



**Student & Family Handbook**  
**2020-21**

## Introduction

Welcome to Pacific High School, a unique learning community. Pacific High School provides a motivating, challenging, safe and supportive academic environment. This Pacific High School Handbook provides students and their families information regarding our policies and practices, including credit requirements, discipline and attendance, and Student Achievement Plans. The handbook also contains general information about school schedules and calendars, contact information and community collaboration practices.

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### **School Hours**

**M-T-Th**

**8:45-2:55**

**Wednesday**

**9:20-2:55**

**Friday**

**8:45-1:40**

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# Mission Statement

Pacific High School students will develop healthy and productive life skills in an exciting, motivating, challenging and supportive academic program. PHS will develop academically proficient, life-long learners, with strong community connections, who have a desire, purpose, and ability to succeed.

## PHS Goals

### Academic

1. Students finish what they start, and follow through on the commitments they make.
2. Students demonstrate progress at an appropriate pace that moves them towards graduation.
3. Students take an active role in building a culture of academic excellence.
4. Students use technology respectfully and with purpose.
5. Students participate fully in individual and collaborative learning experiences.

### Personal

1. Students develop and maintain personal wellness.
2. Students develop a clear understanding of what options are available to them after high school, and what they are most interested in doing after high school.
3. Students establish and maintain stable, healthy, and satisfying relationships with self, peers, staff, and community.
4. Students think critically about the world around them and analyze the information with which they engage.
5. Students advocate for themselves and others responsibly and respectfully.

### Community

1. Students develop a sense of belonging and build a strong support system.
2. Students develop empathy through active engagement in socially responsible service learning experiences.
3. Students interact appropriately with peers and community members in a variety of contexts.
4. Students engage in experiential activities centered on but not limited to arts, culture, nature, and community.
5. Students are aware of the wider world and have a sense of their own role as a global citizen<sup>1</sup>.

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<sup>1</sup> Oxfam's Guide to Education for Global Citizenship

## **Habits of Work**

We recognize that school success is directly associated with some very specific habits of work. As such, we explicitly teach the following habits so that students are more likely to succeed.

- ✓ I come to class, ready to learn.
- ✓ I actively and respectfully participate in class.
- ✓ I complete school work as assigned.
- ✓ I assess and revise my own work.
- ✓ I contribute to the success of group work.

*WE ARE CREW NOT PASSENGERS.*  
**- Kurt Hahn**

*MY OWN SELF, AT MY VERY BEST, ALL  
OF THE TIME.*  
**- The American Youth Foundation**

# Expeditionary Learning Design Principles

Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student.

Given fundamental levels of health, safety, and empathy, all people can and want to learn. We believe expeditionary learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

## 1. THE PRIMACY OF SELF-DISCOVERY

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, “grand passions,” and responsibilities in situations that offer adventure and the unexpected. Students have tasks that require perseverance, fitness, artisanship, imagination, self-discipline and significant achievement. Pacific High School strives to help students overcome their fear and discover they have more in them than they think.

## 2. THE HAVING OF WONDERFUL IDEAS

Learning activities build on student’s curiosity about the world by participating in situations that provide matter to think about, time to experiment, and time to make sense of what is observed. PHS fosters a community where students’ and adults’ ideas are respected.

## 3. THE RESPONSIBILITY FOR LEARNING

Learning is both a personal, individually specific process of discovery and a social activity. Each of us learns within, for ourselves and as a part of a group. Pacific High School encourages children, young people, and adults to become increasingly responsible for directing their own personal and collective learning.

## 4. EMPATHY AND CARING

Learning is fostered best in small groups where there is trust, sustained caring, and mutual respect among all members of the learning community. Small class size at Pacific High School promotes a caring community.

## 5. SUCCESS AND FAILURE

All students must be assured a fair measure of success in learning in order to nurture the confidence and capacity to take risks and rise to increasingly difficult challenges. However, it is also important to experience failure, to overcome negative inclinations, to prevail against adversity, and to learn to turn difficulties into opportunities.

## 6. COLLABORATION AND COMPETITION

Students develop the value of friendship, trust, and group endeavor. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

## 7. DIVERSITY AND INCLUSIVITY

Diversity and inclusivity in all groups dramatically increase richness of ideas, creative power, problem solving ability, and acceptance of others. Students investigate, value, and draw upon their own different histories, talents, and resources together with those of other communities and cultures.

## 8. THE NATURAL WORLD

A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and cause and effect. Students learn to become stewards of the earth and of the generations to come.

## 9. SOLITUDE AND REFLECTION

Solitude, reflection, and silence replenish our energies and open our minds. Students have time alone to explore their own thoughts, make their own connections, and create their own ideas and have the opportunity to exchange their reflections with each other and with adults.

## 10. SERVICE AND COMPASSION

We are crew, not passengers, and are strengthened by acts of consequential service to others. One of Pacific High School’s goals is to prepare its students with the attitudes and skills to learn from and be of service to others.

The above principles have been informed by Kurt Hahn’s “Seven Laws of Salem,” by Paul Ylvisaker’s “The Missing Dimension,” and by Eleanor Duckworth’s “The Having of Wonderful Ideas” and Other Essays on Teaching and Learning (New York: Teachers College Press, Columbia

# **Admission/Readmission/Withdrawal**

## ***Admission***

Pacific High School is an alternative high school for students living within the Sitka School District. It is a school of choice however students must apply for admission and be interviewed prior to admission. Admission to Pacific High School is not guaranteed; students must demonstrate compatibility with our program and the willingness to commit to the PHS standards & program. Students who do not meet attendance, citizenship, and academic standards may be exited from Pacific High School. Students under age 16 who are exited must enroll at another high school to meet State of Alaska's mandatory school attendance statutes.

## ***Admission Steps:***

1. Student picks up an application packet from PHS office.
2. Student and parent fill out the application packet.
3. After all application materials are turned in an Admissions Interview will be scheduled. Parent(s), guardian, or another supportive adult must participate with student and staff in the interview process. The purpose of the interview is to ensure that the students and family understand the nature of Pacific High School's educational structure and climate, and that it is a good fit with the student's needs.

Students currently enrolled in Sitka High School are encouraged to meet with the counselor there to begin the withdrawal process. Students choosing PHS must withdraw from Sitka High before enrolling at Pacific High. Students currently enrolled in a local school should complete their present term so they do not lose credit. The application process (but not the admission) may be completed prior to withdrawal. Students new to Sitka School District may enter mid-session, but may not be eligible to earn full credit.

Special Education Students must enter Pacific High School by following the IEP process, including the team meeting process. PHS staff will become part of the team for any student considering a change in placement.

Students hoping to graduate within a certain timeframe must meet with staff prior to enrolment to determine if PHS will be able to meet their credit needs within the expected time.

## ***Independent Students***

In recognition of the difficulty succeeding in school when basic living needs are not met, students living independently may be required to show proof of sufficient legitimate resource

to support themselves prior to enrollment. Pacific High is happy to refer students to social services to help students meet their basic needs and assist with applications and enrollment.

### ***Readmission Procedure***

Students who have been exited from PHS may apply to return to school. In order to be re-admitted, a student must communicate to staff what will be different so that s/he may succeed. Students who were exited for failing to progress toward graduation may be readmitted under Academic Probation status.

The following steps must be completed before re-admission will be granted, and **re-admission is not guaranteed**.

1. Fill out a PHS Application Packet— front page only if you were exited earlier in the same school year.
2. Schedule an interview with your Crew teacher and the principal.
3. Prior to your interview, fill out a Readmission Interview Preparation Form (at the end of the Handbook) and bring it with you to the interview.

### ***Withdrawal from School***

When withdrawing during the school year, a student must first have his/her parent/guardian call the Principal requesting the student's withdrawal. The student will then obtain a withdrawal form, which must be signed by all instructors with whom the student is currently enrolled, as well as the principal and school secretary.

## Attendance

Prompt attendance is critical to school success. If students are going to be absent, the school office must be notified by 9:00AM at 747-0525. If the school has not been informed, parent will be contacted. Students leaving class without permission will be considered absent and the student may not be allowed to return to class that day. Parents will be notified of the absence.

Students are expected to make up all work missed while absent, regardless of the reason, in order to earn credit. Neglecting to make up work puts a student at risk of not earning credit. Students who are tardy miss important instruction and often have a difficult time understanding the expectations for class work.

Students are required to be in scheduled classes (not hanging out in common areas) to be counted as present. In order to make progress towards mastery of competencies and to complete activities that demonstrate that mastery, students **MUST** attend class.

Orientation, Intersession, and Crew are offered for Elective credit and **are required attendance periods**. We use this time to teach academic success skills and future planning, to create connection to school, and to track progress toward graduation. Credit is awarded for attendance, participation, and demonstrating skills. Experience has shown us that students who attend during these times are more likely to earn credit in academic classes and graduate on time. Students who do not attend these classes miss an opportunity to earn credit and will fall behind on graduation.

If there are questions about whether attendance is required any given day, please call the office at 747-0525.

# Academics

## ***Academic Focus***

The approach to education at Pacific High School is different than that of many traditional schools. Our "inch-wide, mile-deep" curriculum allows students to become experts in a topic within a broader curricular area. We value *quality over quantity* in student products. Rather than final exams, students typically demonstrate their learning at a Culmination Exhibition at the end of each session. Student work is required to be revised-AS MANY TIMES AS NECESSARY-to presentation quality. Class time and direction is provided at school to assist students in learning the skills necessary to reach a high level of quality. Culmination attendance is required for all students.

## ***Competency-based Curriculum***

Pacific High School's curriculum, grades and credit are based on the demonstration of competencies in all academic areas. A competency is a demonstration that a student knows or is able to do something. The credit a student earns is based directly on the number of standards-based competencies met at a minimum level of proficiency. Credit is dependent on production of quality work and students' demonstration of knowledge and/or ability. Students may therefore, earn more or less credit in a class depending on their motivation, perseverance, quality of work, and effort. Students and staff may develop a specific set of competencies to be achieved through any given course.

Students will receive a syllabus for each class, which includes the steps for competency completion, including products necessary for demonstration, standards addressed and assessment options. A record of demonstrations, competencies achieved, and standards addressed will be stored in student portfolios. A report of progress towards competencies and standard mastery will be sent home, as a report card, at the end of each session. **Daily attendance is required in all classes to adequately demonstrate competencies.** Opportunities to demonstrate competency achievement lost through absences usually cannot be made up.

Should a student achieve proficiency on all competencies for any given class prior to the close of the session, the student has the opportunity to accrue additional credit through demonstration of additional competencies. If a student does not meet proficiency in all available competencies in a class, s/he will be placed in *Completion* until all competencies for the course have been met. (See *Completion Policy*)

## **Curricular Vision**

Our vision at Pacific High is to nurture lifelong learners who are well prepared for college and/or careers and have gained the skills necessary to contribute positively to the local and global community. To that end, our curriculum is designed to be:

### **1. Socially responsible**

*Curriculum empowers students to develop the skills to be actively civic-minded, cultivate empathy, and positively impact the world around them.*

### **2. Multicultural**

*Curriculum introduces students to multiple perspectives and ways of being in an increasingly globalized community. Students learn about and appreciate other cultures while gaining increased understanding of their own backgrounds and heritage.*

### **3. Rigorous**

*Curriculum supports students in achieving meaningful levels of knowledge and critical thinking in all areas, and developing deeper understanding in areas of interest.*

### **4. Inspiring**

*Curriculum inspires students to find their voices and pursue their passions -- to learn more, do more, be more.*

### **5. Collaborative**

*Curriculum incorporates a variety of collaborative interactions between students, staff, and community members in order to construct understanding that builds upon multiple perspectives.*

### **6. Interdisciplinary**

*Curriculum integrates skills and knowledge from multiple subject areas to strengthen and deepen the learning experience.*

### **7. Creative**

*Curriculum promotes multiple means of expression by challenging students to use their intellectual and artistic creativity to solve problems and demonstrate understanding.*

### **8. Project-based**

*Curriculum is organized around meaningful projects that focus on specific competencies and skills. Projects are open-ended, experiential, and driven by student inquiry.*

### **9. Relevant**

*Curriculum is meaningful and timely in the lives of our students, families, and community on a local, regional, and global level.*

## 10. Adaptable

*Curriculum is adapted to individual student and staff interests and skill levels, and incorporates opportunities that arise throughout the year.*

## 11. Restorative

*Curriculum is designed to heal the educational harm students may have experienced in prior educational settings and rebuild academic self-confidence.*

## **Completion Policy**

At PHS one of our main goals is that students develop the habit of finishing what they start. The Completion Policy is critical in developing and supporting this habit. The PHS Completion Policy uses school time to ensure meaningful completion of the learning that should take place in every class. This leads to more efficient learning, and more students developing the successful habits they need to work toward graduation and beyond. This helps students go further than simply learning surface information by helping them develop critical thinking skills and create meaningful products. The Completion Policy is as follows:

- All classes are offered for 0.5 credit.
  - We will not grant partial credit (0.25 credit) for incomplete work for a class. However, if a student only needs 0.25 credit for a specific subject area, they can make a plan ahead of time with a teacher to earn 0.25 credit in a class. This plan will include a meaningful culminating project.
  - If a student begins a class midway through a session, staff may make a plan to earn 0.25 credit in a class. In these situations, an appropriate culminating project will be required just like in a 0.5 credit class. Students aiming for 0.25 credit will still be integrated into the overall project focus of the class. In general, the cutoff is for students beginning a class more than two weeks into the new session.
    - If this 0.25 work is not finished by the end of the session, students run the risk of starting every session doing completion work. Students will have one week of completion time to finish the 0.25 credit. After this, they will spend the next session doing the full 0.5 credit for the class they are working on.
  - Extension credit (0.25) may be offered to students who are on track to earn 0.5 credit in a class.
- At the end of a session:
  - If you have earned 0.5 credit in a class, you begin new classes on the first day of the new session.
  - If you have not finished earning 0.5 credit, you will continue to work on the previous session's class until you have finished and you will be provided additional support as follows:

- *We will designate an appropriate place to do the work required to complete your work from the previous session.*
  - *We will clarify appropriate guidelines to ensure efficient progress toward completion of your work.*
  - *We will designate staff that you can go to for assistance as you are doing your completion work.*
  - *If you need to complete an AM class, you will do your completion work in the morning. If you need to complete a PM class, you will do your completion work in the afternoon.*
  - *When you complete your work, you will be placed into an appropriate class in the new session.*
  - *If you feel you cannot complete the work for a class, you can meet with staff as a group and share your thinking. We will help figure out how you can be successful in completing your work, but we will not grant partial credit for incomplete work.*
  - *If you have missed so much of the previous session's class that you cannot realistically complete the class, you will earn no credit for the class and staff will develop an Academic Success Plan with you before placing you in a new class.*
- Staff will consider specific exceptions to this policy as needed, and as a group. This will not include granting partial credit for students who refuse to work towards completion in a class.

### ***Academic Success Plans (ASP)***

Academic Success Plans are developed to assist students in following through with coursework and completing classes. ASPs are collaboratively designed by students, parents and staff. Plans address the student's educational needs and goals, as well take into consideration the student's three to five year plans. ASPs can also address student's credit needs and outline classes and independent work each student will need to participate in to meet those goals. The ASP can be revised at any time during the year, whether students successfully accomplish goals, change direction in their plans, or need additional structure to be successful.

### ***Revisions to Academic Success Plan***

If a student is unable to conduct themselves in a way that does not interfere with their own or others' learning (including attendance), revisions to the student's ASP will be made through a conference with student, parent, staff, and other available support personnel (counselors, etc.). Revisions allow students to define problem areas and identify the supports and strategies necessary to become more successful at school. Students may be required to follow the plan outlined in original or revised ASP to remain at Pacific High School.

ASPs can also be revised to reflect student accomplishments and growth. As students complete competency areas, the ASP may need to be revised to reflect the next set of goals.

### ***Graduation Plans***

Prior to enrollment the year of expected graduation, each student will meet with staff and a parent or other educational partner to develop a graduation plan. The plan is the blueprint for each student's progress towards graduation, outlining credit needs, courses to be taken and to identify supports the student may require for success. The plan is updated each session in regards to credit needs and as needed for other issues (i.e. attendance, extended credit work, etc.).

### ***Independent Study***

Students may request independent study projects from content area teachers **only** if a course required for graduation is not offered that year or is in conflict with another required class. Independent Study projects may also be requested if a student is interested in pursuing a particular course of study not regularly offered at PHS. Students must be in good academic standing in order to receive PHS Independent Study. Projects can be arranged for either 0.25 or 0.5 credit, must be agreed upon by the student and the teacher overseeing the project, and approved by the student's Crew teacher and PHS principal. In addition to completing the Independent Student project as agreed upon by the PHS team, a written reflection is usually required in order to earn credit.

To request an Independent Study project, a student needs to:

1. Discuss potential ideas with the subject-area teacher and co-design a project that meets content-area standards;
2. Organize a meeting with content-area teacher, Crew teacher, PHS principal (or PHS social worker), student, and parent (if possible/necessary) to present project and answer clarifying questions;
3. Follow through with the commitments laid out in the Independent Study plan and meet learning competencies at a level of three or higher.
4. Complete a summative written reflection with the guidance of Crew teacher and/or content-area teacher upon completion of the project.

Students may also earn independent credit by taking home school courses through REACH, by taking UAS classes, or through any structured community learning activities (i.e. First Aid/CPR, high school or community league sports, work experience, etc.). Typically, 75 hours of community learning is worth ½ credit.

## ***Schedule Changes***

The course selection process allows students and staff to select courses which best fit students' educational and credit needs. If a student wishes to change classes after the session has started, a class change form must be filled out by the student and signed by the teachers involved and the Crew teacher. No class changes are allowed after the first week of a session.

## ***Report Cards/Progress Reports***

Students make culminating presentations demonstrating their skills to school, community and/or parent groups at the end of each academic session. Following these presentations, students receive report cards detailing competencies met, credit earned, and grades. Students maintain a record of competencies met in their portfolios. Crew teachers supervise student collections of documentation in Crew Portfolios. Report cards/progress reports will be mailed home to parents/guardians at the end of each academic session.

## ***Standards Grading***

All classroom grading is based upon how well the student reaches the standards associated with each course. By reporting to standards, students and their parent/guardian will be able to see the individual's strengths and weaknesses within a given coursework. Students earn credit based on the competencies mastered during any one session for each course. The student will be scored on these standards by using the following **scale**:

- 1 Emerging: Concerned, little or no progress
- 2 Developing: Making Progress
- 3 Proficient: Standard or competency met
- 4 Exemplary: Advanced and/or independent application of standard or competency

A score of 3 or 4 is required to count the competency towards credit requirements for any assignment, assessment, project or class.

## ***Credit by Examination***

PHS students may earn credit by demonstrating mastery in mathematics, language arts, science, social studies, or world languages, as determined by the PHS faculty on an as-needed basis.

## ***Friday Schedule***

The Friday schedule at PHS is focused on Enrichment Classes designed to support the social-emotional growth of students. These classes are offered for Elective credit, which is required for graduation. **Friday classes are not optional, and attendance is required**, just as it is Monday through Thursday. Friday schedule includes Crew, Life Skills, and an afternoon

elective class. Students are required to attend all three. Crew/Life Skills credits are required credits for graduation from Pacific High School.

### ***Field Work***

In most classes, fieldwork is expected and required. If fieldwork is required for a course, students are expected to participate. Students are reminded that all school rules and behavioral expectation apply to field work experiences. Absences in other classes or school activities due to participation in fieldwork are considered excused absences.

### ***Student Travel***

From time to time, students have the opportunity to travel on behalf of Pacific High School, representing the school at conferences, student exchanges, or learning opportunities. In order to travel with PHS, a student must be in good academic standing, and staff must agree that the student has the skills to be a positive ambassador for the school. Students must also commit to bringing their experience back to the PHS community by presenting to the school. Unless otherwise specified, traveling students are expected to make up any schoolwork missed during the absence. Students travelling with PHS will remain under PHS or designated supervision at all times, and all school rules apply. **Any rule breaking may result in the student being returned early at the family's cost.**

### ***P.E. Credit***

PHS encourages lifelong enjoyment of fitness activities. Although we have few scheduled P.E. classes, P.E. credits can be earned in a number of ways at PHS including participation in PHS Adventure Program experiences, community classes (i.e. dance, karate, swimming), independent activities with instruction, or participation in team sports. One-half (0.5) credit of PE may be earned for successful completion of at least 75 hours of physical activity. For independent activity, at least 10 of the 75 hours must include instruction, such as fitness classes, PHS Friday P.E. classes, physical therapy, coaching, personal training, etc. Students must record activity and instruction hours on the Independent P.E. Form and submit it to their crew teacher to earn credit.

Two credits (2.0) of PE/Health are required for graduation; 0.5 of which must be PE and a separate 0.5 credit of Health. The remaining 1.0 credit can be any combination of PE and Health credits. Students are strongly encouraged to begin logging this credit as early as possible in their high school "career". **It is suggested that students earn 0.5 PE credits their first year, 0.5 Health credits by the end of their second year, and 0.5 PE credits in the remaining 3<sup>rd</sup> and 4<sup>th</sup> year of a 4-year graduation plan.**

## ***PHS Adventure Program***

Students may earn P.E. or Elective credit through participation in PHS's outdoor adventure program. This program includes short and extended kayak trips, hikes, camping and challenge initiatives. Although there are some required activities, the level of challenge will be up to each student. Students are expected to participate in challenge activities, some of which may be beyond the traditional school day. PHS typically charges no fees for these activities.

## ***Standardized Testing***

The Performance Evaluation for Alaska's Schools (PEAKS) is required by the State of Alaska. PEAKS is an Alaska-specific standardized test used to assess student progress on various academic standards. This test is given to all 9<sup>th</sup> and 10<sup>th</sup> graders in the spring; 9<sup>th</sup> graders are tested Math and Language Arts, and 10<sup>th</sup>-graders take only the Science portion. PHS also administers the Measures of Academic Progress (MAP) as an in-house English and math assessment to measure student growth in these areas. MAP is administered two times a year; Fall and Spring.

## ***Sitka High Dual Enrollment***

PHS students have the opportunity to take classes at Sitka High that are not offered at PHS. In order to qualify, the student must be in good academic standing and on track to graduate in a reasonable amount of time. A student must get the recommendation of his/her Crew teacher and make a proposal to a team of three or more staff members explaining how enrolling in an SHS class will further his/her educational goals or future plans. SHS principal approval is also required. While attending SHS classes, PHS students must abide by SHS rules and are subject to SHS consequences for infractions.

## ***Post-Secondary Dual Enrollment***

Students at least 16 years old may receive academic or vocational credits that count toward graduation requirements for successfully completing courses at the University of Alaska Southeast. Students interested in participating in these programs should speak with their Crew teachers. Only students in good academic standing at Pacific High School are eligible for dual enrollment. Courses may be part of a grant program, and therefore, offered to students free or at a reduced fee, or tuition may be partially reimbursed upon successful completion of the class. Each 3-credit college class is equivalent to ½ credit high school credit.

## ***Academic Probation Policy***

Academic probation addresses two concerns:

- Rate of credit accrual – students must earn credit at a rate which will allow them to graduate in a reasonable amount of time.
- Student responsibility for learning – students must strive to earn the full credit available in each class.

Students must earn approximately 6 credits per year in order to graduate in four years. In order to earn six credits per year, students must earn full credit in all classes, *including* Intersessions, Friday Enrichment classes, and Crew. **Students *must also* earn an average of one-half credit per year outside of school in order to stay on track.** This credit may include: Independent PE, Independent Service, Work Credit, Credit Recovery, or Extension credit in content-area classes.

Any student earning less than full credit each session will be placed in *Completion* (see Completion Policy) and may be placed on Academic Probation if satisfactory progress is not made in a reasonable amount of time. Academic Probation is an opportunity to identify and address barriers to earning full credit, whether they are behavioral, environmental, physical, or emotional. While on Academic Probation, students are encouraged to seek out support services from outside agencies such as YAS, SEARHC, SCPS, etc. Students who earn less than full credit while on Academic Probation may be exited from PHS. Students on Academic Probation who earn full credit will return to good academic standing upon completion of the current academic session. The regular re-admission policy (page 9) applies to students exited for non-accrual of credit; students must demonstrate efforts to solve the problem that led to being exited.

### ***Early Graduation***

Students wishing to graduate before their natural graduation date must not only fulfill all regular graduation requirements but also have a solid and secure plan for transition into independence. Examples include a career and independent living plan (more than just a job), college admission, or further vocational training. Students may work directly with PHS staff (Crew teacher, school social worker) to develop this plan prior to graduating.

## Graduation Requirements

Credits	Content Area	Details
4	English	
3	Science	Including at least 1 biological and 1 physical science
3	Math	
3	Social Studies	½ Alaska Studies, ½ Global issues, 1 U.S. History, 1 Government
2	P.E./Health	At least ½ credit Health; a maximum of 3 credits P.E. count towards graduation
1	Vocational	Maximum 2 credits work experience
½*	Crew/Lifeskills	*PER YEAR enrolled at PHS
Remaining	Electives	Maximum 3 credits of Service Learning, Office Aide
<b>23</b>	<b>TOTAL</b>	

### Additional Requirements

- Pass swim test

### Suggested Curriculum for College-Bound Students

Each university/college has specific admissions requirements- please note that **minimum high school graduation requirements are not equivalent to minimum college entrance requirements.**

Credits	Content Area	Details
4	English	
3-4	Science	Including at least 1 biological and 1 physical science
3-4	Math	Not including remedial math
3-4	Social Studies	½ Alaska Studies, ½ Global issues, 1 U.S. History, 1 Government
2	P.E./Health	At least ½ credit Health; a maximum of 3 credits P.E. count toward graduation
1+	Vocational	
½*	Crew/Lifeskills	*PER YEAR enrolled at PHS
2-4	World Language	Includes native language
1+	Service	Maximum 3 credits of Service count towards graduation
Remaining	Electives	
<b>23+</b>	<b>TOTAL</b>	

## Alaska Performance Scholarship

The Alaska Performance Scholarship is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college and/or career training in Alaska.

Alaska's hardest-working students can earn up to \$4,755 a year. To qualify, students must take a specific, rigorous high school curriculum; earn a minimum 2.5 GPA; and do well on a college or career-readiness exam. Three award levels are offered:

The infographic shows the requirements for the Alaska Performance Scholarship. At the top, four icons represent the criteria: Coursework (calendar), Grades (document with checkmarks), Scores (laptop with '1756'), and FAFSA (dollar sign). Below these is a red banner for the 'Collegiate Award' and a grey banner for the 'Career/Technical Award'. The Collegiate Award is divided into three levels with their respective requirements and funding amounts.

Collegiate Award		
<b>Level 1</b> up to \$4,755 per year	<b>Level 2</b> up to \$3,566 per year	<b>Level 3</b> up to \$2,378 per year
<ul style="list-style-type: none"><li>• High School GPA 3.5</li><li>• ACT - 25 or SAT - 1680</li><li>• Specified rigorous high school curriculum</li></ul>	<ul style="list-style-type: none"><li>• High School GPA 3.0</li><li>• ACT - 23 or SAT - 1560</li><li>• Specified rigorous high school curriculum</li></ul>	<ul style="list-style-type: none"><li>• High School GPA 2.5</li><li>• ACT - 21 or SAT - 1450</li><li>• Specified rigorous high school curriculum</li></ul>

**Career/Technical Award**  
Can be earned with qualifying WorkKeys instead of ACT/SAT scores

For more information on the APS, please talk to your Crew teacher and visit:

[http://acpe.alaska.gov/FINANCIAL\\_AID/Grants\\_Scholarships/Alaska\\_Performance\\_Scholarship](http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship). There is a very useful checklist to help guide your high school choices at:

[https://acpe.alaska.gov/Portals/0/APS/Forms/APS\\_2015\\_Checklist.pdf](https://acpe.alaska.gov/Portals/0/APS/Forms/APS_2015_Checklist.pdf)

## UA Scholars Award

The UA Scholars Award is a program of the University of Alaska that awards an \$11,000 scholarship to the top 10 percent of graduates from each qualified Alaska high school. The award may be used for attendance at any UA campus statewide. Students are designated by their high school based on their standing at the end of their junior year. The program does not require a specific GPA, test score, or curriculum. UA Scholars receive \$1,375 per semester for up to eight semesters. The award amount is fixed and is not dependent on other financial aid received. Once enrolled, UA Scholars must maintain full-time enrollment status and a 2.5 cumulative GPA to remain eligible for the award. For more information on the UA Scholars program, go to [www.alaska.edu/scholars/](http://www.alaska.edu/scholars/)

## **Home/School Communication**

Home/school communication is critical for student success in school. Each student belongs to a Pacific High School "Crew". PHS Crew is led by a content-area teacher, and students move through Crews as they accumulate credits toward graduation. The Crew teacher is primarily responsible for communication of each student's progress and concerns to their parents/guardians. Parents or significant adults are encouraged to contact the school with any questions or concerns, at 747-0525.

### ***Parent Involvement Policy***

Pacific High School recognizes that parents, guardians and other family members are their children's first and most influential teachers and that continued parental involvement in education contributes greatly to student achievement and conduct. Parents, guardians and other family members can directly affect academic success by reinforcing their children's motivation and commitment to education.

Student achievement is closely correlated to student attendance. Therefore, it is Pacific High's policy to reach out to students and families in order to get them to school. We personally call every absent student's home after 9:00 a.m. daily.

Teachers and parents/guardians and other family members can better understand and meet student needs by working together. As such, PHS encourages regular contact between teachers and families and provides multiple opportunities for parents to meet with staff, participate in their students' academic planning, give input into school planning, and celebrate student success. At the beginning of every school year, all students attend intake interviews with their Crew teacher and parents(s), guardian(s) or supportive adult(s), to review and update goals, challenges, and future plans. PHS facilitates student-led conferences twice per year at which parent/guardian attendance is required; parents are called individually to schedule conference times that are convenient. Monthly, PHS hosts Parent-Community Council (PCC) meetings where parents are informed of programming updates, asked to contribute to planning and give feedback, and build supportive relationships with staff and each other. Quarterly, students present their academic work to families and community members at Culminating events, in combination with PCC meetings.

# **Student Behavior Expectations**

Students are expected to conduct themselves in a manner conducive to the learning of all students. It is each student's responsibility to contribute to a positive school environment. Members of the PHS community are expected to interact respectfully with one another. This includes refraining from harassment, put-downs and profane language. The Infraction Policy outlines consequences for behaviors in violation of Sitka School District and/or Pacific High School rules, protocols and policies.

## ***Dress Code***

The atmosphere at Pacific High School is often seen as more casual than at more traditional schools. However, PHS is a school; as such, students are expected to present themselves as serious students. Inappropriate student attire may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on school grounds. Students are expected to adhere to reasonable levels of cleanliness and modesty (no front or back cleavage or showing of undergarments). Students are expected to wear clothing that is appropriate to their age level and that does not disrupt the school or educational environment.

Students are prohibited from wearing clothing advertising or promoting items illegal for use by minors including, but not limited to alcohol, drugs (including marijuana), or tobacco; and from wearing clothing displaying obscenity, profanity, vulgarity, racial or sexual remarks, or making reference to prohibited conduct or similar displays. The principal makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change or cover their clothing, or leave school.

## ***Harassment***

Harassment based on race, color, religion, national origin, sex, physical condition, ability, sexual orientation, gender identity, age or marital status includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble other people. Such conduct interferes with a student's performance and creates an intimidating or hostile learning environment. Sexual harassment may include unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

Sexual harassment includes, but is not limited to:

- verbal, physical or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications;
- suggesting or demanding sexual involvement accompanied by implied or explicit threats.

Harassment based upon factors other than sex includes, but is not limited to,

- verbal, physical, or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, job, etc.;
- demeaning jokes, stories or activities.

Harassment and abuse are violations of Pacific High School and Sitka School District policies. It may also be violations of criminal or other laws. The school district has the authority to report student harassment to law officials, and to discipline students in school for harassment that occurs off school premises, if it creates a hostile environment in school.

### **Telephone Use**

Generally, students receiving telephone calls during school hours are not called to the telephone. The office will take a message and forward it to the student, if necessary. Only in emergencies are students removed from class or another school activity to receive a telephone call. If students need to make a phone call during school, they are to request permission from a teacher to use the classroom telephone. *Students are not to use the office telephones.*

### **PHS Cell Phone Policy**

Pacific High School abides by SSD policy regarding cell phones and other portable electronic devices, which states that they “are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.”

In order to avoid interference with the educational process, we expect students to use professional cell phone / electronic device etiquette. This includes but is not limited to:

- Turning phones to silent mode during class time;
- Not answering the phone or texting when attention is required such as during presentations and instructional time; and
- Not spending significant portions of class time interacting with devices for non-academic purposes.

Students are expected to abide by staff requests regarding cell phone / portable electronic device usage. Resisting such requests can result in a Restorative Circle with the student, staff member, parent/guardian, and PHS principal or school social worker. If an acceptable solution is not found, students may be asked to leave devices at home or in the school office.

This policy may result in parents not being able to reach students at any moment of the day. In case of an emergency, parents may always call the office at 747-0525. It is requested that non-emergency contact be made during class breaks or by leaving messages with the office.

## ***Visitors and Guests***

Visitors to the school building must sign in at the school office. If a student wishes to bring a guest to school, the student must receive permission from their classroom teachers and principal at least one day prior to the guest's visit.

## ***Bus Transportation***

The School District provides transportation for pupils to and from school on the regular school bus routes. Pacific High School does not provide Community Ride passes for transportation to and from the regular school day. Students needing transportation should use the District provided school buses. Community Ride passes may be available for transportation to and from after school activities on a case-by-case basis. In view of the fact that a bus is an extension of the classroom and school day, students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Bus transportation is a privilege that will be denied to those students whose conduct on the bus is disorderly and/or threatens the safety and well-being of other students.

Students are responsible to the driver while on the bus, loading or unloading, or leaving the bus. The driver has the authority to address a student's behavior and may notify the principal of a student's bus conduct. Students transferring at another school may not loiter on the premises of that school, but should transfer directly from one bus to the other without delay. Failure to do so may result in a Restorative Circle and possibly suspension of bus privileges.

# Discipline and Infraction Policy

## ***Restorative Practices and Conflict Resolution***

Pacific High School takes a restorative, problem-solving approach to discipline. The goal is to help students get to the root of their problematic behaviors and solve them, rather than simply handing out punishment. Students are expected to take responsibility for changing their actions through use of the *Restorative Questioning* (formerly known as a Problem-Solving Contract and/or Responsibility Plan) facilitated by a PHS staff member, or through our conflict resolution protocol referred to as *Restorative Circles*.

Refusing to participate constructively in conflict resolution involving Restorative Questioning or Restorative Circles may incur consequences such as being sent home and/or being suspended depending on the harm committed, and may jeopardize a student's placement at PHS. Consequences will not be given in place of Restorative Questioning or Restorative Circles, but in addition to this requirement.

### **What are restorative practices?<sup>2</sup>**

Restorative Practices promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative Practices involves the building of positive relationships and establishing a supportive environment that is fair, consistent, and democratic. It involves interventions when harm has happened, as well as practices that help to prevent harm and conflict by creating a sense of belonging, safety, and social responsibility within the school community. **At the core, restorative practices are about building and restoring relationships.**

The underlying principle is that relationships are important, and when an incident occurs, the focus is on the harm caused to the relationship and the subsequent repairing of that harm; rather than, what rule has been broken and therefore what consequences will be imposed.

A restorative approach to conflict and wrongdoing consists in asking key questions:

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been the hardest for you?
5. What needs to be done to make it right?

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<sup>2</sup> Berkowitz, Kerri (2015), *Center for Relational Practices*.

### A Restorative Approach...

- Encourages students to understand the impact of and appreciate the consequences of their actions.
- Provides an opportunity for those harmed by another's actions to share their personal experience.
- Requires students to be accountable for their actions.
- Encourages respect for all concerned and develops empathy for others.
- Views conflict as opportunities to learn through problem solving.

### Benefits of Restorative Approaches in the School Setting

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness around the importance of connectedness among young people.
- Addresses the need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in suspensions and expulsions.
- A greater confidence in the staff team to deal with challenging situations.

## Pacific High School Conduct Infraction Policy

Possession of knives or other dangerous objects.	1st offense: 3 day suspension, parent notified, Restorative Questioning and/or Restorative Circle 2nd offence: 6 days suspension, parent notified, Restorative Questioning and/or Restorative Circle and consideration for expulsion
Possession of firearms or explosives	Up to one full term suspension; recommendation for expulsion
Profanity and vulgarity	1st offense: warning 2nd offense: Restorative Questioning and/or Restorative Circle and parent notification 3rd + offense: 1 – 5 days suspension, parent notification and Restorative Questioning and/or Restorative Circle
Threats, harassment, intimidating behavior made against any person	1-10 days suspension and/or recommendation for expulsion Anger management assessment and follow-up are mandatory
Physical aggression or violence	5-10 days suspension and/or recommendation for expulsion Anger management assessment and follow-up are mandatory
Defiance of authority, willful disobedience or disrespect	1st offense: 1-3 days suspension, Restorative Questioning and/or Restorative Circle, parent notification 2nd offense: 4-6 days suspension, Restorative Questioning and/or Restorative Circle, parent notification 3rd offense: 6-10, days suspension, , problem-solving contract, parent notification; possible exit recommendation
Dishonesty, forgery	1st offense: 1 day suspension 2nd offense: 3 day suspension
Vandalism (includes misuse of fire extinguishers), malicious mischief, theft	1st offense: 1-3 days suspension, liability for damages 2nd offense: 4-5 days suspension, liability for damages
Possession, use or being under the influence of any controlled substance including alcohol and marijuana	1st offense: 5-10 days suspension, referral to police dept. Substance abuse assessment and follow-up mandatory 2nd offense: Up to one full term suspension, recommendation for expulsion, referral to police dept
Sale of narcotics, alcohol, or other controlled substances	Referral to police dept. and expulsion May re-apply to PHS after two full terms
Possession or use of tobacco within three blocks of school campuses	1st offense: 1 day suspension, Restorative Questioning and/or Restorative Circle 2nd + offense: 2-5 day suspension
Harassment of any kind, including sexual harassment, which includes comments regarding a person's body, sexuality, unwanted physical contact or sexual insinuations. Other forms include degrading statements or put-downs.	3-5 days suspension, recommendation for counseling Expulsion may be recommended for continuing incidents
Sitka School District dress code violations (The SSD policy does not allow articles of clothing with drug, tobacco, alcohol, or sexually explicit logos or advertisements printed on them. Clothes that are deliberately revealing or sexually explicit are also forbidden.)	1 <sup>st</sup> offense: warning, clothing replaced, Restorative Questioning and/or Restorative Circle 2 <sup>nd</sup> offense: warning, clothing replaced, Restorative Questioning and/or Restorative Circle, parent notified 3 <sup>rd</sup> offense: 1 day suspension, Restorative Questioning and/or Restorative Circle, parent notifies

Skipping class	1st-5th offense parent contacted, student meet w/ teacher Subsequent offenses-student meets w/staff, parents or other supportive adult to develop an attendance plan as an attachment to student Success Plan. Subsequent offenses-possible exit from program
Plagiarism	1 <sup>st</sup> offense: : "0" grade for assignment, parent notified 2 <sup>nd</sup> offense: "0" grade for assignment, 1 day suspension; parent notified, Restorative Questioning and/or Restorative Circle 3 <sup>rd</sup> offense: "0" grade for assignment, 3 day suspension; parent notified, Restorative Questioning and/or Restorative Circle
False fire alarm	1 <sup>st</sup> offense: 5 day suspension; payment of fees for response of fire department 2 <sup>nd</sup> offense: 10 day suspension and fee payment, recommendation for expulsion
Student automobile, cycle violations	Traffic violations: warning and/or loss of parking privileges, Restorative Questioning and/or Restorative Circle Additional violations: 1-3 day suspension and referral to police dept., Restorative Questioning and/or Restorative Circle
Students trespassing on Mt. Edgecumbe, SHS, or other school campuses (permitted times and activities are not considered trespassing)	1 <sup>st</sup> offense: meet w/staff 2 <sup>nd</sup> offense: 1-3 day suspension, parent notified, Restorative Questioning and/or Restorative Circle 3 <sup>rd</sup> offense: 3-5day suspension, parent notified, Restorative Questioning and/or Restorative Circle

All continuing disobedience, breaking of the above or other school rules or SSD policies will result in additional suspensions, increased length of suspensions, and/or recommendation for exit or expulsion. Once a student has been exited, s/he will be placed at the bottom of the waiting list and required to re-apply for admission to PHS. Should a student chose to appeal a discipline decision, an Appeals Committee may be requested to hear his/her reasons, and will consist of the PHS principal, at least one teacher, and at least one student.

PHS recognizes that students may benefit from services from outside agencies, such as Youth Advocates of Sitka, Sitka Counseling and Prevention Services, SEARHC, etc. rather than suspension from school. Participation in such programs' recommendations may suspend or reduce infraction consequences at the discretion of PHS staff.

## ***Due Process***

The constitutional rights assured to individuals include the guarantee that no person shall be deprived of life, liberty or property without due process of law. Since students are recognized as “persons” under the constitution, a system of constitutionally and legally sound procedures has been developed for the administration of discipline in the schools. The hallmark of the exercise of disciplinary authority shall be fairness. Reasonable efforts shall be made by administrators and faculty members to resolve problems through effective utilization of school district resources in cooperation with the student and his/her parent/guardian.

A student shall be given an opportunity to contest any alleged facts leading to disciplinary action, or to contest the appropriateness of the sanction imposed by a disciplinary authority, or to alleged prejudice or unfairness on the part of the school district official responsible for the disciplinary action.

In a short-term suspension, the statement of alleged misbehavior to the principal by a teacher and the questioning of the misconduct to the student and subsequent request to the parent/guardian with opportunity to respond constitute an informal hearing. This satisfies due process for the purposes of short-term suspension (less than 10 days).

A grievance procedure shall exist in each school to provide the opportunity for a student to seek relief from any disciplinary or other adverse action taken against him/her (not including suspension or expulsion that are provided for elsewhere herein). Such procedure shall include the right of the student to have his/her claims heard before an impartial person or group of persons, to present argument and evidence in his/her behalf, to have parents, guardians or some form of representative or advisor at the hearing, and to be informed of all the evidence and arguments against him/her. Such procedure shall also provide for an appeal in writing or in person to the superintendent and from there to the school board at its next regular session; upon adequate notice, disciplinary action shall be stayed pending all appeals. Each school shall register its procedure with the superintendent’s office if it differs from district-wide student grievance procedure.

# **Student Health and Safety**

## ***Lunch Program***

PHS offers a unique school lunch program in which fresh, nutritious, from-scratch lunches are prepared and served by students and volunteers. Local fish is served at least twice monthly thanks to the Sitka Conservation Society's Fish to Schools and the Nutritional Alaskan Foods for Schools (NAFS) program. Students participating in the lunch preparation class learn basic culinary arts and kitchen management skills and earn their food worker cards, opening opportunities for employment in food service. Pacific High School participates in the Federal Free and Reduced Lunch Program. Students eligible for reduced lunches pay 40 cents. Students who do not qualify for this program may purchase a lunch for \$3.90. Students eligible for free or reduced lunches may purchase an additional lunch at the full price.

Students may prepay lunches at the office for one week, or longer. Money in a student's account at the close of the school year will be held and available for use in the next school year. The parent/guardian may request a refund in writing at the end of the school year. Refunds will be mailed from the District Office in June. No refunds will be made at the school.

## ***Immunizations***

Prior to starting school or when transferring into the school district, students must present an approved immunization certificate signed by a health care provider stating that the student has received the immunizations required by law. Students without the proper certificate are not allowed to attend school until they receive the immunizations. Only for specific medical or religious purposes are students exempted from the immunization requirements. Students are required to pass a TB test prior to attending school. Parent/guardians who have questions should contact the school nurse at 966-1406.

## ***Administration of Medication***

Medication (prescription or over-the-counter drugs) given at school must be done under the supervision of the office. The medication needs to be sent to school in the original container stating the student's name, medication, dosage, time to be given, date, and the doctor's name. A medication authorization form needs to be signed by the student's parent/guardian and a health care provider; school staff will only dispense medications that have written authorization by both the physician and parent/guardian. Students need to obtain their medication from the office. Students requiring the independent use of inhalers must have a form filled out, as well. Please remind your student that s/he is responsible for asking for the medication at the appropriate time.

## ***Student Illness/Injury at School***

A student who becomes ill or is injured at school must notify his or her teacher or the office as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify the parent/guardian according to the information on the emergency form. If the student is too ill to remain in school, the student is released to the student's parent/guardian or to another person as directed by the parent/guardian.

While the school district is not responsible for treating medical emergencies, employees may administer emergency or minor first aid. The school contacts emergency medical personnel if necessary and attempts to notify the parent/guardian where the student has been transported for treatment.

## ***Emergency Drills***

Periodically the school holds emergency fire and tsunami drills. At the beginning of each semester, teachers notify students of the procedures to follow in the event of a drill. Emergency procedures and proper exit areas are posted in all rooms.

Fire Drills will be in accordance with State Law. Fire exit route charts are posted in each classroom. When the fire alarm sounds, all students are to leave the building quickly in single file. Classroom doors and windows should be closed but not be locked by the teacher in charge. Students must move away from the building to allow access by the fire department truck and personnel. Students are to assemble across Lincoln Street on the park strip in front of Crescent Harbor. Students are not to go into their personal vehicles or leave the group.

Tsunami warnings require that all students and personnel relocate to Sitka High School, via Baranof Street, Sawmill Creek Road and Lake Street.

## ***Guidelines for Pregnant or Parenting Students***

At Pacific High School, we strive to support student parents in fulfilling their educational goals. We know that success in school is a predictor of future success for both the student parent and his or her child. We recognize the challenges, responsibilities, and joys of being a young parent. We also maintain our high academic expectations for student parents. Past experience with student parents has led us to develop the following guidelines to address their unique needs.

### Pregnancy

- We do our best to accommodate absences due to pregnancy and complications.
- Prenatal appointments should be scheduled outside of school hours.
- Expectant fathers may be excused to support their partners during appointments and illness.

- Independent study may be recommended if absences are frequent or extended.
- Students are encouraged to attend all school functions.
- Credit may be awarded for community based birth, breastfeeding, and parenting classes. Crew teachers are responsible for issuing credit.

### Birth and Early Parenting

- Let us know how we can support you during these times, and keep in touch.
- Giving birth is hard work, and we encourage both parents to take time off after giving birth to get used to parenting and to bond with the new baby.
- Independent study may be available if students are ready to return to school before our schedule allows it.

### Child Care

Students may bring babies up to 6 months old to school. In this case, the following guidelines apply:

- The parent is expected to be in the room with his/her baby at all times.
- The parent may not leave the baby with other students or staff at any time, except for short (under 5 minutes) bathroom-only breaks.
- If the baby is disrupting class, the parent is expected to leave the classroom with the baby until s/he is no longer a disruption.
- The student parent is responsible for keeping up with all class material. Teachers will be available before or after school or at breaks to help.
- After 6 months, PHS is not a developmentally appropriate environment for infants and children, and child care arrangements must be made. PHS staff will provide support in efforts to obtain quality child care.
- Children are welcome at school sponsored events.

### Breastfeeding

We encourage partners or care providers to bring babies to school to nurse, and will provide a private, comfortable and quiet environment in which to do so. This same space can be used to express (pump) breast milk to feed at another time, and school refrigerators/freezers may be used to temporarily store expressed milk. Breastfeeding students may be allowed extended nursing breaks as necessary, but the student is responsible for keeping up with her work.

## **Student Records**

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent/guardian's permission. A parent/guardian may access, request amendments to and/or copy their child's records during regular office hours.

Student directory information may be released without parental permission unless the parent/guardian asks the school district not to release it. The parent/guardian must notify the school district at the beginning of the school year if they do not want the school district to release directory information.

### ***Address Change***

Each family is responsible for notifying the high school office when a change of address or telephone number occurs, or when the parents/guardians change jobs. This information is necessary if the school needs to contact the parent/guardian in event of emergency or in routine clerical work.

# Student Forms

# Re-admission Interview Prep Form

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Please answer the following questions and bring this paper to your re-admission interview.

Why do you want to return to Pacific High School?

Please identify the obstacles to success that led to you leaving/being exited from PHS. Be as specific as possible.

What has changed so that things will be different this time? Think about new supports you have in place. These changes should address the obstacles noted above. "I'll just do it" is usually not sufficient to gain readmission.