PUGET SOUND SKILLS CENTER

Cyber Security Syllabus 2026-27

Session Information

1st Session: 7:55am – 10:25am 2nd Session: 11:15am – 1:45pm * Monday – Friday

* Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time.

Class Location: Cyber Security room

PSSC Room # 601

Teacher Information

Name: Peller Phillips **Phone**: 206-631-7309
Email: Peller.phillips@highlineschools.org
Office Hours: 7:25am – 2:15pm

Culture of Learning

This class reinforces PSSC's school-wide Behavioral Agreements:

Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and interventions from our Student Success Dean and Counselor as needed.

Course Description

Cyber Security I introduces students to foundational information technology, networking, and cybersecurity concepts through hands-on labs, interactive lessons, simulations, and real-world challenges. Using Cisco IT Essentials, networking, and cybersecurity curriculum, students explore computer hardware, operating systems, networks, vulnerabilities, security protocols, troubleshooting, and system protection while developing critical thinking and problem-solving skills. The course also emphasizes cybersecurity ethics, digital citizenship, teamwork, communication, leadership, and professionalism. Students participate in mock cyber incidents and industry-based activities that build technical skills and prepare them for college, technology careers, and industry-recognized certification pathways in the growing field of cybersecurity.

In Cyber Security, students will participate in hands-on labs, simulations, troubleshooting activities, team projects, and real-world cybersecurity scenarios. They will learn how computer hardware, operating systems, networks, and security tools work together, identify common threats and vulnerabilities, and practice ways to protect systems and data. Throughout the course, students will also build critical-thinking, problem-solving, communication, teamwork, leadership, digital citizenship, and professional workplace skills that support future certifications, college programs, and careers in IT and cybersecurity.

Student Learning Outcomes

Student Learning Outcomes: By the end of the course, students will be able to:

- Identify and describe computer hardware, software, and peripheral components.
- Demonstrate understanding of basic networking concepts and IP addressing.
- Apply cybersecurity principles to recognize threats, vulnerabilities, and attack vectors.
- Demonstrate ethical use of technology and understand digital citizenship.
- Troubleshoot and resolve basic IT problems in labs and simulations.
- Collaborate on cybersecurity projects, showcasing leadership and communication skills.
- Earn foundational IT certifications aligned with industry expectations.

Essential Standards

- **CTE.21ST.01-03 – Learning & Innovation**
- **CTE.21ST.01 – Creativity and Innovation**
- **CTE.21ST.01.A.03:** Elaborates, refines, analyzes, and evaluates their own ideas in order to improve and maximize creative efforts.
- **CTE.21ST.01.B.01:** Develop, implement, and communicate new ideas to others effectively.
- **CTE.21ST.02 – Critical Thinking and Problem Solving**
- **CTE.21ST.02.C.01:** Effectively analyze and evaluate evidence, arguments, claims, and beliefs.
- **CTE.21ST.02.C.05:** Reflect critically on learning experiences and processes.
- **CTE.21ST.03 – Communication and Collaboration**
- **CTE.21ST.03.B.01:** Demonstrate the ability to work effectively and respectfully with diverse teams.
- **CTE.21ST.07-12 – Life and Career Skills**
- **CTE.21ST.07 – Flexibility and Adaptability**
- **CTE.21ST.07.A.01:** Adapt to varied roles, job responsibilities, schedules, and contexts.
- **CTE.21ST.07.A.02:** Work effectively in a climate of ambiguity and changing priorities.
- **CTE.21ST.07.B.01:** Incorporate feedback effectively.
- **CTE.21ST.08 – Initiative and Self-Direction**
- **CTE.21ST.08.A.03:** Utilize time and manage workload efficiently.
- **CTE.21ST.08.B.01:** Monitor, define, prioritize, and complete tasks without direct oversight.
- **CTE.21ST.09 – Social and Cross-Cultural Skills**
- **CTE.21ST.09.A.02:** Conducts self in a respectable, professional manner. **Essential Standard**
- **CTE.21ST.10 – Productivity and Accountability**
- **CTE.21ST.10.B.01.b:** Manages time and projects effectively.

Scope and Sequence

Cybersecurity Year 1 – Scope and Sequence Overview

- **IT Fundamentals and Career Readiness**
  - Introduce students to the IT industry, computer systems, networking, cybersecurity, and the responsibilities of an IT professional.
  - Develop technical vocabulary, communication skills, problem-solving skills, teamwork, workplace professionalism, and ethical decision-making.
  - Connect classroom learning to entry-level IT and cybersecurity careers. Cisco IT Essentials is designed for secondary and postsecondary students interested in IT careers and requires no prior experience.
- **Computer Hardware and Safety**
  - Identify major internal and external computer components.

    - Practice proper computer safety procedures, including electrostatic discharge protection.
    - Select appropriate components for building, repairing, or upgrading computers.
    - Disassemble and reassemble desktop computer systems.
    - Configure BIOS/UEFI settings and understand electrical power, cooling, storage, RAM, processors, and expansion devices.
- **PC Assembly, Maintenance, and Troubleshooting**
    - Build and configure working computer systems.
    - Apply preventive maintenance procedures.
    - Use a structured troubleshooting process to diagnose hardware and peripheral problems.
    - Use technician tools and diagnostic equipment to identify and correct common problems.
- **Networking Fundamentals**
    - Explain how computers communicate across networks.
    - Identify LANs, WANs, clients, servers, switches, routers, wireless devices, and Internet service connections.
    - Understand bandwidth, throughput, network components, and data transmission.
    - Compare wired and wireless networking technologies.
    - Cisco Networking Basics emphasizes the concepts and hands-on skills needed to set up, manage, and troubleshoot small office/home office networks.
- **Wireless and Home Network Configuration**
    - Configure computers and mobile devices for wireless connectivity.
    - Identify Wi-Fi standards and wireless technologies.
    - Configure an integrated wireless router.
    - Apply basic security settings to wireless networks.
    - Build and test a functional home or small-business network.
- **Network Models, Protocols, and Media**
    - Explain why networking standards and protocols are necessary.
    - Compare the OSI and TCP/IP networking models.
    - Identify Ethernet standards, network cables, connectors, and transmission media.
    - Explain encapsulation and Ethernet frame communication.
    - Build and test Ethernet cables where appropriate.
- **IP Addressing and Network Communication**
    - Explain the purpose and structure of IPv4 addresses.
    - Identify public, private, reserved, unicast, broadcast, and multicast addresses.
    - Introduce subnetting and network segmentation.
    - Explain the purpose of IPv6 and how IPv6 addresses are represented.
    - Configure and explain DHCP addressing.
- **Routing and Network Services**
    - Explain how routers connect different networks.
    - Describe default gateways, routing tables, NAT, MAC addresses, and ARP.
    - Build a fully connected LAN.
    - Compare TCP and UDP and explain how port numbers support network applications.
    - Explore DNS, HTTP/HTML, FTP, SSH, email protocols, and other application-layer services.
- **Operating Systems and System Administration**
    - Install and configure Windows operating systems.
    - Create and manage disk partitions.
    - Use Windows administration utilities, Control Panel, File Explorer, and command-line tools.
    - Configure Windows computers for network connectivity.
    - Perform operating-system maintenance and troubleshooting.
    - Introduce Linux, macOS, and mobile operating systems.
- **Mobile Devices, Printers, Virtualization, and Cloud Computing**
    - Configure and troubleshoot laptops, smartphones, tablets, and other mobile devices.

    - Install, configure, share, maintain, and troubleshoot printers.
    - Introduce virtual machines and virtualization technologies.
    - Explain basic cloud-computing concepts and their role in modern IT environments.
- **Cybersecurity Fundamentals**
    - Identify common cybersecurity threats and vulnerabilities.
    - Apply basic host, data, network, workstation, and wireless security practices.
    - Configure basic Windows security settings and policies.
    - Apply security troubleshooting procedures.
    - Reinforce ethical and legal responsibilities when working with technology and organizational information.
- **Network Testing and Troubleshooting**
    - Use network utilities and troubleshooting commands to diagnose connectivity problems.
    - Apply systematic troubleshooting methods to hardware, operating systems, wireless networks, and wired networks.
    - Use Cisco Packet Tracer activities to practice network configuration and problem-solving in simulated environments.
    - Packet Tracer is specifically incorporated into the Cisco curriculum to develop critical thinking and complex problem-solving skills.
- **End-of-Course Student Outcomes**
    - Students should be able to assemble and troubleshoot computer systems, install operating systems, configure basic wired and wireless networks, explain IP addressing and routing, use common network services, apply cybersecurity practices, and communicate effectively as beginning IT professionals.
    - The sequence moves students from **computer hardware and IT fundamentals → operating systems and troubleshooting → networking fundamentals → IP addressing and network services → cybersecurity and professional IT practices**, providing a foundation for advanced networking and cybersecurity coursework.

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily and PSSC-provided attire and/or program-specific uniform as directed.

Required Materials and Program Costs

All computers, headphones, cybersecurity lab equipment, networking tools, software, and curriculum materials are provided for students. Students should bring a notebook or binder for class notes and a pen or pencil each day and are expected to come prepared to participate in class activities and hands-on labs. There are no classroom fees, and uniforms will be provided. If you want your uniform customized, then that will need to be paid for by you.

Course Technology

This course utilizes Microsoft Teams for Education, and access information will be shared with students and available for parents/guardians as needed. Students will use **Cisco Packet Tracer** to design, configure, and troubleshoot computer networks in a virtual environment. Additional Cisco learning platforms, cybersecurity tools, and web-based resources may also be used throughout the course to support hands-on labs, simulations, and technical skill development.

3.0 Credits Offered Per Year

High School Equivalency Credits
Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. **Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a**

progress grade recorded for these equivalencies until that time. Please reach out if you have any questions or concerns.

Equivalency Credits available in Cyber Security Careers*: English and Math

College Dual Credits
PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Most programs have “Dual Credit Articulations” with specific colleges, and others are College in the High School (CiHS) courses such as those with Central Washington University. These credits may only be earned by successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

The following college credits are available for students to earn:

- Green River College - 15
- Highline College - 10
- Bellevue College - 15

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the grade-level standards we are learning. Students demonstrate learning through assignments, activities and assessments.

- Formative Assessments: Measures understanding during a learning experience
- Summative Assessments: Measures understanding after a learning experience is complete
- Reassessments: Measures understanding after more learning (see below)

Learn more about standards-based grading: highlineschools.org/grading
[Here are some examples of how teachers can communicate the importance of students completing formative assessments:

- Formative assessments are required because they help you practice skills and give you feedback on your learning before the summative assessment.
- The most recent scores of formative or summative assessments are generally used to calculate your grade. Formative assessments you complete early in the semester provide you with feedback on your learning and guide you on how to improve your grade.]

[Whenever possible, assessments should cover the entire standard. However, we recognize many standards take more than three to four weeks to teach. Read more about this in the Standards Based Grading Handbook.

Some standards in this class take more than three to four weeks to learn, and some may not be fully addressed until 2nd semester. We will do formative assessments on these standards when you should be at a "2" on the technical skills proficiency scale, but before you are expected to fully master the standard. When this happens, you will see "Target 2" in the title of the assignment in the gradebook. While the score will not affect your grade it will give you important feedback to know if you are on track to learn the standard.

Assessment Methods

- Formative quizzes and summative exams
- Peer and self-assessment
- Class discussions and debate participation (no reassessment)
- Skills demonstrations
- Research projects and presentations
- Case studies and real-world scenarios
- Industry recognized certifications (no reassessment)
- Capstone Project Showcase or Community Impact Project (no reassessment)

End of Course Exams

At the end of each semester, students will take an End-of-Course exam that will include a written exam, and a practical (hands-on) exam. These exams are designed to measure student mastery of program competencies, ensure alignment with industry expectations, and support student readiness for workforce or advanced program placement.

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete all assignments as part of individual and collective learning. Please contact me if you need additional time to complete work or need support to engage in our learning community. If you struggle to complete work and engage in our learning community, I will schedule a meeting with your family to discuss concerns and identify ways to support your learning.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 ½ hour blocks, and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and working independently are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone Showcase or Community Impact Project should choose something that demonstrates their advanced levels of mastery in their program content. Students will complete a project training plan that details the skills, standards and assessment criteria which will be used to determine the project's grade.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities for you to improve your grade. All tests must be taken on the scheduled test date. Students who complete the test on time will have up to **three opportunities to retake the test** to demonstrate improved understanding. Reassessments may begin **the following school day** after the original test. Students are expected to review, practice, and correct areas of misunderstanding before reassessing.

Grades

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade based on this scale*:

- **A: 4.0-3.2 -** Student is meeting most standards and exceeding on some.
- **B: 3.19-2.4** - Student is meeting most standards and may be approaching or exceeding on some.
- **C: 2.39-1.6** - Student is approaching on most standards and may be beginning or meeting on some.
- **D: 1.59-1.2** - Student is beginning on most standards and may be approaching on some.
- **NC: 1.19-0.00** - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, the NC does not earn credit for a course.

Recommended Academic Skills

Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught and graded to that college's standards. Because these IRCs and college-level

courses require advanced academic ability, students will have the greatest success in earning these certifications and/or college credit with the following skills:

Reading Level: High School
Math Level: High School
Science Level: High School

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. It is projected that more than 75% of jobs in Washington state will require credentials, certifications and/or education beyond a high school diploma, so our students are getting a head start. Every student will complete at least one IRC.

- **CompTIA Tech+ (formerly ITF+)**
- **TestOut PC Pro Certification**
- **CompTIA Network+** — preparation/aligned curriculum
- **Cisco Networking / Networking Basics credentials** through Cisco Networking Academy
- **Network fundamentals**
- **Computer Systems I & II**
- **Computer Technology I & II**
- **Cybersecurity Essentials for work (Career Safe)**
- **Cybersecurity Awareness Training (Career Safe)**

PSSC Capstone Project

To successfully complete your Career and Technical Education (CTE) program at PSSC, you must complete a Capstone Project and present it. This is mandatory for earning credit during 2nd semester and could impact your ability to earn the CTE graduation pathway. This project demonstrates the skills and knowledge you've gained throughout your time in the program, the IRCs you have earned, and readiness to enter your chosen career field or continue your education. It will also include a showcase of your best work. It is a graduation requirement that cannot be waived. You will be given a checklist with the requirements.
Along with your main project, all students must complete the essential professional documents including:

- a resume
- a cover letter
- a thank you email
- an reference request email
- a reference list
- a showcase of exemplar work to be presented
- and a written reflection essay summarizing the year's learning and your plan for the future
- performance evaluations (student monthly or quarterly self-reflections & teacher feedback)

Capstone Project Showcase for 1st Year Students:

- Complete a presentation of your capstone and your best work to industry professionals, family, and/or friends, as required by your program.

Community Impact Project for 2nd Year Students:

- Research and complete an individual or group project that showcases multiple industry skills mastered and meets a need in the community. 2nd year students will have already completed the minimum professional documents requirements during the previous year, though their resume should be updated regularly.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in WBL through their program, and some may earn elective credits.

All PSSC students will participate in some form of Work-Based Learning and fill out a contract at the beginning of the year to start the process.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships
- Field Trips to Industry Sites
- College Visits

Leadership

Leadership is a key component of (Program) where your student can be a member of a Career & Technical Student Organization (CTSO). Our CTSO is SkillsUSA. The purpose of SkillsUSA is to encourage the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community. It is each student's choice as to how active they will become in SkillsUSA.

Partial list of leadership opportunities:

- attend SkillsUSA conferences and competitions
- perform a community service project
- be a student leader or class officer in your program
- serve as an ASB representative
- lead campus tours

volunteer for career days at elementary and middle schools

STUDENT PERSONAL SMART DEVICES POLICY (CELL PHONE, TABLETS, HEADPHONES/EAR PODS)

Purpose: The guiding language from Governor Ferguson is "Away for the Day" - To keep phones from disrupting learning, increased safety, productivity and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

- Before school: Anytime before the bell rings
- After school: Anytime after your session's final bell

Emergency Communication

- Parents: Call the main office directly in emergencies at (206) 631-7300
- Students: Get a pass to use the office phone for urgent calls

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator
- Computers available at all school sites for academic work
- Accommodations honored: Students with 504, IEP, MV, or Health Plans may use devices as documented

Consequences (Progressive)

1. First: Verbal reminder to store phone properly from the classroom instructor – documented in Synergy
2. Second: Phone confiscated by classroom instructor for the period; possible admin referral – documented in Synergy
3. Third: Admin referral and parent/guardian contact and phone to be held by the Dean of Student Success – documented in Synergy

Immediate referral if the disruption is significant or dangerous – documented in Synergy

Goal: These steps are instructive, not punitive, to maintain a respectful and safe learning environment.

Attendance Policy

The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time**.

1. Upon entering the classroom, each student will scan the QR code to check in for the day, and put their smart devices in the designated area in the classroom. It is their responsibility as a student to complete the QR code so their presence is documented for the day. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, voice text or phone call.
3. Absences may be excused **by a parent/guardian** by the following methods within 48 hours of the absence:
    a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206) 631-7353
    b. Email to Ms. Kelsey (kelsey.gomez@highlineschools.org)
    c. Text message to Ms. Kelsey through Google Voice at (425) 298-7345
    d. Hand-written note turned into PSSC Attendance Specialist Kesley Gomez
4. Please include the following information in the note, call or email:
    a. Student Name
    b. Parent/Guardian Name
    c. Program Name
    d. Date of the absence
    e. Reason for the absence
5. Students who are 18 years of age may excuse their own absence **in writing only** for the following reasons: school-related absence, medical appointment, or personal illness.
6. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your sending school as well.
7. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Student Handbook: Linked Here

Eligibility to Return as a 2nd Year Advanced Student

All PSSC students will have quarterly performance evaluations with their PSSC teachers to assess success in their program, and communication will take place with the student success dean, sending school and families when additional supports are needed.

In order to return as a 2nd Year Advanced Student, they must demonstrate mastery of content and skills considered necessary by their industry-trained teacher(s), and pass the End-of-Course exam each semester. Students must also successfully earn the schoolwide and program specific required IRCs.

Students who are unable to complete the required skills, unable to pass the End-of-Course exams, and IRCs in one year may be eligible to return to PSSC for another year and additional time to complete those items, but would not have earned the advanced status to be considered a 2nd Year Advanced Student.

Students who return to PSSC and enroll in a different program will also be considered a 1st year student, as it is their first year in that program.

Students may attend the same program at PSSC for a maximum of two school years. However, this does not count summer school which is open to students who have finished the 8th grade until the summer before their senior year.

To move from Cyber Security Year I to Cyber Security Year II, students should demonstrate mastery of foundational IT, networking, and cybersecurity skills. Students should be able to identify and troubleshoot basic computer hardware and operating system issues, understand network devices, IP addressing, protocols, and basic network communication, and use Cisco Packet Tracer to build and troubleshoot simple networks. Students should also understand common cyber threats, vulnerabilities, security practices, digital citizenship, and ethical technology use. In addition, students must demonstrate consistent participation, professionalism, teamwork, problem-solving, and successful completion of required Cisco Networking Academy coursework and assessments in Introduction to IT, Networking, and Cybersecurity.

Academic Honesty

We take academic honesty seriously. You are expected to maintain the highest levels of integrity. It is important that we can assess what you know and can do independently so that we can accurately support your learning. Here are guidelines that ensure that you are upholding academic honesty:

- Do your own work: Do not copy or plagiarize someone else's work, including text, images or ideas. Strive to produce original work that represents your own thoughts and ideas.
- Give credit: If you use a source such as a book, article, website or generative Artificial Intelligence, you must give appropriate credit. Include a citation that clearly identifies the source of your information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to re-doing the assignment and family conferences. Academic honesty ensures you are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher — but not to replace student thinking or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one’s own without permission or explanation is not acceptable and considered academic dishonesty.

Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.
Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.
Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 2 06-631-7300.
Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan, kala xidhiidh xafiiska dugsigaaga 206-631-7300.
ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.
اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید.