PUGET SOUND SKILLS CENTER

Aquaculture, Fisheries & Technology 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 1:25 pm and must complete the day's exit ticket to account for the missed time.

Class Location:

- Monday-Thursday: Marine Tech Facility at Seahurst Park
- Fridays & Field Trip Days: Main Campus Building, Room

Teacher Information

Name: Joanna Rodriguez Office Phone: 206-716-9581

Email: Joanna.Rodriguez@highlineschools.org

Office Hours: 7:25 am – 2:15 pm

*E-mail & ParentSquare messages will be the most efficient way to communicate, as I am rarely in my office when the phone rings.

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.

I believe all children are unique and deserve a safe, inclusive, and stimulating environment where they can grow academically, socially, and emotionally. My role as a teacher is not only to guide but also to learn from my students, while honoring their diverse learning styles through engaging, hands-on opportunities. By fostering high expectations, flexibility, and purposeful use of technology, I aim to help every student reach their full potential.

Course Description

This hands-on, interdisciplinary course introduces students to the scientific, ecological, cultural, and technical foundations of aquaculture, oceanography, and marine resource conservation. Students will explore the biology of key species like salmon and oysters, examine hatchery operations, investigate oceanographic systems, and apply principles of water quality, animal welfare, and sustainable practices in real-world settings. With a focus on career-connected learning, students will also engage with community partners, tribal co-management perspectives, and safety protocols essential for work in aquaculture, hatcheries, and marine environments.

Student Learning Outcomes

This course aims to:

1. Provide students with a foundational and applied understanding of oceanography, aquaculture, fisheries conservation, marine ecology, and aquatic species biology through hands-on, field-based learning; and
2. Develop career-ready skills in water quality analysis, hatchery operations, shellfish farming, scientific modeling, technical equipment use, and environmental stewardship—preparing students for success in marine science, aquaculture, and marine resource technology pathways.

Essential Standards

CTE

- 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.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.B.01-Demonstrate ability to work effectively and respectfully with diverse teams
- 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.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.A.02- Conducts self in a respectable, professional manner
- CTE.21ST.10.B.01.b- Manages time and projects effectively

ELA

- ELA.RI.11-12.01-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELA.RI.11-12.02-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELA.RI.11-12.04-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- ELA.RI.11-12.07-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELA.SL.11-12.04- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELA.W.11-12.01- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.W.11-12.02- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Science

- HS-ESS2-1- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

- HS-ESS2-5- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- HS-ESS2-6- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- HS-ESS3-3-Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-4- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- HS-ESS3-5- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
- HS-ESS3-6- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- HS-ETS1-1- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- HS-ETS1-3- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- HS-LS1-2- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- HS-LS2-1- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- HS-LS2-4- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- HS-LS2-7- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-LS3-1- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS3-3- Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- HS-LS4-4- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- HS-LS4-5- Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- HS-LS4-6- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-PS1-4-Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- HS-PS1-5- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- HS-PS1-6- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- HS-PS3-5-Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Scope and Sequence

Below are units that will be covered in this program; they may not follow the order as listed below.

- Fisheries & Aquaculture Site/Career Safety & Well-Being
- Salmon Conservation & Hatcheries
- Oceanography & Ocean Technology
- Oyster Aquaculture

- Data Collection
- Career Readiness

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.

Students are expected to dress appropriately when attending class. Clothing cannot have printed words or symbols that promote the use of illegal substances, weapons, or gang affiliation.

Students will be working in various weather conditions and laboratory situations. They must always wear closed-toed shoes, no Crocs, and their torsos must be covered. On certain days, students may be required to wear PSSC professional attire, which will be provided. Students with long hair must bring items to tie back their hair when needed.

Required Materials and Program Costs

- Reusable Water bottle.
- District Chromebook- NO PERSONAL DEVICES (A class set of laptops may be used during class time and must be returned before the student leaves for the day.)
- Writing utensils.
- Composition Notebook.
- A lock for your locker if you use a locker.

Optional:

- A set of clean clothes to be left at Marine Tech in case of emergency.
- Personal Boots
- Personal Raingear
- Individual healthy Snacks to place in lockers.
- Nitrile gloves

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.

Further, this class uses the following software tools used in the industry: Microsoft 365 Suite (Excel, Word, PowerPoint), Canvas.

Communication: ParentSquare is how Highline schools share information with families and students.

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 here: CTE, ELA, Lab Science

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 completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students to earn a C or better for every semester in the program. However, some require a B. CiHS programs will have additional information listed on their syllabus.

- Dual Credit offered for Marine Tech: Principles of Aquaculture- AQUA 121 (5 credits) from Bellingham Technical College.
    - Students must earn a B or better for BOTH semesters to earn credit for Bellingham Technical College

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

Learn more about standards-based grading: highlineschools.org/grading

Below are reasons why completing formative assessments is important:

- 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.

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 standard rubric, but before you are expected to master the standard fully. 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
- Mock scenes (no reassessment)
- Industry-recognized certifications (no reassessment)
- PE participation (no reassessment)
- Labs (no reassessment)
- Capstone Project Showcase or Community Impact Project (no reassessment)

End of Course Exams

At the end of the year, students will take an End-of-Course written 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 get in touch with 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 that 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.

Reassessment opportunities will be published and determined by the instructor. Not all assignments and assessments are eligible for reassessment. The instructor will clearly communicate what is and is not re-assessable. Reassessment opportunities will be within the unit. After a unit has closed, reassessment will not be available. *Labs cannot be made up.*

- Before you reassess:
    1. Please talk with me about your plan and complete the required relearning.
    2. Please complete a reassessment request to demonstrate you have gained NEW learning since the last summative assessment. (The type of r*eassessment request may vary, depending on the type of reassessment*.)

Reassessment Opportunities

Reassessment opportunities will be determined by the instructor and clearly published, including how reassessment is earned and how long it may be available. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

- You can reassess up to 1 week after the unit is complete.
- The deadline to turn in missing assignments is 1 week after the unit is complete.

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.

*These are general descriptions, and there may be exceptions.

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: Ability to read and understand college-level text, technical manuals, and scientific research articles. Students should be able to follow multi-step procedures, interpret data from charts and graphs, and summarize key information in their own words.
- Math Level: Confidence with algebra-level mathematics, including ratios, percentages, unit conversions, graphing, and analyzing data sets. Skills in applying formulas and interpreting results are especially important for field data collection, oceanographic measurements, and hatchery calculations.
- Science Level: A basic foundation in biology, chemistry, and environmental science. Students should be able to apply concepts such as ecosystems, water quality, and anatomy/physiology to marine organisms and aquaculture systems. Prior lab or fieldwork experience is helpful but not required.

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.

- OSHA 10
- Employability Skills
- CPR & First Aid
- AMSEA Marine Safety & Drill Certification

PSSC Capstone Project

To 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
- A 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. Present results of the project to industry professionals, family, and/or friends, as required by your program. 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 Marine Technology Facility Hatchery. The purpose of the hatchery 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 (CTSO).

Partial list of leadership opportunities:

- Attend (CTSO) 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, increase safety, productivity, and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in a designated classroom location, phone locker.
- 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: Any time before the bell rings
- After school: Any time 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 get in touch with 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
    e. Please include the following information in the note, call, or email:
        i. Student Name
        ii. Parent/Guardian Name
        iii. Program Name
    f. Date of the absence
    g. Reason for the absence
4. 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.
5. Prearranged absence forms are in the office. The form must be completed with all required signatures before the departure date. This form will be shared with your sending school as well.

Student Handbook - Puget Sound Skills Center

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, counselor, 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. Students must also successfully earn the schoolwide and program-specific required IRCs.

Students who are unable to complete the required skills and unable to pass the End-of-Course exam 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.

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.

Student Safety Agreement

In order to conduct safe and effective laboratory and field activities, all students must follow proper laboratory and fieldwork procedures. **Students, please read the agreement and sign below where indicated.**

General Rules

1. Prepare for the lab by reading the instructions and safety information ahead of time.
2. Don't fool around. Always pay attention to your work. No horseplay, pranks, or practical jokes.
3. Follow all verbal and written instructions given by the instructor.
4. Never work in the lab unsupervised or perform unauthorized or unapproved experiments.
5. Do not eat, drink, apply cosmetics, manipulate contact lenses, or chew gum in the lab.
6. Keep work areas tidy. Keep aisles and exits clear, and move backpacks, jackets, and other personal items out of the way of lab work.

Personal Safety

1. Approved eye protection must be properly worn at all times while you perform lab work.
2. Wear any additional safety equipment (aprons, gloves, etc.) as directed by the instructor.
3. Wear closed-toe shoes, tie back long hair, avoid loose or baggy clothing, and avoid short skirts or shorts while performing lab work.
4. Report all accidents, spills, or injuries to the instructor immediately.
5. Know the location of, and how to use, all classroom safety equipment. Know the location of the nearest exit.
6. Wash hands with soap and water after handling any laboratory materials.

Laboratory Safety

1. Consider all lab chemicals and specimens to be dangerous. Do not touch, smell, or taste any chemicals unless specifically instructed to do so.
2. Read the label on bottles carefully before using chemicals. Be sure you're using the correct chemical before removing it from the bottle.
3. Do not remove chemicals, specimens, equipment, or other supplies from the lab.
4. Follow proper procedures when operating a burner or other heat source. Always turn it off when not in use.
5. Do not handle broken glass with bare hands. Use a brush and dustpan to clean up broken glass and place it in a designated glass disposal container.
6. Dispose of all waste materials only as directed by the instructor.
7. Do not mutilate/overly dissect organisms. Treat them with respect.

Field Work Experiences (FWEs)

1. Every FWE has a safety talk. **During the safety talk,** Stop moving, be silent, turn your eyes towards the instructor, and listen attentively.
2. Dress accordingly based on the weather.

3. Wear all required safety gear and equipment, including closed-toed shoes, PFDs, hard hats, etc.
4. Listen to staff and teacher instructions.
5. Stick with the group...get permission from chaperone or adult if you want or need to go somewhere else.
6. Avoid touching anything or any person without permission.
7. No horseplay, fooling around.
8. When the instructor calls out "all hands", all students respond "on deck" and stop their side conversations and prepare to listen for instructions.
9. While onsite of FWEs, phones are to be out of sight, in your bag.
    - If an adult sees a student on their phone, the student must hand over their device until the end of the site visit.
10. Earbuds and headphones are to be off and put away.

Animal Safety and Care Expectations

Working with live animals in the Marine Tech program is a privilege and a responsibility. To ensure the health and well-being of the animals, and the safety of all students, the following expectations must be followed at all times:

Safety & Handling

1. Always follow teacher or partner organization protocols for handling fish, shellfish, or invertebrates.
2. Use proper personal protective equipment (PPE) when required (e.g., gloves, boots, safety glasses).
3. Handle animals gently, with clean, wet hands or approved tools, to minimize stress and injury.
4. Never remove animals from tanks, raceways, or the field unless instructed.

Care & Welfare

1. Treat all animals with respect as living organisms, not as props or toys.
2. Monitor and record water quality, feeding, and health checks as assigned.
3. Report immediately if you notice signs of stress, illness, or injury in any animal.
4. Follow humane protocols for euthanasia or disposal when necessary, under supervision.

Responsibility & Respect

1. Follow hatchery, aquaculture, and field site rules at all times.
2. Be mindful of your actions: horseplay, distractions, or negligence are unsafe for both you and the animals.
3. Collaborate responsibly: share duties such as cleaning, feeding, and data collection.
4. Uphold ethical standards: animals are cared for in alignment with conservation, education, and research goals.

Excerpt of Policy 3207 - Prohibition Of Harassment, Intimidation, Or Bullying

We are creating an inclusive community for all PSSC students and guests and preventing any kind of bullying, harassment, or intimidation. See School Board Policy 3207 Prohibition of Harassment.

The Highline School District is committed to a safe and civil educational environment for all students, employees, and parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. "Harassment, intimidation, or bullying" means any intentionally written message or image - including those that are electronically transmitted - verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; and/or
- Has the effect of substantially disrupting the orderly operation of the school.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status, and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy recognizes that 'harassment,' 'imitation,' and 'bullying' are separate but related behaviors and may also not occur simultaneously. Each must be addressed appropriately. Nothing in this section requires the affected student to actually possess a characteristic that is a basis for harassment, intimidation, or bullying.

Behaviors/Expressions

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, insinuations, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit the expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or for participating in an investigation, including but not limited to students, parents/guardians, employees, community members, and others.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

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 206-631-7300.

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 این آموزدانش سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 تیم تماس گرفته حل مطلب نمایید.