upon by each board member annually. 1101F1 has been revised based on the previous discussion of this item.

**Recommended Board Action:**

Approval of revisions to 1101F1. 1101F1 will be available to be signed once action is taken.

**Motion to Approve**

I move that the board approved the revisions to 1101F1 Board Operating Protocols as presented.

Approved

Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

**BOARD OF DIRECTORS****OPERATING PRINCIPLES/BOARD PROTOCOL**

**For the purpose of enhancing teamwork among members of the board and between the board and the superintendent, we, the members of the Pullman School District Board of Directors do hereby commit individually and collectively to the following operating principles:**

**[\[RCW 28A.150.230\]](#)**

1. **We place student interests first.** The board will represent the needs and interests of all children in our district. The continuous improvement of student learning is our primary goal. (Policies 1000 & 1005)
2. **We strive to govern effectively.** The Board will utilize its membership in the Washington State School Directors' Association (WSSDA) and will engage in professional development activities to improve its practice, while being guided by the Washington School Board Standards as a model. (Policies 1820, 1822, & 1830)
3. **We conduct open public meetings and we encourage public input.** The board will adhere to Washington's Open Public Meeting Act and will encourage public comment at all regular board meetings. Board meeting notes and agendas are published in advance and the board posts agendas so the public can stay informed about the board's actions and provide input during the decision-making process. (Policy 1400)
4. **We state clear goals and use those goals as a basis for evaluation.** The board will work with the superintendent to set clear goals and will use these goals for self-evaluation and evaluation of the superintendent. The board and superintendent will set clear goals for the Pullman School District. (Policy 1810)
5. **We make efficient board decisions and hold effective board meetings.** Board members will adequately prepare themselves for meetings. When a board member needs additional information, the board member should contact either the superintendent or board president prior to the meeting. (Policies 1400 & 1400P, 1220)
6. **We adhere to an agenda and avoid surprises at meetings.** The board agrees to ask the board president to place an item on the agenda with sufficient notice before the next. In the rare case that an item should be added, modified, or amended to the agenda at the time of the meeting, the chair will follow Robert's Rules of Order (latest edition). (Policies 1101, 1400 & 1400P, 1420 & 1420P)
7. **We consider superintendent input.** The superintendent is the chief executive officer of the district and should give information, make recommendations, proposals or suggestions on most matters that come before the board. (Policy 1620)
8. **We demonstrate civility.** The board recognizes the importance of good conduct at meetings and agrees to avoid words and actions that create a negative impression on an individual, the board, or the district. While we encourage debate and differing points of view, we will do so with care, respect and civility. (Policies 1101)
9. **The board acts as a body.** ~~The board gives every member a say as they represent their constituents, but not necessarily their way. Individual board members do not have authority; only~~

~~the boards as a whole has authority. Once the board has made a decision, individual board members will not undermine that decision through words or actions. The board president or the board's designee will communicate the position(s) of the board on all issues. Each individual board member brings value through unique contributions and perspectives, but individual board members do not have authority; only the board as a whole has authority. Each board member is responsible for listening to constituents and seeking diverse perspectives to represent the community in informed decision-making. Once the board has made a decision, members agree to speak about the decision in a respectful and professional manner. Individual board members support the district and community in moving forward with that decision. The board president or the board's designee will communicate the position(s) of the board on all issues.~~ (Policy 1101)

10. **We conduct closed sessions only for appropriate subjects.** The board conducts executive sessions only when specific needs arise and only to discuss those issues allowed by state statute (i.e., to consider a real estate matter, to review negotiations, to evaluate a personnel matter, or to consult with legal counsel). Board members will be sensitive to the legal ramifications of their meeting and comments and will maintain confidentiality of information discussed. Executive sessions will remain focused on the topic for the executive session as identified. (Policies 1410 & 1410P)
11. **We are involved in the district.** When board members serve on various district committees, attend committee meetings, or meet with members of the community their role shall be as "liaison" to the board. We will be active members in our community through attendance at school functions, district meetings, and community events. As community liaisons we will be mindful of our words and actions so as to build and maintain a positive image for the district. We will demonstrate good listening skills and exhibit respect when addressed by the public. (Policy 1005)
12. **We are advocates for students and public schools.** In addition to overseeing district policy, the board may take positions on broader issues to advance the welfare of students and/or public education in general. (Policy 1105)
13. **We represent the values our community holds for their schools.** The board ensures that district information and decisions are communicated community-wide. In its decision-making, the board seeks and considers input from a diverse range of perspectives. Individual board members endeavor to hear and understand perspectives that differ from their own, and take into account systemic inequities and personal circumstances that affect how community members can contribute their perspectives. (Policies 4001, 4110, 4120, & 4220)
14. **We handle inquiries, concerns and complaints with care.** Board members support and uphold the district's policies for handling and resolving concerns related to district administration, programs, or personnel. Individual board members should contact the superintendent and/or board president directly when they hear concerns in the community regarding issues relating to district administration, programs or personnel. The board will handle public concerns in a tactful, orderly and effective way (that is, by listening to the individual's concern, explaining the process for handling concerns, expressing appreciation to the individual for expressing concern, and assuring the individual that the concern will be forwarded to the board as a whole or the superintendent). All personnel complaints and criticisms received individual board members should be directed to the board president and superintendent. When complaints or concerns about the superintendent are received by individual board members, they should be shared immediately or with the entire board in executive session. The board will act as a body on any follow-up action to investigate those concerns. No individual board member will take action. Should the board determine it necessary, the board will identify an independent, third-party to investigate concerns. (Policy 4220)
15. **We practice the governance role.** The board will emphasize planning, policy making, accountability, and communication rather than becoming involved in the management of the schools. The Pullman School District Board of Directors governs the district through policy. (Policy 1310)

# Pullman School District

1101F

Page 3 of 3

Governance responsibilities are described below:

LEADERSHIP TEAM ROLES	
SCHOOL BOARD = Governance Team (Guides/Directs)	SUPERINTENDENT = Management Team (Administers, Operates)
Decides What	Decides How
Requests Information	Seeks and Provides Information
Considers Issues	Provides Recommendations
Creates, Reviews, Adopts Policy	Recommends, Implements Policy
Approves & Reviews Plans	Implements Plans
Monitors Progress	Reports Progress
Contracts with Personnel, Supervises & Evaluates Superintendent	Supervises & Evaluates Personnel
Approves & Reviews Budget	Formulates Budget
Represents Public Interests	Acts in Public Interest

**We, the members of, the Pullman School District Board of Directors hereby commit to these operating principles:**

---

Board Member

---

Superintendent

---

Date

*Approved by Board on February 13, 2019*  
*Revised Date: January 27, 2021*  
*Revised Date: January 11, 2023*  
*Revised Date: February 14, 2024*

# Coversheet

## Interlocal Agreement with City of Pullman

**Section:** VI. Discussion Items  
**Item:** A. Interlocal Agreement with City of Pullman  
**Purpose:**  
**Submitted by:**  
**Related Material:** ES Interlocal Agreement - Pullman SD City of Pullman 2026.pdf  
2026 Interlocal Agreement-Final.pdf



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***Interlocal Agreement between City of Pullman and PSD***

**Executive Summary**

**March 11th, 2026**

***Juston Pollestad***

*Executive Director of Operations*

**Background:**

The Interlocal Agreement between Pullman School District and the City of Pullman formalizes a collaborative partnership intended to maximize the efficient use of School District property for the benefit of community access. The Agreement establishes the terms and conditions governing the City’s continued use of designated School District facilities, ensuring that shared use aligns with the District’s educational mission while supporting community needs. These provisions apply to all jointly operated facilities identified in Schedule A (Jointly-Operated Facilities) and reflect a shared commitment to responsible stewardship of public resources and continued community benefit.

**Recommended Board Action:**

Approve the Pullman School District Interlocal Agreement.

**Motion to Approve**

I move that the Board approve the Interlocal Agreement between Pullman School District and the City of Pullman.

Approved

Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

Return to:  
City of Pullman  
Attention: City Clerk  
190 SE Crestview Pullman, WA 99163

Document Title: AN INTERLOCAL AGREEMENT RELATING TO THE SHARING OF CERTAIN PROPERTY BY PULLMAN SCHOOL DISTRICT NO. 267 AND THE CITY OF PULLMAN (RCW Chapter 39.34)

Refence Number(s) of Related Documents: None

Grantor/Grantee: Pullman School District No. 267, a municipal corporation of the state of Washington

Grantor/Grantee: City of Pullman, a municipal corporation of the state of Washington

Legal Description: N/A

SUBDIVISION	SECTION	TOWNSHIP	RANGE	MERIDIAN

**AN INTERLOCAL AGREEMENT RELATING TO THE SHARING OF CERTAIN PROPERTY BY PULLMAN SCHOOL DISTRICT NO. 267 AND THE CITY OF PULLMAN (RCW CHAPTER 39.34)**

THIS AGREEMENT is between the CITY OF PULLMAN, a municipal corporation of the state of Washington (hereinafter referred to as the "City"), and PULLMAN SCHOOL DISTRICT NO. 267, a municipal corporation of the state of Washington (hereinafter referred to as

the "School District"), and is entered into pursuant to the Washington Interlocal Cooperation Act, RCW chapter 39.34.

The City and the School District wish to continue their cooperation in the use of certain School District owned properties identified in Schedule A ("Jointly Operated Facilities"), to facilitate community access and accomplish programs for their respective benefit. This Agreement constitutes the entire agreement of the parties, and supersedes all prior agreements, contracts, and understandings, written or oral.

This Agreement recognizes that School District facilities are primarily for School District use.

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL COVENANTS AND AGREEMENTS TO BE KEPT AND PERFORMED BY THE PARTIES HERETO, IT IS AGREED AS FOLLOWS:

#### 1. PURPOSE

The purpose of this Agreement is to enable the parties to make the most efficient use of certain School District property for the benefit of community access by setting forth terms and conditions governing the City's continued use of such School District property. These provisions apply to all jointly operated School District property identified in the attached Schedule A (Jointly-Operated Facilities). However, the specific terms and conditions applicable to particular School District properties, as set forth in sections 6 and 7, shall take precedence over any conflicting provisions in this Agreement.

#### 2. ADMINISTRATION

No new separate legal or administrative entity is created to

administer this Agreement. Representatives of the City's Public Services Department and the School District administration shall meet no less than once per year, or as required, in order to review the activities under this Agreement and to make recommendations, if necessary, to the City Council and to the School District Board of Directors for the succeeding period and at such other times as the parties deem necessary to provide for the administration of this Agreement. No separate budget or financing method is created by this Agreement. The parties do not anticipate acquiring jointly-owned personal or real property under this Agreement. Any personal property of a party used in the performance of this Agreement in the possession of the other party shall be returned to the owner promptly upon completion of each requested task that utilized the property.

### 3. MAINTENANCE AND CAPITAL

Each party to this Agreement shall be responsible for maintaining its property, real or personal, except as hereafter provided. Any party contemplating capital improvements to the other party's property or facilities, shall obtain advance written approval from the other party before the capital expenditure is made with such approval to include terms and conditions as deemed appropriate by both parties.

### 4. TERM

The term of this Agreement shall be from January 1, 2026 through December 31, 2026.

### 5. AGREEMENT AS TO USE OF JOINTLY OPERATED

5.1 The Jointly Operated Facilities subject to this Agreement are identified in Schedule A attached hereto and incorporated herein.

5.2 Except as otherwise provided herein, no rental or expenses shall be charged to a party for the use of any Jointly Operated Facilities.

5.3 The City and the School District shall maintain property liability insurance for losses due to use on property each owns and for activities conducted by the party on properties identified in Schedule A as it currently exists and is hereinafter amended.

5.4 The City shall supervise all programs and activities it conducts on School District properties and shall, at the end of any session of use, return all items used to their normal storage areas.

5.5 All requests for the use of Jointly Operated Facilities shall be made no less than 30 days prior to the event or activity requiring the use of the School District's property. The parties will use their best efforts to coordinate and commit to firm schedule requirements in order to accommodate the needs of each other, consistent with the needs and programs of each. Complete schedules will be kept as well as future projections of use as are reasonably practical.

5.6 The City shall submit requests for use of property and facilities covered by the Agreement with the appropriate facility contacts. The City and School District shall designate these facility contacts for each location as set forth in Schedule A. The schedule shall be finalized no later than ten (10) calendar days following the request for approval. Except for cancellations or rescheduled events, parties shall not advertise activities at the other party's property without confirmed scheduling approval.

5.7 Each party shall have priority for its own activities on its own property. However, once scheduling is completed, except in exceptional circumstances, the City and the

School District shall give priority to the previously approved schedule. Use of Jointly Operated Facilities will otherwise be on first-come, first-served basis.

5.8 Should any scheduled use of the Jointly Operated Facilities be canceled, the party canceling shall promptly notify the other party.

6. MILITARY HILL PARK

The Military Hill Park shall be jointly maintained. Equipment needs and maintenance responsibilities will be reviewed at least annually by the School District Activities Director and Director of Operations and the City's Parks and Facilities Director or Recreation Manager or assigns as per Schedule A.

7. SUNNYSIDE GYMNASIUM

7.1 Background. The Sunnyside Gymnasium is the result of joint City and School District funding to provide an enlarged gymnasium to accommodate the combined programs of the City and the School District.

7.2 Survival. The terms and conditions of this Section 7 shall survive the termination of this Agreement and shall remain in effect during the useful life of the gymnasium.

7.3 The scheduling requirements contained in paragraph 5.5-5.7 are modified as follows for purposes of use and scheduling of Sunnyside Gymnasium. The gymnasium shall be made available to the City upon the following terms and conditions:

7.3.1 The School District shall have use of the gymnasium until school ends on school days scheduled Monday through Friday. The School District shall be allowed a reasonable period (normally approximately 15 minutes) to remove volleyball nets or other equipment

before the gymnasium is available for City use.

7.3.2 The City shall have use of the gymnasium subject to School District maintenance after school-on-school days, anytime Saturday or Sunday, on school holidays, or during school vacations.

7.3.3 Should mutual written agreement not be reached on scheduling resulting in both parties desiring to use the gymnasium at the same time, then parties will alternate use for each timed scheduled activity. The School District has the first use in this Agreement. Once this provision is utilized the next use will revert to the City. Declaration of use in this section must be made in writing or electronically by the executing party to the School District Activities Director and Director of Operations and the City's Parks and Facilities Director and Recreation Manager or assigns.

7.3.4 All requests for use of the gymnasium after school Monday through Friday or Saturday or Sunday by third-party groups sponsored by the School District or the City shall be made to the City and will only be authorized after approval by the City and the School District.

7.3.5 The City shall supervise all of its programs and activities conducted in the gymnasium.

7.3.6 The City and the School District shall return all equipment and supplies to the proper storage areas after use of the gymnasium.

7.3.7 The City and the School District shall each pay 50% of the cost of painting, improvements, alterations, repairs, or replacements that are mutually approved in writing.

7.3.8 Except as provided, the School District shall

be solely responsible for the maintenance of the gymnasium, at no cost to the City.

7.3.9 Each party shall be responsible for damages incurred by their respective programs.

#### 8. RIGHTS NOT ASSIGNABLE

Neither party shall assign any rights hereunder to any other person or entity - governmental or otherwise, without the prior written approval of the other party.

#### 9. EFFECTIVE DATE AND FILING REQUIREMENTS

Following the execution of this Agreement by the parties, and in compliance with RCW 39.34.040, the Agreement shall be filed with the county auditor or, alternatively, listed by subject on each party's website or other electronically retrievable public source before the Agreement enters into force.

#### 10. HOLD HARMLESS

Each party hereby covenants and agrees to hold the other party harmless from any liability of any nature whatsoever arising out of injury to persons or property as a result of its own activities under this Agreement.

#### 11. ENTIRE AGREEMENT

This Agreement embodies the entire Agreement between the City and the School District regarding the subjects herein. No alteration or variation of terms of this Agreement shall be valid unless made in writing and signed by the parties hereto. Oral understanding or agreements not incorporated herein shall not be binding.

#### 12. NOTICES

All notices to be given under this Agreement shall be given as follows:

12.1 Notice to the City:

City of Pullman  
Attention: City Administrator  
190 SE Crestview Street  
Building A  
Pullman, WA 99163

12.2 Notice to the School District:

Pullman School District No. 267  
Attention: Superintendent  
240 SE Dexter Street  
Pullman, WA 99163

13. APPROVALS

13.1 The City Council of the City by resolution adopted at its meeting held, has approved and authorized the terms of this Agreement on [REDACTED], 2026.

13.2 The Board of Directors of School District, by motion passed at its meeting held, has approved and authorized the terms of this Agreement on [REDACTED], 2026.

14. INTERPRETATION AND ATTORNEY FEES AND COSTS

This agreement shall be deemed and construed to have been prepared mutually and any uncertainty or ambiguity existing therein shall not be construed against any party. In the event that any party shall take an action, whether judicial or otherwise, to enforce or interpret any of the terms of the Agreement, the prevailing party shall be entitled to recover from the other party all expenses which it may reasonably incur in taking such action, including attorneys' fees and costs, whether incurred in a court of law or otherwise.

Schedule A

Facility	City Schedule	PSD Schedule	City Maintained	PSD Maintained	City Capital	PSD Capital
Military Hill Park	Yes		Yes		Yes	Yes
Quann	Yes	Yes	Yes	Yes		Yes
Small Football Field	Yes	Yes	Yes			Yes
Upper Quann	Yes	Yes	Yes			Yes
Military Hill Tennis Cts	Yes	Yes	Yes	Yes	Yes	Yes
Sunnyside Gymnasium	Yes	Yes		Yes	Yes	Yes

CITY OF PULLMAN,  
a municipal corporation of the  
State of Washington

PULLMAN SCHOOL DISTRICT NO. 267,  
a municipal corporation of the  
State of Washington

By \_\_\_\_\_  
Mayor

By \_\_\_\_\_  
Board Chairperson

ATTEST:

ATTEST:

\_\_\_\_\_  
Director of Finance and  
Administrative Services

\_\_\_\_\_  
Secretary of the Board

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Coversheet

## 6000 Program Planning, Budget Preparation, Adoption and Implementation

**Section:** VI. Discussion Items  
**Item:** B. 6000 Program Planning, Budget Preparation, Adoption and Implementation  
**Purpose:**  
**Submitted by:**  
**Related Material:** Policy 6000 Executive Summary.pdf  
6000 Prog Planning Budet Prep 3.11.26.pdf



*To Ensure Learning While Challenging and Supporting Each Student to Achieve Full Potential*

*Policy 6000 – Program Planning, Budget Preparation, Adoption and Implementation*

**An Executive Summary**

**February 25, 2026**

Diane Hodge

Finance Director

**Background:**

The Finance Committee recommends increasing the District’s General Fund minimum fund balance from 7.5% to 10% of annual expenditures to improve financial stability, as recent audit analysis shows the District is below recommended fiscal health guidelines, with only 32 days of operating reserves. This is well under the 60-day benchmark, indicating limited capacity to manage revenue delays or unexpected expenses. Our current savings target isn’t large enough to protect us from financial swings or temporary cash shortages.

Increasing the minimum fund balance to 10% will:

- Maintain adequate cash flow and improve days of operating reserves
- Reduce reliance on reserves to manage cash flow timing differences
- Demonstrate proactive fiscal stewardship in response to audit ratio trends
- Strengthen our finances to handle changes in student enrollment, uncertain state funding, and increasing costs.

This adjustment aligns the District more closely with best-practice reserve recommendations and supports long-term financial sustainability.

**Recommended Board Action:**

Approval of Policy 6000 Program Planning, Budget Preparation, Adoption and Implementation as presented.

**Motion to approve:**

I move to approve the revision to Policy 6000 to increase the General Fund minimum fund balance from 7.5% to 10% of annual expenditures and to clarify that the reserve is intended to cover one month of payroll and accounts payable obligations.

Approved

Not Approved

Date: \_\_\_\_\_

Board Secretary Signature: \_\_\_\_\_

**MANAGEMENT SUPPORT****Program Planning, Budget Preparation, Adoption and Implementation**

The Pullman School District Board of Directors recognizes that the district's annual budget is tangible evidence of the board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of the district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs and support services. Each year a budget will be prepared for the ensuing fiscal year. The budget will set forth the complete financial plan of the district for the ensuing fiscal year.

Prior to presentation of the proposed budget for adoption, the Superintendent or designee will prepare for the board's study and consideration appropriate documentation supporting his/her recommendations, which will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development will provide for staff participation and the sharing of information with patrons prior to action by the board.

Because of resource limitations there is sometimes a temptation to operate so that its fiscal concerns overshadow the educational program. Recognizing this, it is essential the district take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept shall be incorporated into board operations and into all aspects of district management and operation.

The Board will appoint one to two board member(s) to serve on the Finance Committee. The Finance Committee will consist of the Superintendent, Finance Director, Board Member(s) and other designees as needed.

**I. Fiscal Year**

The district fiscal year will begin September 1 each year and will continue through August 31 of the succeeding calendar year.

**II. Budget Planning Guidelines**

It is the intent of the board that the following guidelines be used in planning each annual budget:

- A. All categorical programs operate within anticipated revenues less an indirect charge to be determined annually during the budget development process.
- B. Each year, projections for the ending fund balance will be presented to the finance committee on a quarterly or as needed basis. A minimum fund balance of ~~7.5%~~10.0% will be reserved to meet one month's payroll and accounts payable obligations. Should projection indicate an ending fund balance less than ~~7.5%~~10.0%, the finance committee, the Superintendent and the Finance Director will bring it to the attention of the entire Board of Directors, at their next regularly held meeting.
  1. Any expenditure from the projected resources above the ~~7.5%~~10.0%, within a .5% variance, shall be brought before the Board for approval. This shall exclude payroll requirements.

# Pullman School District Board Policy

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2. Any expenditure from the projected resources below the ~~7.5%~~10.0%, in excess of a .5% variance, shall meet board approval before expenditure, excluding payroll requirement.
- C. The capital projects budget will maintain a balance of \$300,000 to cover emergency capital needs only. Planned expenditures for capital purchases, improvements, or repairs will be budgeted within the general fund and transferred to capital projects fund if necessary. A general fund restricted fund balance may be used to accumulate multi-year funds for planned capital projects identified and approved by the school board. Expenditures that reduce the fund below the \$300,000 will go before the finance committee, Superintendent and the Finance Director. A plan to replenish the fund to \$300,000 will be developed by the finance committee, Superintendent, and Finance Director; and shall be brought to the Board for approval.
- D. The transportation vehicle fund maintains sufficient reserves to replace buses and other vehicles as needed.
- E. Cash flow analysis will be provided to the finance committee by finance officer and Superintendent on a quarterly or as needed basis.

### III. Budget Preparation, Notice and Submission to ESD and OSPI

On or before the tenth day of July in each year, the district shall prepare the budget for the ensuing fiscal year.

The annual budget development process shall include the development or update of a four-year budget plan that includes a four-year enrollment projection. The four-year budget plan must include an estimate of funding necessary to maintain the continuing costs of program and service levels and any existing supplemental contract obligations.

The completed budget must include a summary of the four-year budget plan and set forth the complete financial plan of the district for the ensuing fiscal year.

Upon completion of the budget, the district will electronically publish a notice stating that the district has completed the budget, posted it electronically, placed it on file in the district administration office, and that a copy of the budget and a summary of the four-year budget plan will be furnished to any person who calls upon the district for it.

By July 10th, the district will submit a copy of the budget and four-year budget plan to its educational service district and to the Office of the Superintendent of Public Instruction (OSPI) for review and comment, unless the Superintendent of Public Instruction has delayed the date because the state operating budget was not adopted by June 1st.

Any correspondence from ESD 101 or OSPI regarding budget issues pertaining to current or past practices that result in negative financial consequences to the district's budget will be brought to the attention of the finance committee.

If deemed pertinent by the finance committee, or the Finance Director, information will be brought to the attention of the entire Board of Directors.

### IV. Budget Notice, Hearing, Adoption, and Filing

# Pullman School District Board Policy

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On the day given in the notice, the board of directors will meet at the time and place designated. At the meeting, the board of directors will fix and determine the appropriation from each fund contained in the budget separately; will by resolution adopt the budget, the four-year budget plan summary, and the four-year enrollment projection; and will record its action in the official minutes. Copies of the budget as adopted shall be filed with the educational service district for review. Copies of the budget will be filed with the State Superintendent of Public Instruction.

The dates for adoption and filing are as follows:

- Budget adopted by August 31
- Budget filed with ESD by September 3
- Budget filed with OSPI by September 10

## V. Budget Implementation

The board places responsibility with the Superintendent or designee for administering the operating budget, once adopted. All actions of the Superintendent or designee in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditures of funds for the employment and assignment of staff meet the legal requirements of the state of Washington and adopted board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the board;
- C. Complete listing of expenditures for supplies, materials and services is presented for board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the state of Washington and adopted board policy;
- E. Funds may be transferred from one budget classification to another, subject to such restrictions as may be imposed by the board;
- F. The Superintendent or designee will be responsible for establishing procedures to authorize and control the payroll operations of the district. No involuntary deduction may be made from the wages of a staff member except for federal income tax, social security, medical aid, state retirement, or in compliance with a court order such as garnishment; and
- G. Financial reports are submitted to the board each month.

**Cross References:**

Board Policy [5005](#)  
Board Policy [6213](#)

Employment and Volunteers: Disclosures, Certification, Assurances and Approval  
Reimbursement for Travel Expenses

**Legal References:**

RCW 28A.300.060  
RCW 28A.320.010  
RCW 28A.320.020  
RCW 28A.320.090  
RCW 28A.330.100

Studies and adoption of classifications for school district budgets--Publication  
Corporate powers  
Liability for debts and judgments  
Preparing & distributing information on district's instructional program, operation and maintenance--Limitation  
Additional powers of the board

# Pullman School District Board Policy

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RCW 28A.400.300	Hiring and discharging employees-- Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers.
RCW 28A.505.040	Budget-- Notice of completion – Copies – Review by ESD
RCW 28A.505.050	Budget – Notice of meeting to adopt
RCW 28A.505.060	Budget--Hearing and adoption--copies filed with ESDs
RCW 28A.505.080	Budget--Disposition of copies
RCW 28A.505.150	Budgeted expenditures as appropriations--Interim expenditures --Transfer between budget classes--Liability for nonbudgeted expenditures
RCW 28A.510	Apportionment to District--District Accounting
WAC 392-123-054	Time Schedule for Budget
RCW 28A.400.240	Deferred compensation plan for school district or educational service district employees—Limitations.
RCW 28A.400.250	Tax deferred annuities—Regulated company stock
RCW 28A.400.280	Employee benefits—Employer contributions—Optional benefits—Annual report
RCW 28A.405.400	Payroll deductions authorized for employees
RCW 28A.405.410	Payroll deductions authorized for certificated employees—Savings
RCW 41.04.020	Public employees—Payroll deductions authorized
RCW 41.04.035	Salary and wage deductions for contributions to charitable agencies—United Fund defined—Includes Washington state combined fund drive
RCW 41.04.036	Salary and wage deductions for contributions to charitable agencies—Deduction and payment to United Fund or Washington state combined fund drive—Rules, procedures
RCW 41.04.230	Payroll deductions authorized
RCW 41.04.233	Payroll deductions for capitation payment to health maintenance organizations
RCW 41.04.245	Payroll deductions to a bank, savings bank, credit union, or savings and loan association

**Management Resources:**

2018 – June Policy Alert  
2011 – October Issue

<b>Adoption Date:</b>	July 10, 1991
<b>Revised Date:</b>	January 27, 1999
<b>Revised Date:</b>	August 25, 2004
<b>Revised Date:</b>	October 2005
<b>Revised Date:</b>	April 2006
<b>Revised Date:</b>	March 11, 2015
<b>Revised</b>	May 23, 2018
<b>Revised Date:</b>	December 12, 2018
<b>Revised Date:</b>	December 8, 2021
<b>Revised Date:</b>	January 12, 2022

# Coversheet

## 2026-2027 Lincoln Middle School & Pullman High School Fee Schedules

**Section:** VI. Discussion Items  
**Item:** C. 2026-2027 Lincoln Middle School & Pullman High School Fee Schedules  
**Purpose:**  
**Submitted by:**  
**Related Material:** ES 2026-27 LMS-PHS Fee Schedule Updated 3.11.26.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

***2026-27 Lincoln Middle School & Pullman High School Fee Schedules***

**Executive Summary**

**March 11, 2026**

***By: Cameron Grow & Jerrod Fleury***

*LMS Principal & PHS Principal*

**Background:**

The 2026-2027 Lincoln Middle School and Pullman High School Fee Schedules are being presented to the board for approval.

There are NO changes to the 2026-27 LMS Fee Schedule:

LMS Fee List: ASB Card - \$30.00 (same as 2025-2026 school year)

Changes to the 2026-27 PHS Fee Schedule include:

- Skills USA Computer Science/Engineering Club - increase \$10 to \$30. This has been increased by Skills USA for memberships fees and reflects this increase. The fees are used to pay for student membership at the state level and for regional competitions.
- JSA name change to Politics and Debate Club - fee decrease from \$20 to \$5
- Remove fee listing of \$0 for Senior GSL passes
- Art Club - fee increased from \$20 to \$25

**Recommended Board Action:**

Approval of the 2026-2027 LMS and PHS Fee Schedules.

**Motion to Approve**

I move that we approve the 2026-2027 LMS and PHS Fee Schedules.

Approved

Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

# Fees List

## Lab or Shop Fees

- Art Class (per semester/per class)... \$20
- Metals ..... \$20
- Woods ..... \$20
- Drafting.....\$20
- Fashion Design .....\$15
- Foods & Nutrition/Culinary Arts ... \$15
- Advanced Lifetime Fitness (Sr. only) \$50

## Items & Services

- PHS ASB Athletics Card ..... \$70
- PHS Activities (clubs only) Card .... \$30
- PHS Replacement ID/ASB Card .... \$5
- Yearbook - The Kamiakin ..... \$65

## GSL Passes

- General ..... \$105
- Family ..... \$205
- Employee ..... \$50

## Club Dues

- Art Club ..... \$25
- DECA ..... \$40
- FFA ..... \$25
- Politics and Debate Club ..... \$5
- Key Club ..... \$16
- Weights (Summer or Winter) ..... \$50
- FCCLA ..... \$40
- Science Olympiad ..... \$15
- Skills Computer Science ..... \$30
- Skills Construction/Welding ..... \$20
- Skills Communication ..... \$15



Consent to Share Form **must be filled out for all financial assistance other than nutrition services**

# Financial Assistance Available



- Scan Code for Form
- Paper Form Available

# Coversheet

## 2026-2027 Lincoln Middle School & Pullman High School Course Approvals

**Section:** VI. Discussion Items  
**Item:** D. 2026-2027 Lincoln Middle School & Pullman High School Course Approvals  
**Purpose:**  
**Submitted by:**  
**Related Material:** ES 2025-26 LMS-PHS Course Guide Approval 3.11.26.pdf  
LMS Course Guide 2026-27.pdf  
PHS Course Guide 2026-27.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**

***2026-2027 LMS & PHS Course Offerings Approval***

**Executive Summary**

**March 11, 2026**

***By: Cameron Grow & Jerrod Fleury***

*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 2026-2027 school year.

Please see attached the major revisions to the Pullman High School Course offerings.

**Recommended Board Action:**

Approval of 2026-2027 Lincoln Middle School & Pullman High School Course Offerings.

**Motion to Approve**

I move that the board approve the 2026-2027 Lincoln Middle School & Pullman High School Course Offerings.

Approved

Not Approved

**Date:** \_\_\_\_\_

**Board Secretary Signature:** \_\_\_\_\_

## Pullman High School Course Offering Updates:

**New Courses being offered****CAREERS IN HEALTHCARE (fee required)****Offered: Semester****CTE credit**

Careers in Healthcare is a foundational course designed to provide students with an overview of the healthcare field and an exploration of career opportunities across the five Health Care Career Pathways. The course builds awareness of the wide range of careers in health care and introduces students to the educational and training pathways available in the health sciences. Students examine the roles, responsibilities, and challenges of healthcare professionals, including the treatments they provide and how they collaborate with other professionals within healthcare systems. Instruction includes introductory anatomy and physiology, medical terminology, medical ethics, diseases, and disorders. This course prepares students for advanced health science and medical pathway programs by emphasizing both academic foundations and career readiness. When possible, students engage in authentic, hands-on learning experiences that mirror the work performed by healthcare professionals.

**INTERIOR DESIGN (fee Required)****Offered: Semester****CTE Credit**

Interior Design prepares students with the knowledge, skills, and professional practices needed for careers related to housing, interior design, and furnishings. The course explores the behavioral, social, economic, functional, and aesthetic factors that influence housing and interior environments. Instruction emphasizes analyzing, planning, and designing residential, work, and leisure spaces to meet the needs of users. Students learn how to select furnishings, materials, and equipment, while considering functionality, safety, sustainability, and design principles. The course also includes the study of policies, standards, and guidelines related to housing and interior environments. Through hands-on projects and real-world applications, students develop practical skills and creative problem-solving abilities applicable to a variety of housing and interior-related career pathways.

**COLLEGE STATISTICS****Offered: Full Year****Prerequisite: Junior/Senior completed Algebra II or higher****College credit may be available**

This course develops statistical literacy and the ability to think statistically and understand how probability plays a role in statistical inference. Descriptive statistics and their graphical representations are used to summarize real and simulated data sets. Students understand how the variation present in a population affects the precision of estimates of population attributes. Confidence interval and hypothesis testing are introduced with an emphasis on understanding their use in context. 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.

### **Previously offered Course being offered again**

#### **EARTH AND SPACE**

**Offered: Full Year**

**Prerequisite: Biology and Physical Science or Ag Equivalents**

The goal of this course is to help all students learn about the natural world and to become scientifically literate citizens. Students will explore topics like geologic history and earth's interior, the atmosphere and severe weather, our solar system, and the origin of the universe. In this course, students will build and apply their knowledge of the science practices established in earlier science coursework. Students will construct meaning about the natural world through modeling, investigations, data analysis, discussions, and writing. Honors level work may be available. The instructor will provide information early in the course.

#### **SPORTS MEDICINE I**

**Offered: Full Year**

**Prerequisite: Sophomore/Junior/Senior**

**CTE Credit**

This course is designed for students interested in the healthcare fields such as athletic training, physical therapy, medicine, fitness, kinesiology, and other health-related fields. It will provide students with a basic knowledge of the science and skills of sports medicine and athletic training. Through classroom and laboratory activities, this course will cover the basic medical skills needed for the prevention, care, treatment, and rehabilitation of athletic injuries. This course covers the following units: introduction to sports medicine, CPR/AED & First Aid certification, skeletal system, muscular system, nervous system, recognition and management of sports injuries, cardiovascular system, respiratory system, head/neck/spine injuries, along with essential science and medical vocabulary words.

### **Courses Offering College in High School Credit**

#### **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.

### **Course Handbook Language Changes**

**Students who earn a c- or below will have the opportunity to continue if they choose. If the teacher determines that the student has not gained the skills to continue then there will be a meeting between the student, family, teacher and counselors to determine if placement should be continued.**



# 6<sup>th</sup> Grade Elective Form

## CLASS OF 2032

**MUST BE COMPLETED AND TURNED INTO 5<sup>TH</sup> GRADE TEACHER BY FRIDAY, MAY 2<sup>ND</sup>**

Student Name: \_\_\_\_\_

If you know for certain that your student will NOT be attending LMS next year, check the box and sign below. Do not complete any other part of this form.

**My student will NOT be attending Lincoln Middle School next year**

**Parent/Guardian Signature:** \_\_\_\_\_

Required classes for 6<sup>th</sup> grade:

**Science** – full year  
**Art\*** – one quarter  
**Music Elective** – see below  
**Social Studies** – full year

**Math** – full year  
**English/Literature** – full year  
**Fitness, Movement, Sport and Health (FMSH)**  
 \*3 quarters of FMSH & 1 quarter of Art are rotated through the same class period during the year

6<sup>th</sup> grade elective choices are Band, Choir, & Orchestra (previous stringed instrument experience required for orchestra). Music electives are a yearlong commitment, and may not be switched once the school year is underway. Please read the information below and make a single selection.

**Choir** is open to all grade 6 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.**

**Band** is open to all grade 6 students regardless of experience or ability. Band students will need to rent or purchase an instrument (see instrument information on the other side of this page). 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. Previous knowledge of music is not required. Students are expected to practice at home and participate in evening concerts periodically throughout the year, which is counted as a percentage of their grade.

**Orchestra** Sixth-grade orchestra welcomes anyone who would like to play a stringed instrument (violin, viola, cello, or bass.) This is a beginning level class. Home practice will be required as a portion of their grade. The majority of the time spent in the sixth-grade orchestra 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. A limited number of instruments are available through the school. School rental fees per semester are \$25.

BACKSIDE

**CHOOSE ONLY ONE MUSIC OPTION:**

**Band**

Please mark a first & second choice with a '1' and '2'

	Flute		Trumpet (or Cornet)
	Oboe		French Horn
	Bassoon		Trombone
	Clarinet		Baritone
	Alto Saxophone		Euphonium
	Tenor Saxophone		Tuba
	Baritone Saxophone		Bells (with stand & practice pad)

*\*Percussion is NOT an option in 6<sup>th</sup> grade band*

**Orchestra**

Please mark a first & second choice with a '1' and '2'

	Violin
	Viola
	Cello
	Bass (instructor approval required)

**Choir**

Required for students who opt in to Jazz Choir

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

*I have reviewed and approved these course choices. I have read the course description for these courses. My signature acknowledges that I understand that my student will be held to yearlong course choices once the school year is underway.*

**Parent/Guardian Signature:** \_\_\_\_\_

**INSTRUMENT INFORMATION**

- Band and Orchestra students will need to provide their own instrument. However, parents are encouraged not to rent or purchase a band instrument before the confirmation of instrument selection which will occur during the first few days of school.
- If you have a band instrument in your family, please make a note next to the instrument choice above, and efforts will be made to assist your child in playing that instrument. Please have the instrument checked by a qualified repair person so it will be in proper working order before school starts in the fall.
- A limited number of instruments are available for rent through the school. Priority for school instruments will be given to those who otherwise could not afford to rent an instrument through music stores. Band instruments are \$75 per semester and Orchestra instruments are \$25 per semester.
- Music stores also provide instrument rentals at a slightly higher rate than the school.

## 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 course teaches in-depth the 6th grade mathematical standards that are aligned with the Common Core Standards. Instructional time will be focused on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing an understanding of statistical thinking.
- **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 (3) Solving multi-step equations and (4) working with Data Distributions. 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.

**GRADE 6 BEGINNING ORCHESTRA** Sixth-grade orchestra welcomes anyone who would like to play a stringed instrument (violin, viola, cello, or bass.) This is a beginning level class. Home practice will be required as a portion of their grade. The majority of the time spent in the sixth-grade orchestra 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. A limited number of instruments are available through the school. School rental fees per semester are \$25.

**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**

2026-2027

**MATH COURSES:**

**MATH 7:** This course is aligned to the 7<sup>th</sup> 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 7th grade students who have successfully completed Math 6/7. This course will cover the 7th grade standards that were not completed in Math 6/7 and all 8th grade math standards. Specifically, this course will address: (1) formulating and reasoning about expressions, equations, and inequalities, and solving systems of 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, angles, scale factor, similarity, and congruence, and the Pythagorean Theorem, and (4) working with rational and irrational numbers related to fractions, decimals, integers, exponents, and scientific notation. At the end of this course, students will have completed middle school math, making them eligible for Algebra 1 (a high school level course).

**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. Students will read *The Outsiders* and the graphic novel *March* as special literary units in addition to standards aligned with the Common Core State Standards for English Language Arts.

**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

### 2026-2027

#### 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:** (1<sup>st</sup> 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:** (2<sup>nd</sup> 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.

**DIGITAL DESIGN AND MODELING:** This course integrates Art, Computer Science, Technology, and Engineering to develop students' creative and technical skills. Students will learn the elements and principles of design while exploring industry-relevant software programs such as Canva, Blender, and TinkerCAD. Using Canva, students will navigate a variety of design tools to create visually appealing projects for print, including posters, stickers, t-shirts, and more. Students will also work with 3D design programs such as TinkerCAD and Blender to design original objects that will be produced using our fleet of BambuLab 3D printers.

**ROBOTICS:** Students will develop skills in automation and robotics to design solutions that improve daily life. Through hands-on investigations, students will explore mechanical systems, motion and power transfer, machine automation, and computer control systems. Students will learn about gear ratios and block-based coding to create and control robotic machines. Using the VEX Robotics platform, students will design, build, and program real-world devices. They will be challenged to creatively use sensors and actuators to develop systems that interact with their environment. By designing algorithms and applying computational thinking practices, students will code and upload programs to microcontrollers that perform a variety of authentic tasks. This course broadens students' understanding of computer science concepts through meaningful, real-world applications.

**MEDICAL DETECTIVES:** 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.

## 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

2026-2027

### **MATH COURSES:**

**ALGEBRA I:** This is a class for **high school credit**. It is offered to qualifying 8th graders who have successfully completed Math 7/8 or Grade 8 Math. 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 question, 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. 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 365, 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**

2026-207

**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:** (1<sup>st</sup> 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.

**DRAWING & PAINTING:** (2<sup>nd</sup> semester only) This course is designed for learners who like to explore and create while learning drawing and painting techniques. 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 drawings, watercolors, and acrylic paints. Topics will include basic color theory, color mixing composition, and visual communication.

**DIGITAL DESIGN AND MODELING:** This course integrates Art, Computer Science, Technology, and Engineering to develop students' creative and technical skills. Students will learn the elements and principles of design while exploring industry-relevant software programs such as Canva, Blender, and TinkerCAD. Using Canva, students will navigate a variety of design tools to create visually appealing projects for print, including posters, stickers, t-shirts, and more. Students will also work with 3D design programs such as TinkerCAD and Blender to design original objects that will be produced using our fleet of BambuLab 3D printers.

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**MEDICAL DETECTIVES:** (2<sup>nd</sup> 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.

**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.

**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 8:** 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 8:** This class continues the goals and objectives of the seventh-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.

# PULLMAN HIGH SCHOOL



2026-2027

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 2026-27 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 B 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.

### Deadlines for Schedule Changes

- 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.

Changes to scheduled classes may be requested during the first seven school days of each semester. Deadlines for schedule change requests for the 2026-27 school year: **Semester 1** - Thursday, September 3, 2026/**Semester 2** - Tuesday, February 2, 2027

## 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 3<sup>rd</sup> 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

### Overview

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 <sup>rd</sup> math credit*
Science	3.0	At least two lab sciences + 3 <sup>rd</sup> credit of science*
Social Studies	3.0	1.0 US History / .5 Civics /1.5 Social Studies Elective
Physical Education	1.5	
Health	0.5	
Career & Technical Education (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 yrs- World Language (same language) /Both credits may be a PPR**
Electives	3.5	
<b>Total Credits</b>	<b>24.0</b>	

\*The 3<sup>rd</sup> credit of science and the 3<sup>rd</sup> 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

- Complete an approved **Washington State History** curriculum (usually in middle school).
- 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.*
- Complete a **Graduation Pathway**

This is not the same as the Personalized Pathway Requirement (PPR) previously listed in the credit requirement section.

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

<b>A = 4.0</b>	<b>A- = 3.7</b>	<b>B+ = 3.3</b>	<b>B = 3.0</b>	<b>B- = 2.7</b>	<b>C+ = 2.3</b>	<b>C = 2.0</b>
<b>C - = 1.7</b>	<b>D+ = 1.3</b>	<b>D = 1.0</b>	<b>F = 0.0</b>			

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 **four** 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 at 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 parents/guardians 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 parents/guardians 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 information will be available in May. Guidance counselors will assist students with course selection to ensure summer classes 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. 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. Student 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:

<b>WSU Semester Schedule</b>	<b>SFCC Quarter Schedule</b>
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.).
- Students must take responsibility to submit an official transcript documenting the completion of the course and earn 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 (GED)**

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](http://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](http://www.eligibilitycenter.org) (PHS CEEB number is 480-935). Check with your high school guidance counselor to verify courses that are NCAA approved.

<b>Division I Academic Requirements</b>	<b>Division II Academic Requirements</b>
<i>Full Qualifier</i>	<i>Full Qualifier</i>

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

**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

<p><b>GRADE 9</b> <i>Plan</i></p> <ul style="list-style-type: none"> <li>• Start planning now! Take the right courses and earn the best grades you can.</li> <li>• 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 <a href="http://eligibilitycenter.org/courselist">eligibilitycenter.org/courselist</a>.</li> </ul>	<p><b>GRADE 10</b> <i>Register</i></p> <ul style="list-style-type: none"> <li>• Register for a Certification Account or Profile Page with the NCAA Eligibility Center at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</li> <li>• 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.</li> </ul>	<p><b>GRADE 11</b> <i>Study</i></p> <ul style="list-style-type: none"> <li>• Check with your counselor to make sure you are on track to graduate on time.</li> <li>• Take the ACT or SAT, and make sure we get your scores by using code 9999.</li> <li>• At the end of the year, ask your counselor to upload your official transcript.</li> </ul>	<p><b>GRADE 12</b> <i>Graduate</i></p> <ul style="list-style-type: none"> <li>• Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.</li> <li>• Request your final amateurism certification after April 1.</li> <li>• After you graduate, ask your counselor to upload your final official transcript with proof of graduation.</li> </ul>
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## 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
<b>Achieve a minimum of 18 on the ACT or 970 on the SAT</b>	<b>Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale</b>	<b>Graduate in the top half of your high school class</b>
<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 &amp; 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"> <li>• For tests taken prior to March 1, 2016: 18 ACT, 860 SAT (reading, math)</li> <li>• For tests taken between March 1, 2016 and May 1, 2019: 16 ACT, 860 SAT (evidence-based reading &amp; writing, math)</li> </ul>	<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><b>Exception:</b> 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

The following list applies to the grading expectations for Pullman High School.

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

- 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** (points to Student Information)

**Grade Point Table** (points to Course Designation Key)

**The high school name & address** (points to School of Record)

**This section lists all of the high schools a student has attended** (points to Schools Attended)

**Middle School Alg. 1 & Geom. can be added to your H.S. Transcript** (points to the beginning of the Academic Record)

**1<sup>st</sup> semester classes, grades & credits earned** (points to the first semester of the Academic Record)

**2<sup>nd</sup> semester classes, grades & credits earned** (points to the second semester of the Academic Record)

**Cumulative GPA** (points to the Cumulative GPA section)

**Cumulative credits earned** (points to the Cumulative Credits section)

**NOTICE: If you fail a class, you won't earn credit** (points to the Academic Record table)

STUDENT INFORMATION		WASHINGTON STATE HIGH SCHOOL TRANSCRIPT		SCHOOL OF RECORD	
STUDENT NAME (LAST, FIRST, MIDDLE)	06/24/2010	REPORT DATE	06/24/2010	SCHOOL NAME	1508 134TH ST SE
STUDENT ID NUMBER		ENROLLMENT DATE		SCHOOL ADDRESS	MILL CREEK, WA 98011
				SCHOOL PHONE NUMBER	425-395-7000
				SCHOOL DISTRICT NAME	EVERETT SCHOOL DISTRICT

Entry	Exit	School	City, State
09/2009		1508 JACKSON HIGH	MILL CREEK, WA

**COURSE DESIGNATION KEY**

- \* INTL BACCALAUREATE A \* ADVANCE PLACEMENT
- \* COLLEGE IN THE HS E \* RUNNING START
- \* TECH PREP B \* HS/CB CORE
- I = HONORS OPTION

**ACADEMIC RECORD**

Course Code	Description	Grd	Earn	Atcp	Design
NO/YR: 02/2010 CRD LEV: 09					
TR111	FAMILY HEALTH	B-	0.50	0.50	B
TR151	ENGLISH 1 HONOR	D+	0.50	0.50	HB
TR101	ALG 2 TRIG	C	0.50	0.50	B
TR101	ALGEBRA 7/8	A	1.00	1.00	B
TR101	GEOMETRY 7/8	B	1.00	1.00	B
TR101	PE 1	B	0.50	0.50	B
TR151	COORD SCI HON	C+	0.50	0.50	HB
TR111	FRENCH 1	C+	0.50	0.50	B
NO/YR: 06/2010 CRD LEV: 09					
TR125	CHILD DEV	F	0.00	0.00	B
TR152	ENGLISH 1 HONOR	D+	0.50	0.50	HB
TR101	INTRO ART	B	0.50	0.50	B
TR102	ALG 2 TRIG	C	0.50	0.50	B
TR152	COORD SCI HON	C	0.50	0.50	HB
TR112	FRENCH 1	D	0.50	0.50	B

**CUMULATIVE GPA**

Yr	Mo/Yr	Earn	Atcp	GPA	Yr	Mo/Yr	Earn	Atcp	GPA
19	02/2010	5.00	5.00	5.00	19	06/2010	2.50	3.00	1.500
Cumulative:		7.50	8.00	7.50	8.00	10.00		10.50	2.306

## **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 taken 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

DRAFT

## Career & Technical Education

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><b><u>Agriscience/Research</u></b>                      Biology in Agriculture *                      Physical Science in Agriculture *                      Animal Science *~^                      Plant Science *^                      Journalism &amp; Leadership in Agriculture Communications^</p> <p><b><u>Plant Science</u></b>                      Biology in Agriculture *                      Physical Science in Agriculture *                      Plant Science I *^                      Plant Science II *</p> <p><b><u>Animal Science</u></b>                      Biology in Agriculture *                      Physical Science in Agriculture *                      Animal Science *~^</p> <p><b><u>Veterinary Science</u></b>                      Biology in Agriculture *                      Physical Science in Agriculture *                      Veterinary Science *~^</p> <p>Work Site Learning</p>	<p><b><u>Video/Graphic Design</u></b>                      Digital Media: Video Production *~                      Digital Media: Graphic Production *~                      HoundCentral Productions *~</p> <p><b><u>Video Game Design</u></b>                      Digital Media: Video Production *~                      Digital Media: Graphic Production *~                      VR/Video Game Design *~                      3D Modeling &amp; Animation *</p> <p><b><u>Photography</u></b>                      Digital Media: Video Production *~                      Digital Media: Graphic Production *~                      Digital Photography *~^                      AP Art Photography *~</p> <p><b><u>Welding</u></b>                      Metals I ~                      Metals II ~^                      Metals III ~                      Metals IV *~</p> <p><b><u>Construction</u></b>                      Intro to Construction ~                      Construction II ~                      Construction III *~                      Woods IV *~</p> <p>Work Site Learning</p>	<p><b><u>Materials Management</u></b>                      Metals I ~                      Design &amp; Modeling I ~</p> <p><b><u>Construction Management</u></b>                      Intro to Construction                      Design &amp; Modeling I ~</p> <p><b><u>Computer Aided Drafting</u></b>                      Design &amp; Modeling I~                      Design &amp; Modeling II~</p>
		<b>STEM PATHWAYS</b>
		<p><b><u>Engineering</u></b>                      Engineering Essentials ^                      Digital Electronics ^</p> <p>Design &amp; Modeling III*~                      Design &amp; Modeling IV*~</p> <p>Work Site Learning</p>
		<b>HEALTH SCIENCES</b>
		<p>Careers in Healthcare</p> <p><b><u>Sports Medicine</u></b>                      Sports Medicine I                      Sports Medicine II</p>
FAMILY & CONSUMER SCIENCES PATHWAYS	BUSINESS & MARKETING PATHWAYS	
<p>Early Childhood Education ~^</p> <p>Fashion Design *                      Interior Design</p> <p><b><u>Culinary Arts</u></b>                      Foods &amp; Nutrition ~^                      Culinary Arts *~^</p> <p>Work Site Learning</p>	<p>Career Choices &amp; Financial Literacy ^</p> <p>AP Computer Science A *~</p> <p><b><u>E-Marketing/Social Media Specialist</u></b>                      Introduction to Marketing ^                      Entrepreneurship ^                      Yearbook *~</p> <p>Work Site Learning</p>	<p><b><u>Accountant/Tax Preparer</u></b>                      Accounting *~^                      Economics *</p> <p><b><u>Sales/Buyer</u></b>                      Intro to Marketing ^                      Entrepreneurship ^                      Marketing Operations ^</p> <p><b><u>Project Management</u></b>                      Leadership I                      Leadership II</p>

# Career & Technical Education

**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><b><u>Commercial Photography</u></b>                  Introduction to Marketing ^                  Entrepreneurship ^                  Digital Photography *~^</p> <p><b><u>Culinary Photography</u></b>                  Digital Photography *~^                  Culinary Arts *~^</p> <p><b><u>Fashion Photography</u></b>                  Fashion Design *                  Digital Photography *~^</p> <p><b><u>Television Video Production</u></b>                  Intro to Marketing ^                  Entrepreneurship ^                  HoundCentral Productions *~</p> <p><b><u>Visual Production</u></b>                  HoundCentral Productions *~                  Yearbook *~</p> <p><b><u>Computer Science and Engineering</u></b>                  AP Computer Science A *~                  Engineering Essentials ^</p> <p><b><u>Digital Electronic Programming and Software</u></b>                  AP Computer Science A *~                  Digital Electronics ^</p> <p><b><u>Game Design</u></b> <span style="color: red; font-size: small;">(pending approval for 27-28)</span>                  AP Computer Science A *~                  VR/AR/Video Game Design *</p> <p><b><u>Game Design</u></b>                  AP Computer Science A *~                  3D Modeling &amp; Animation *</p>	<p><b><u>Digital Art</u></b>                  Digital Media: Video Production *~                  Digital Media: Graphic Production *~                  Yearbook *~</p> <p><b><u>Graphic, Interior, &amp; Fabric Design</u></b>                  Digital Media: Video Production *~                  Digital Media: Graphic Production *~                  Fashion Design *</p> <p><b><u>Restaurant &amp; Food Service Management</u></b>                  Culinary Arts *~^                  Marketing Operations ^</p> <p><b><u>Restaurant &amp; Food Service Marketing</u></b>                  Intro to Marketing ^                  Entrepreneurship ^                  Culinary Arts *~^</p> <p><b><u>Photo Journalism</u></b>                  Yearbook *~                  Digital Photography *~^</p> <p><b><u>Visual Communications</u></b>                  Journalism &amp; Leadership in Ag Communications ^                  Digital Photography *~^</p> <p><b><u>Software Development</u></b>                  AP Computer Science A *~                  Digital Media: Video Production *~                  Digital Media: Graphic Production *~</p> <p><b><u>Farm to Plate</u></b> <span style="color: red; font-size: small;">(pending approval)</span>                  Plant Science I *^                  Culinary Arts *~^</p>	<p><b><u>Farm to Table</u></b>                  Plant Science I *^                  Foods and Nutrition ~^</p> <p><b><u>Fabrication Management</u></b>                  Intro to Marketing ^                  Entrepreneurship ^                  Metal I ~</p> <p><b><u>Fashion Design &amp; Marketing</u></b>                  Intro to Marketing ^                  Entrepreneurship ^                  Fashion Design *</p> <p><b><u>Early Childhood Services</u></b>                  Intro to Marketing ^                  Entrepreneurship ^                  Early Childhood Education ~^</p> <p><b><u>Family &amp; Community Services</u></b>                  Early Childhood Education ~^                  Accounting *^</p> <p><b><u>AgriMedia</u></b>                  Journalism &amp; Leadership in Ag Communications ^                  Yearbook *~</p> <p><b><u>Meat &amp; Food Science</u></b>                  Animal Science *~^                  Culinary Arts *~^</p> <p><b><u>Meat &amp; Food Science</u></b>                  Veterinary Science *~^                  Culinary Arts *~^</p> <p><b><u>Catering &amp; Event Planning</u></b>                  Leadership                  Culinary Arts *~^</p>
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<p style="text-align: center;"><b><u>Career Choices</u></b></p> <p>Career Choices &amp; Financial Literacy meets a PSD Graduation Requirement <i>(it does not count as a Career &amp; Technical Education credit)</i></p>	<p><b><u>Key:</u></b></p> <p>* 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**

**Offered: Full Year**

**Equivalent to Biology SC 22**

**CTE or Lab 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 15 PHYSICAL SCIENCE in Agriculture**

**Offered: Full Year**

**Equivalent to Physical Science SC11**

**CTE or Lab 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 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 next offered 2027-2028**

**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**

**CTE Credit**

*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.

## HEALTH SCIENCES

### HS 35     **SPORTS MEDICINE I**

**Offered: Full Year**

**Prerequisite: Sophomore/Junior/Senior**

**CTE Credit**

This course is designed for students interested in the healthcare fields such as athletic training, physical therapy, medicine, fitness, kinesiology, and other health-related fields. It will provide students with a basic knowledge of the science and skills of sports medicine and athletic training. Through classroom and laboratory activities, this course will cover the basic medical skills needed for the prevention, care, treatment, and rehabilitation of athletic injuries. This course covers the following units: introduction to sports medicine, CPR/AED & First Aid certification, skeletal system, muscular system, nervous system, recognition and management of sports injuries, cardiovascular system, respiratory system, head/neck/spine injuries, along with essential science and medical vocabulary words.

### HS 40     **CAREERS IN HEALTHCARE**

**Offered: Semester**

**CTE Credit**

Careers in Healthcare is a foundational course designed to provide students with an overview of the healthcare field and an exploration of career opportunities across the five Health Care Career Pathways. The course builds awareness of the wide range of careers in health care and introduces students to the educational and training pathways available in the health sciences. Students examine the roles, responsibilities, and challenges of healthcare professionals, including the treatments they provide and how they collaborate with other professionals within healthcare systems. Instruction includes introductory anatomy and physiology, medical terminology, medical ethics, diseases, and disorders. This course prepares students for advanced health science and medical pathway programs by emphasizing both academic foundations and career readiness. When possible, students engage in authentic, hands-on learning experiences that mirror the work performed by healthcare professionals.

## 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 2027-28*

**Offered: Full Year**

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

**CTE or Fine Arts Credits**

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 the next decade.

### **TI 16 3D MODELING & ANIMATION** *next offered 2026-27*

**Offered: Full Year**

**CTE or Fine Art Credits**

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**

*COLLEGE CREDIT MAY BE AVAILABLE*

**CTE or Fine Arts Credit**

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**

**Offered: Full Year**

**Prerequisite: TI 10 & TI 11 Sophomore/Junior/Senior**

**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**

**Offered: Full Year**

**Prerequisite: TI 30 Junior/Senior**

**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*

**CTE Credit**

This course is designed to be a high school student's first exposure to Engineering. This course is appropriate for all students in grades 9-12. It will explore the work and role of engineers in our world and how they design and develop solutions to real-world problems. Students will be empowered to build their technical skills through a variety of engineering tools, such as geographic information systems (GIS), 3-D modeling software, and prototyping. Students learn and apply the engineering design process to develop mechanical, electrical, and logistical solutions to problems across a variety of industry sectors including health care, public service, 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**

**CTE Credit**

*College credit may be available*

Are you interested in working with electronics? Then try Digital Electronics! This 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 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*

**CTE Credit**

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**

**CTE Credit**

*College credit may be available*

Students must go through an admittance process to be allowed into the course and be approved by the 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**

**Offered: Full Year**

**Prerequisite: Junior/Senior or Math Choice aligned with goals**

**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**

**CTE Credit**

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**

**CTE Credit**

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**

**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. The 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.**

**CTE Credit**

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*

**CTE Credit**

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**

In this hands-on Fashion Design course, students explore the creative and technical sides of the fashion world! You'll learn how to sketch designs, work with fabrics, use basic sewing techniques, and understand trends, color theory, and construction. Along the way, we'll dive into fashion history, sustainability, and careers in the fashion industry—from designer and stylist to merchandiser

and entrepreneur. This class is project-based and beginner-friendly, meaning no prior sewing experience is required—just curiosity, creativity, and a willingness to try. By the end of the course, students will create original designs, and create their own mock boutique! If you love art, self-expression, or thinking creatively, this course is your chance to design, experiment, and make fashion your own.

## **FC 15 INTERIOR DESIGN**

**Offered: Semester  
CTE Credit**

Interior Design prepares students with the knowledge, skills, and professional practices needed for careers related to housing, interior design, and furnishings. The course explores the behavioral, social, economic, functional, and aesthetic factors that influence housing and interior environments. Instruction emphasizes analyzing, planning, and designing residential, work, and leisure spaces to meet the needs of users. Students learn how to select furnishings, materials, and equipment, while considering functionality, safety, sustainability, and design principles. The course also includes the study of policies, standards, and guidelines related to housing and interior environments. Through hands-on projects and real-world applications, students develop practical skills and creative problem-solving abilities applicable to a variety of housing and interior-related career pathways.

## **FC 26 EARLY CHILDHOOD EDUCATION**

**Offered: Full Year  
CTE Credit**

**Prerequisite: Completed Health Course**

*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 Design and Modeling I *(Fee Required)***

**Offered: Full Year  
CTE Credit**

This course introduces students to design, and computer aided drafting (CAD). This course is appropriate for all students in grades 9-12. Students will learn 3D printing, mechanical drafting, and design skills. In this class, you use 3D modeling software to design, prototype, and collaborate with classmates as a team. The 3D models you create are used directly by 3D printers and the laser engraver to create real physical objects. The following programs are used: Autodesk Fusion, Solidworks, and MASTERCAM.

## **TE 21 Design and Modeling II *(Fee Required)***

**Offered: Full Year  
CTE Credit**

**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 Design and Modeling III *(Fee Required)***

**Offered: Full Year  
CTE or Fine Arts Credit**

**Prerequisite: TE 21 and Teacher Approval**

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 41 Design and Modeling IV** *(Fee Required)*

**Prerequisite:** TE 31 and Teacher Approval

Course contract required with instructor.

**Offered: Full Year  
CTE or Fine Art Credit**

## MANUFACTURING WELDING

**TE 14 METAL SHOP I** *(Fee Required)*

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.

**Offered: Full Year  
CTE Credit**

**TE 24 METAL SHOP II** *(Fee Required)*

**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 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 options.

**Offered: Full Year  
CTE Credit**

**TE 34 METAL SHOP III** *(Fee Required)*

**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.

**Offered: Full Year  
CTE Credit**

**TE 44 INDIVIDUALIZED METAL SHOP** *(Fee Required)*

**Prerequisite:** TE 41 and Teacher Approval

*Course contract required with instructor.*

**Offered: Full Year  
CTE or Fine Arts Credit**

## WOODSHOP & CONSTRUCTION

**TE 16 INTRODUCTION TO CONSTRUCTION** *(Fee Required)***Offered: Full Year**  
**CTE Credit**

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**  
**CTE Credit**

**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**  
**CTE or Fine Arts Credit**

**Prerequisite:** TE 26

The goal is to develop greater independence in the context of safety, design, layout and the processes of woodworking and wood 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**  
**CTE or Fine Arts Credit**

**Prerequisite:** TE and Teacher Approval

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 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 on how the historical context has influenced the writing.

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

American Literature studies 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 COMPOSITION** *(next offered 2027-2028)***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.* 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, and 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 a 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 CHOIR 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 are also needed. Members must audition to participate in the group.

**MU 17 ADVANCED CHOIR Offered: Full Year/1<sup>st</sup> or 2<sup>nd</sup> 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 ART**

**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 including 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 buses 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 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 40 EMPLOYMENT SKILLS**

**Prerequisite:** Active IEP

### **SE 48 COMMUNITY WORK EXPERIENCE**

**Prerequisite:** Active IEP

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

## **MATHEMATICS**

### **MT 14 ALGEBRA I**

**Offered:** Full Year

**Prerequisite:** Math 8

This course will build upon concepts of Math 8. The course will cover topics around linear functions, linear inequalities, systems of linear equations, two-variable statistics, function notation, exponential functions, domain and range, and quadratic functions. Each unit will look at solving contextual problems with a focus on conceptual understanding of topics covered.

### **MT 13 ALGEBRA LAB**

**Offered:** Full Year

**Prerequisite:** Teacher recommendation

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.

### **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. This course will also teach core concepts of probability. 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 and 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, introducing geometric definitions, investigating properties of transformations using coordinates (rotations, reflections, translations, dilations), investigating angle relationships in triangles, introducing right triangle trigonometry 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****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, count combinations and permutations, and work with binomial and 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: quadratic functions, systems of equations, polynomial functions, logarithmic functions, exponential functions, unit circle trigonometric functions, rational functions, radical functions, and an introduction to function notation, functions-inverses, composites, and transformation of functions. 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 is a topical based course that investigates various topics outside of traditional mathematics courses. Topics covered include problem solving techniques, election theory, logic theory, graph theory, fractals, game theory, and personal finance. The spring semester of this course is co-offered as Math 101: Math in the Modern World through Central Washington University. 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 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, matrices, limits 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.

### **MT 65 College Statistics**

**Offered: Full Year**

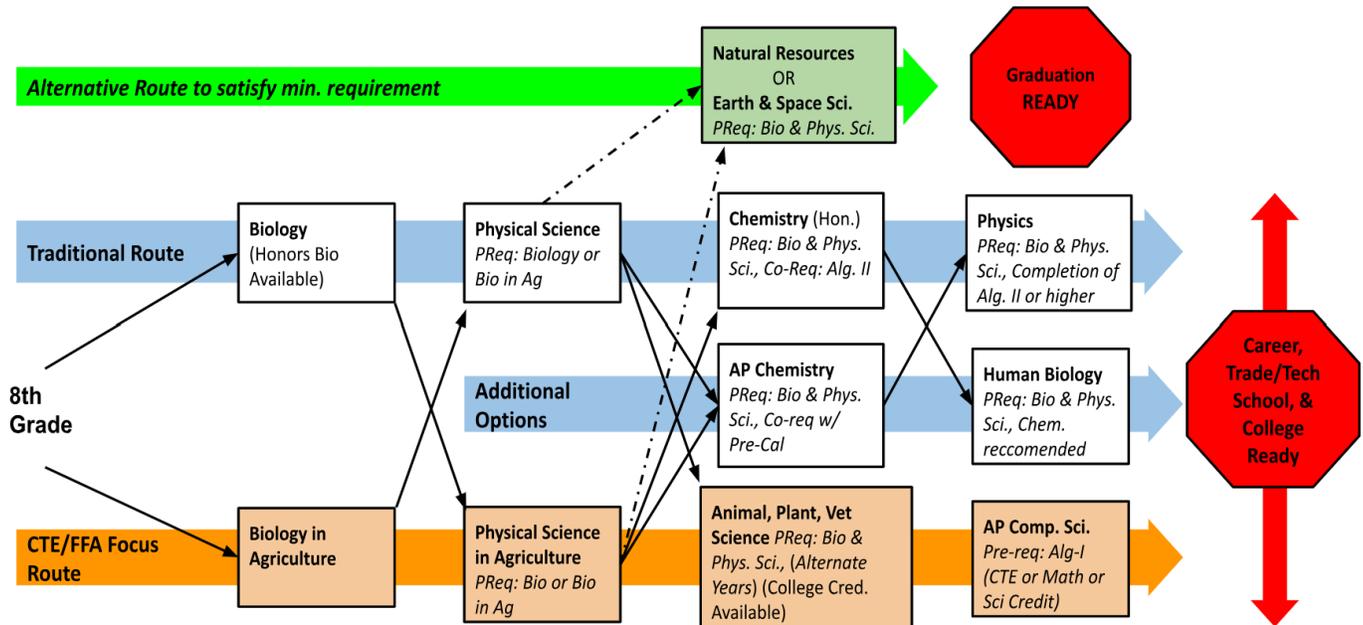
**Prerequisite: Junior/Senior completed Algebra II or higher**

**College credit may be available**

This course develops statistical literacy and the ability to think statistically and understand how probability plays a role in statistical inference. Descriptive statistics and their graphical representations are used to summarize real and simulated data sets. Students understand how the variation present in a population affects the precision of estimates of population attributes. Confidence interval and hypothesis testing are introduced with an emphasis on understanding their use in context. 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.



## LABORATORY SCIENCES



### SC 12 EARTH AND SPACE

**Offered: Full Year**

**Prerequisite: Biology and Physical Science or Ag Equivalents**

The goal of this course is to help all students learn about the natural world and to become scientifically literate citizens. Students will explore topics like geologic history and earth's interior, the atmosphere and severe weather, our solar system, and the origin of the universe. In this course, students will build and apply their knowledge of the science practices established in earlier science coursework. Students will construct meaning about the natural world through modeling, investigations, data analysis, discussions, and writing. Honors level work may be available. The instructor will provide information early in the course.

### 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 credit****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 make 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: Completion of Algebra II or higher**

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.

### **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**

**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.

### **SC 47 VETERINARY SCIENCE**

**Prerequisite: Junior/Senior Biology and Physical Science.**

*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.

**Offered: Full Year**

**CTE or Science Credit**

### **TI 38 AP COMPUTER SCIENCE A**

**Prerequisite: Junior/Senior & Enrolled in Algebra I**

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.

**Offered: Full Year**

**CTE or Science or Math (beyond Geometry) Credit**

## **SOCIAL STUDIES**

### **SS 12 WASHINGTON STATE HISTORY**

**Graduation Requirement**

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.

### **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**

**TE or Social Studies Credit**

This course focuses on the study of business and consumer decision making and its relationship with the economy and politics. The 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 principles 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**

### **REQUIRED COURSE FOR ALL SENIORS**

*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

**Offered: Semester  
GRADUATION REQUIREMENT**

## **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:

- Many undergraduate programs, for example, those offered by the College of Arts and Sciences at Washington State University requires 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.
- 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.
- 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.
- 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 who earn a c- or below will have the opportunity to continue if they choose. If the teacher determines that the student has not gained the skills to continue then there will be a meeting between the student, family, teacher and counselors to determine if placement should be continued.**

## 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

### Appendix A - 2027 Fee List

Classes	Cost	Consumables	Cost	Clubs	Cost
Metal Shop / Wood Shop / Computer Drafting	\$20.00	ASB Activities Card	\$30.00	FFA	\$25.00
Fashion Design	\$15.00	ASB Athletics Card	\$70.00	JSA	\$20.00
Art ( per class per semester)	\$20.00	Yearbook	\$65.00	Weights (Winter / Summer)	\$50.00ea
Foods & Nutrition / Culinary Arts	\$15.00			Key Club	\$16.00
Senior Lifetime Fitness	\$50.00			FCCLA	\$40.00
Metal Shop / Wood Shop / Computer Drafting	\$20.00			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 year 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 2026-2027 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.

## Pullman High School 2026-2027 - Freshman

STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 6<sup>TH</sup>

### 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 2026-27" 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 chosen elective 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 GRADE LEVEL**

**9th-10th** - Tiffany Deccio ([tdeccio@psd267.org](mailto:tdeccio@psd267.org))    **11th-12th** - Deanna Kile ([dkile@psd267.org](mailto:dkile@psd267.org))

ALL FORMS AND THE COURSE GUIDE ARE ON THE PHS WEBSITE UNDER [COUNSELING CENTER](#)

## Freshman Elective Courses for 2026-27

### Full Year and Semester Courses

#### **CHOIR**

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.

#### **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 CHOIR**

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.

#### **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.

#### **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.

#### **DESIGN AND MODELING I**

This course is designed to introduce the following basic computer aided drafting skills. The following programs are used: Auto CAD(Autodesk)/Rhino/Solid works 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.

#### **INTERIOR DESIGN (SEMESTER)**

The course explores the behavioral, social, economic, functional, and aesthetic factors that influence housing and interior environments. Instruction emphasizes analyzing, planning, and designing residential, work, and leisure spaces to meet the needs of users.

#### **CAREERS IN HEALTHCARE (SEMESTER)**

The course builds awareness of the wide range of careers in health care and introduces students to the educational and training pathways available in the health sciences.

#### **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.

#### **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.

#### **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.

**\*SEE PHS COURSE GUIDE FOR COMPLETE COURSE DESCRIPTIONS.**

## Pullman High School 2026-2027 - Sophomores

STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 6<sup>TH</sup>

### **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 2026-27" (middle top right of screen)

4. Add course: Scroll through courses in the 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 the 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 the "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 GRADE LEVEL**

**9th-10th** - Tiffany Deccio ([tdeccio@psd267.org](mailto:tdeccio@psd267.org))    **11th-12th** - Deanna Kile ([dkile@psd267.org](mailto:dkile@psd267.org))

ALL FORMS AND THE COURSE GUIDE ARE ON THE PHS WEBSITE UNDER [COUNSELING CENTER](#)

## Pullman High School 2026-2027 - Juniors

STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 6<sup>TH</sup>

### **Not Returning to PHS**

Please email your Guidance Counselor AND PHS Registrar, Edie Talbot ([etalbot@psd267.org](mailto: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](mailto: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:**

1. Choose "Schedule" (blue column on left side of screen)
2. Click on "request courses for 2026-27" (middle top right of screen)

4. **Adding Courses:**

Scroll through courses in the 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 Language and Composition
- **Social Studies** - US History **OR** AP US History
- **Math** - Determined by the 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 with teacher approval and submit it to your Guidance Counselor. Please come to the Counseling Center to pick up a form.
- **Running Start**
  - [See Website](#) or email your guidance counselor for enrollment process.
  - 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 GRADE LEVEL**

**9th-10th** - Tiffany Deccio ([tdeccio@psd267.org](mailto:tdeccio@psd267.org))    **11th-12th** - Deanna Kile ([dkile@psd267.org](mailto:dkile@psd267.org))

ALL FORMS AND THE COURSE GUIDE ARE ON THE PHS WEBSITE UNDER [COUNSELING CENTER](#)

## Pullman High School 2026-2027 - Seniors

STUDENTS ARE REQUIRED TO SUBMIT ONLINE COURSE REQUESTS BY FRIDAY, MARCH 6TH

### 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 2026-27" (middle top right of screen)

4. **Adding Courses**

Scroll through courses in the 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 Language and Composition
- **Social Studies** – Civics (semester) will be added for you **AND you choose** one Social Studies **semester** elective
- **Math** - Determined by the 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 with teacher approval and submit to your Guidance Counselor. Please come to the Counseling Center to pick up a form.
- **Running Start**
  - [See Website](#) or email your guidance counselor for enrollment process.
  - 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 GRADE LEVEL**

**9th-10th** - Tiffany Deccio ([tdeccio@psd267.org](mailto:tdeccio@psd267.org))    **11th-12th** - Deanna Kile ([dkile@psd267.org](mailto:dkile@psd267.org))

ALL FORMS AND THE COURSE GUIDE ARE ON THE PHS WEBSITE UNDER [COUNSELING CENTER](#)

## 2026/27 PHS Classes – Quick Reference Guide

English Department	Math Department	Career & Technical Education (CTE) (cont'd)	Other
<p><b>English Department</b></p> <p>Survey of Literature (Fr)</p> <p>Historical Literature &amp; Composition (Soph)</p> <p>American Literature &amp; Composition (Jr)</p> <p>World Literature &amp; Composition (Sr)</p> <p>AP Language &amp; Composition (Jr/Sr)</p> <p>AP Language &amp; Composition (Jr/Sr) (Not Avail 26-27)</p> <p>English Language Development I, II, III</p>	<p><b>Math Department</b></p> <p>Algebra I</p> <p>Integrated Mathematics</p> <p>Geometry</p> <p>Statistics</p> <p>College Statistics</p> <p>Algebra II</p> <p>Mathematical Modeling</p> <p>Pre-Calculus</p> <p>AP Calculus</p> <p>AP Computer Sci A (Jr/Sr)</p>	<p><b>Media/Graphic Arts</b></p> <p>Digital Media – Graphic Design (Sem)</p> <p>Digital Media - Video Production (Sem)</p> <p>3D Modeling &amp; Animation</p> <p>Video Game Design &amp; VR/AR Development (Soph/Jr/Sr) (Not Avail 2026-27)</p> <p>HoundCentral Productions (Pre-Req: Dig, Med)</p> <p>Digital Photography</p> <p>AP Studio Art:2D Design Photography (Jr/Sr)</p>	<p><b>Office or Teacher Aide (Jr/Sr)</b></p> <p>Running Start WSU  </p> <p>Running Start Spokane Falls Community</p>
<p><b>Fine Arts Department</b></p> <p>Design Studio</p> <p>Drawing</p> <p>Ceramics</p> <p>Painting</p> <p>Honors Art (4 Sem of Art)</p> <p>Advanced Placement Studio Art (4 Sem of Art)</p>	<p><b>Science Department</b></p> <p>Earth &amp; Space Science (Jr/Sr)</p> <p>Biology in Agriculture (Fr)</p> <p>Biology (Fr) (Honors Option)</p> <p>Physical Science (Soph)</p> <p>Physical Science in Ag (Soph)</p> <p>Animal Science (Jr/Sr) (Not Avail 2026-27)</p> <p>Plant Science I and II (Jr/Sr)</p> <p>Natural Resources (Jr/Sr)</p> <p>Chemistry (Jr/Sr) (AP and Honors Option)</p> <p>Physics</p> <p>Human Biology</p> <p>AP Computer Science A (Jr/Sr)</p> <p>Veterinary Science (Jr/Sr)</p>	<p><b>Business Education</b></p> <p>Marketing &amp; Entrepreneurship</p> <p>Marketing Operations (Mktg &amp; Entrep. OR Sr)</p> <p>Economics (Jr/Sr) (Semester)</p> <p>Accounting I and II (Independent) (Jr/Sr)</p> <p>Yearbook</p> <p>Career Choices &amp; Financial Literacy (Sem)(Sr)</p> <p>Leadership I &amp; II</p>	<p><b>Individual Education Plan</b></p> <p>Daily Living Skills</p> <p>Academic Skills</p> <p>Employment Skills</p> <p>Community Work Experience</p>
<p><b>Drama/Theatre Arts</b></p> <p><b>Media/Graphic Arts</b></p> <p>Digital Media – Graphic Design (Semester)</p> <p>Digital Media – Video Production (Semester)</p> <p>3D Modeling &amp; Animation</p> <p>Video Game Design &amp; VR/AR Development (Soph/Jr/Sr) (Not Avail 2026-27)</p> <p>HoundCentral Productions (Pre-Req: Dig, Med)</p> <p>Digital Photography</p> <p>AP Studio Art:2D Design Photography (Jr/Sr)</p>	<p><b>Social Studies Department</b></p> <p>Contemporary World History (Soph)</p> <p>AP European History (Soph)</p> <p>US History (Fr) (AP Option)</p> <p>Economics (Jr/Sr) (Semester)</p> <p>Psychology (Jr/Sr)</p> <p>CIVICS (Sr – Semester)</p>	<p><b>Family &amp; Consumer Studies</b></p> <p>Foods and Nutrition</p> <p>Culinary Arts (Soph/Jr/Sr)</p> <p>Fashion Design</p> <p>Interior Design (Sem)</p> <p>Early Childhood Development (Pre-req: Health)</p>	<p><b>Resources</b></p> <p>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.</p>
<p><b>Music Instrumental</b></p> <p>Concert Band</p> <p>Blue Orchestra (Zero Period)</p> <p>Gray Orchestra</p> <p>Jazz Band (Zero Period)</p> <p>Guitar</p>	<p><b>World Language Departments</b></p> <p>French I, II, III, IV (AP) and V</p> <p>Spanish I, II, III, and IV</p>	<p><b>Health Sciences</b></p> <p>Sports Medicine I (Soph, Jr, Sr)</p> <p>Sports Medicine II (Jr/Sr) (Not Avail 2026-27)</p> <p>Careers in HealthCare (Sem)</p>	<p><b>STEM Technology</b></p> <p>AP Computer Science A (Jr/Sr)</p> <p>Engineering Essentials</p> <p>Digital Electronics (Soph/Jr/Sr or Alg 1 or higher)</p> <p>Design and Modeling I, II, III and IV</p>
<p><b>Music Vocal</b></p> <p>Choir</p> <p>Treble Triad (Zero Period)</p> <p>Advanced Choir</p>	<p><b>Career &amp; Technical Education (CTE)</b></p> <p><b>Agriculture</b></p> <p>Biology in Agriculture (Fr)</p> <p>Physical Science in Ag (Soph)</p> <p>Animal Science (Jr/Sr OR 2 sci Credits) (Not Avail 2026-27)</p> <p>Journalism &amp; Leadership in Agriculture</p> <p>Communications (Jr/Sr)</p> <p>Plant Science I and II (Jr/Sr)</p> <p>Veterinary Science (Jr/Sr)</p>	<p><b>Work Site Learning (Jr/Sr)</b></p>	<p><b>9<sup>th</sup> – 10<sup>th</sup></b></p> <p>Tiffany Deccio</p> <p>Email: <a href="mailto:toleccio@psd267.org">toleccio@psd267.org</a></p>
<p><b>Health/PE Department</b></p> <p>Health and Fitness I (Fr)</p> <p>Fitness II - Lifetime Fitness/Sport (Soph/Jr/Sr)</p> <p>Fitness II Yoga (Soph/Jr/Sr)</p> <p>Strength Training (Soph/Jr/Sr)</p> <p>Senior Lifetime Fitness (Sr)</p>	<p><b>Work Site Learning (Jr/Sr)</b></p>	<p><b>11<sup>th</sup> – 12<sup>th</sup></b></p> <p>Deanna Kile</p> <p>Email: <a href="mailto:dkile@psd267.org">dkile@psd267.org</a></p>	<p><b>Work Site Learning (Jr/Sr)</b></p>

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



## 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.

College in High School Courses	CTE Dual Credit Courses	
AP Calculus (2025-2026 EWU) AP European History (2025-2026 EWU) AP United States History (2025-2026 EWU) Civics (2025-2026 EWU) French III (2025-2026 EWU) Math Modeling (2025-2026 EWU) Precalculus (2025-2026 EWU) Psychology (2025-2026 UW) AP Literature/Language (2025-2026 EWU) World Literature & Composition College Statistics	Accounting (WWCC) Animal Science (WWCC) Career Choices (SCC) Culinary Arts (WWCC) Digital Electronics (SCC) Digital Photo/Adv. Photoshop (SFCC) Early Childhood Education (WWCC) Engineering Essentials (SFCC) Entrepreneurship (WWCC)	Foods and Nutrition (SCC) Intro to Marketing (WWCC) Journalism and Leadership in Agriculture Communications (SFCC) Marketing Operations (SFCC) Metal Shop II (WWCC) Plant Science I or II (WWCC) Vet Science (WWCC)

**\*Walla Walla Community College (WWCC); Spokane Falls Community College (SFCC); and Spokane Community College (SCC)**

## **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:

- Encourage students to think independently and to use their minds well.
- Develop respect for others and understand the value of diversity.
- 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.
- Academically prepare students to be productive through mastery and achievement in essential skill and knowledge areas as well as pursuing their individual learning needs.
- 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: Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, 509.332.3144, [Info@psd267.org](mailto:Info@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



# Coversheet

## Resolution 26-27: 02 - 2026-2027 Annual WIAA Membership

**Section:** VI. Discussion Items  
**Item:** E. Resolution 26-27: 02 - 2026-2027 Annual WIAA Membership  
**Purpose:**  
**Submitted by:**  
**Related Material:**  
ES 26-27.02 - 2026-2027 Annual WIAA Membership 3.11.26.pdf  
2026-2027 Annual WIAA Membership - School Board Resolution 26-27.2.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 26-27:02 Annual WIAA Membership***

**Executive Summary**

**March 11, 2026**

***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 26-27:02 - 2026-2027 Annual WIAA Membership.

**Motion to Approve**

I move that the Board approve Resolution 26-27:02 - 2026-2027 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): 26-27:02

Date: March 6, 2026

Schools Approved for WIAA Membership: Pullman High School and 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: Bob Maxwell

Signature: \_\_\_\_\_

School Board President (if applicable): Arron Carter

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:** C. 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 2025	Craig Nelson
September	Nathan Roberts
October	Arron Carter
November	Amanda Tanner
December	Lisa Waananen Jones
January 2026	Craig Nelson
February	Deena Bayoumi
<b>March</b>	<b>Arron Carter</b>
April	Stephanie Horn
May	Lisa Waananen Jones
June	Craig Nelson
July	Deena Bayoumi

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## Community Update Board Report Schedule

Month	Submitter	Deadline
September 2025	District – Supt.	Need by end of July
October	Lisa Waananen Jones	Need by end of August
November	Nathan Roberts	Need by end of September
December	Amanda Tanner	Need by end of October
January 2026	District – Asst. Supt.	Need by end of November
February	Craig Nelson	Need by end of December
March	Arron Carter	Need by end of January
April	District – Exec. Dir of Operations	Need by end of February
<b>May</b>	<b>Lisa Waananen Jones</b>	<b>Need by end of March</b>
June	Deena Bayoumi	Need by end of April
July	Stephanie Horn	Need by end of May
August	Craig Nelson	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

**Section:** VII. Informational Items  
**Item:** D. Board Calendar  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2025-2026 Board Meeting Content Calendar REV 6.9.25.pdf



**PULLMAN SCHOOL DISTRICT**

**2025-2026 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 6 - Work Session at District Office**

- Board of Distinction Application

**August 13 – Regular Board Meeting**

- 2025-2026 Assessment Plan
- Budget Hearing
- Adopt School District Budget

**August 27 – Regular Board Meeting**

- Employee Agreements
- Grant Program Notification
- Report: Annual Affirmative Action Plan

**September – Superintendent/Board attends staff and PTA/PTO/Booster Meetings**

**September 3 – Work Session at Sunnyside Elementary**

- School Showcase: Sunnyside Elementary
- 2025-2026 Board Professional Development Plan
- Professional Learning Communities (PLC) Update and/or Board Training

**September 10 – Regular Board Meeting**

- School Showcase: Franklin Elementary
- Report: Summer School
- Report: ALE
- Report: Program Compliance
- Uncollected Non-Tax Revenue
- Inventory Loss/Write-Off Approval

**September 24 – Regular Board Meeting**

- Report: Highly Capable Services Report

**September – WSSDA Legislative Assembly**

**October 1 – Work Session at Jefferson Elementary**

- School Showcase: Jefferson Elementary
- Elementary Principals Present 2025-2026 School Improvement Plans

**October 8 – Regular Board Meeting**

- School Showcase: Kamiak Elementary
- Application for Basic Education Allocation
- Report: District Choice Report
- Report: Risk Management Program

**October 22 – Regular Board Meeting**

- Report: Curriculum Adoption Update, Cycle & Development
- Report: Sustainability Committee Update
- Review Classified Employee Award Nominations

**November 5– Work Session at Pullman High School**

- School Showcase: Pullman High School
- Secondary Principals Present 2025-2026 School Improvement Plans
- Professional Learning Communities (PLC) Board Training

**November 12 – Regular Board Meeting**

- School Showcase: Sunnyside Elementary
- Approve: 2025-2026 School Improvement Plans
- Present Classified Employee Award
- Report: Year-End Finance Report
- Report: Special Education Services Update
- Report: LMS & PHS Student Ambassadors

**November 20-22, 2025 – Annual WSSDA Conference**

**December 3 – Work Session at District Office**

- Board Goals & Strategic Plan Review
- WSSDA Conference Reflections

**December 10 – Regular Board Meeting**

- School Showcase: Franklin Elementary
- 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 14 – Regular Board Meeting**

- School Showcase: Jefferson Elementary
- Report: Technology Services
- Annual Review: 1101F Board Operating Protocols

**January 28 – Regular Board Meeting**

- School Showcase: Lincoln Middle School
- Executive Session: Superintendent Evaluation

**February – WSSDA Legislative Conference**

**February 4– Work Session at Kamiak Elementary**

- School Showcase: Kamiak Elementary
- Board Policy and/or Professional Development Workshop

**February 11 – Regular Board Meeting**

- School Showcase: Sunnyside Elementary
- Report: Scratch Cooking/Nutrition Services Program Update

### February 25 – Regular Board Meeting

- Executive Session: Superintendent Contract Renewal – *Due March 1st*
- Board Financial Disclosures Due End of the Month (*Reminder*)
- Enrollment Projections

### March 4 – Work Session at Franklin Elementary

- School Showcase: Franklin Elementary
- Board Policy and/or Professional Development Workshop
- Alternative Learning Experiences Update

### March 11 – 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 25 – Regular Board Meeting

- School Showcase: Jefferson Elementary
- Recognize National Board-Certified Teachers
- Report: Maintenance/Facilities/Asset Preservation Program
- Reports: Administrative Intern Projects
- Report: Curriculum Adoption Update

### April 1 – Work Session at District Office (*Tentative*)

- Board Policy and/or Professional Development Workshop

### April 15 – Regular Board Meeting

*\*Please note, this meeting is scheduled for the 3<sup>rd</sup> 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 29 – Regular Board Meeting

*\*Please note, this meeting is scheduled for the 5<sup>th</sup> Wednesday of the month due to the scheduling of Spring Break.*

- School Showcase: Kamiak Elementary School
- Review Dedicated Teacher/Teaching Team Award Nominations
- Approve: Summer Athletic & Activities Program
- Report: Sustainability Committee

### May 6 – Work Session at District Office

- CEE Data Review (*every two years*)
- Board Self-Assessment Review Workshop

### May 13 – 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 27 – Regular Board Meeting

- School Showcase: LMS & PHS Student Ambassadors
- Annual Review: Graduation Policy 2410/P

### June 10 – Regular Board Meeting

- Executive Session: Superintendent End-of-Year Evaluation
- Report: Safety
- Report: Summer School
- Report: ELD Program
- Report: Special Education Services Update

### June 17 – Work Session at District Office

- School Improvement Plans – Elementary & Secondary Principals Present Summary of 2025-2026 Progress

### June 24 – 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 8 – Regular Board Meeting (*Tentative*)

### July 22 – 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 28, 2025  
Revised: June 9, 2025

# 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:** 2025-26 Strategic Plan Goals\_Priorities\_Success Indicators.pdf



**PULLMAN PUBLIC SCHOOLS**  
**The Pullman Promise**  
***Priorities, Goals, Success Indicators***  
**2025-2026**

**Mission:** Ensuring learning while challenging and supporting each student to achieve full potential

**Vision:** The Pullman School District mission provides a clear and shared focus among all stakeholders. This common understanding underscores our vision that we each have a stake in student learning and achievement. To fulfill this vision, the District targets its human and fiscal resources toward continuous improvement. Excellence, measured by results, is evident in all we do and is inclusive of work, programs, and facilities.

Our Priority	Our Goal	Success Indicators Measured By
<p><b>Students First</b>                      We Provide:</p> <ul style="list-style-type: none"> <li>• A consistently welcoming, healthy, safe environment</li> <li>• Personalized learning for the growth and individual success of each student</li> <li>• Supportive, sustained relationships with each student</li> </ul>	<p>Prioritize actions to ensure a caring and safe environment to cultivate the highest levels of learning.</p>	<ul style="list-style-type: none"> <li>• <b>Student climate survey conducted (Fall) every 2-years by CEE</b>  <i>Tentatively scheduled for 2026 administration.</i></li> <li>• <b>Student Achievement Measurements</b> <ul style="list-style-type: none"> <li>- State Assessments: ELA, Math and Science</li> <li>- District Assessments: Reading and Math</li> <li>- Chronic Absenteeism (5<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade)</li> <li>- Graduation Rates (based upon 4-year and 5-year cohorts)</li> <li>- Advanced Placement (AP)</li> </ul> </li> <li>• <b>Professional Learning Communities</b></li> <li>• <b>Annual Board Reports:</b> <ul style="list-style-type: none"> <li>- Affirmative Action Plan Report</li> <li>- ASB Fundraisers and Clubs Report</li> <li>- Student Ambassador Program Reports</li> <li>- Special Education Services Report &amp; Reducing Restraint &amp; Eliminating Isolation Project Updates</li> <li>- Alternative Learning Experiences Report</li> <li>- English Language Development Program Report</li> <li>- Highly Capable Program Report</li> <li>- Safety Report</li> <li>- Summer School Report</li> <li>- Nutrition Services &amp; Summer Meal Program Update</li> </ul> </li> </ul>

<p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>• Inclusive culture in which we value each individual and celebrate our community’s diversity</li> </ul>	<p>Foster a growth mindset that values the beliefs and experiences of all.</p>	<ul style="list-style-type: none"> <li>• <b>Closing achievement gap (State/District Assessment Data)</b> Reviewed data for target populations during Annual School Board Retreat</li> <li>Principals present School Improvement Plans outlining goals, target outcomes, and measures for the 2025-26 school year.</li> <li>Principals present an end-of-year summary update of progress towards School Improvement Plan goals, target outcomes, and measures for the 2025-26 school year.</li> <li>• <b>Community/Staff climate survey conducted every 2-years by CEE</b> <i>Tentatively scheduled for 2026 administration.</i></li> <li>• <b>“A Community of Belonging” Update during Regular Board meetings</b></li> <li>• <b>Staff Professional Learning</b></li> </ul>
<p><b>Cultivate Trust</b></p> <ul style="list-style-type: none"> <li>• Communicate transparently</li> <li>• We assure fiscal responsibility now and for the future</li> </ul>	<p>Plan expenditures to meet students educational needs.</p> <p>Facilitate Board Listening Sessions and Communication Plan/Schedule</p>	<ul style="list-style-type: none"> <li>• <b>Community/Staff climate survey conducted every 2-years by CEE</b> <i>Tentatively scheduled for 2026 administration.</i></li> <li>• <b>Annual Budget/Fiscal Audit Report</b> <ul style="list-style-type: none"> <li>- Annual Budget Presentation</li> <li>- Annual Year End Finance Report</li> <li>- Public Hearing – Budget</li> <li>- Regular Budget Status Reports to Board</li> <li>- Finance Committee meeting notes posted on district website</li> </ul> </li> <li>• <b>Facilitate Open Access to Information</b> <ul style="list-style-type: none"> <li>- School/District Websites and Board OnTrack Committee/Board Meeting Documents</li> <li>- ParentSquare &amp; StudentSquare (<i>students in grades 9-12</i>)</li> <li>- Language Access Plan</li> <li>- Board Content Calendar/Schedule</li> </ul> </li> </ul>
<p><b>Build Together</b></p> <ul style="list-style-type: none"> <li>• We honor our students’ futures</li> <li>• We cultivate authentic, collaborative relationships based on shared purpose</li> </ul>	<p>Empower all stakeholders to collaborate and pursue innovative means that prepare students for the future.</p> <p>Grow and build community partnerships.</p>	<ul style="list-style-type: none"> <li>• <b>Conduct Open House Events for Families</b></li> <li>• <b>Family/Teacher Conferences (K-8) Attendance Rates</b></li> <li>• <b>Career and Technical Course Offerings Board Report</b></li> </ul>

		<ul style="list-style-type: none"> <li>- Annual CTE Program Report</li> <li>- Annual Secondary Course Offerings</li> <li>- CTE Advisory Committee</li> <li>• <b>Data Reporting of AP and College in the Classroom Opportunities Board Report</b></li> <li>• <b>Extracurricular Participation Rates – Clubs/Activities and Athletics</b></li> <li>• <b>Encourage community involvement through school/districts events, volunteer opportunities, and community presentations</b></li> </ul>
<p><b>Take Action</b></p> <ul style="list-style-type: none"> <li>• We are accountable through measurable goals</li> <li>• We commit to constructive feedback and continuous improvement</li> </ul>	<p>Monitor teaching and learning; enhance curriculum, instruction, and assessment.</p>	<ul style="list-style-type: none"> <li>• <b>Graduation rates (based upon 4- and 5-year cohorts)</b></li> <li>• <b>Annual Alumni Outcome Survey conducted 18 months and 5 years after graduation</b></li> <li>• <b>District Committees:</b> <ul style="list-style-type: none"> <li>- Curriculum Advisory Council</li> <li>- English Language Development Program Advisory Committee</li> <li>- Highly Capable Advisory Committee</li> <li>- Instructional Materials Adoption Committee</li> </ul> </li> <li>• <b>Student Attendance Rates – Chronic Absenteeism (5<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade)</b></li> <li>• <b>Annual Board Reports:</b> <ul style="list-style-type: none"> <li>- Curriculum Adoption Update, Cycle &amp; Development</li> <li>- Spring Assessment Results (December)</li> <li>- School Improvement Plans (Fall) &amp; End-of-Year Summary of Progress (June)</li> <li>- Minimum Basic Education Compliance Report</li> </ul> </li> <li>• <b>Board Meeting Schedule/Content Calendar</b></li> </ul>
<p><b>Shared Decisions</b></p> <ul style="list-style-type: none"> <li>• Data and feedback inform decisions about best practices, professional development, and student support programs</li> </ul>	<p>Support professional development, quality facilities, and sustainable initiatives to meet our mission and vision.</p>	<ul style="list-style-type: none"> <li>• <b>Staff Professional Learning Surveys</b> Staff provide feedback on professional learning days through the clock-hour and evaluation process.</li> </ul>

		<ul style="list-style-type: none"><li>• <b>Annual Course Offerings and Program Board Reports</b><ul style="list-style-type: none"><li>- Secondary Course Offerings</li><li>- Sustainability Committee Report</li><li>- Risk Management Report</li><li>- Maintenance/Facilities/Asset Preservation Program Report</li></ul></li> <li>• <b>Staff Professional Learning Opportunities - 2025-2026 Professional Learning Days</b><ul style="list-style-type: none"><li>- August 20-21 &amp; 25-26, 2025</li><li>- October 10, 2025</li><li>- January 16, 2026</li><li>- February 13, 2026</li></ul></li> <li>• <b>District Staff Mentoring Program</b></li> <li>• <b>District Committees</b><ul style="list-style-type: none"><li>- Finance Committee</li><li>- Curriculum Advisory Council</li><li>- Sustainability Committee</li><li>- English Language Development Program Advisory Committee</li><li>- Highly Capable Advisory Committee</li><li>- Academic Calendar Committee (<i>convened every 2 school years</i>)</li><li>- Monthly PEA and Admin Team meetings</li><li>- Student Ambassador Programs</li><li>- Facilities Committee</li></ul></li></ul>
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