PUGET SOUND SKILLS CENTER

Pre-Vet Tech II 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.

Teacher Information

Name: Amanda Robinson **Phone**: 206-631-7365
Email: amanda.robinson@highlineschools.org
Office Hours: 7:25 am – 2:15 pm
Email 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, dialogue with families, and interventions from our Student Success Dean and Counselor as needed.

Course Description

Pre-Veterinary Technology II is an advanced hands-on CTE preparatory course building on students' first-year veterinary knowledge and skills through leadership, mentorship, advanced clinical practice, hospital management, case-based medicine, animal welfare, ethics, advocacy, and career readiness. Students learn through classroom instruction, laboratory practice, live-animal care, simulations, industry-recognized credentials, work-based learning, leadership experiences, and a second-year Community Impact Project and Capstone Showcase. Successful completion of Pre-Veterinary Technology I or equivalent instructor-approved preparation is required.

Students will experience veterinary medicine through advanced hands-on labs, animal care, clinical simulations, case studies, career exploration, guest speakers, field trips, job shadows, leadership and mentoring opportunities, community impact work, and professional portfolio development.

Student Learning Outcomes

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

Use advanced veterinary medical terminology and communicate professionally with clients, peers, veterinary team members, industry partners, and first-year students.

Demonstrate and teach safe, humane handling and restraint of common companion and classroom animal species while modeling professional leadership.

Collect, interpret, and communicate patient information, including temperature, pulse, respiration, weight, observations, and clinical findings.

Apply, monitor, and lead infection-control, sanitation, PPE, OSHA, and workplace safety procedures in veterinary settings.

Apply anatomy, physiology, disease-process, diagnostic, and animal-health knowledge to advanced case-based veterinary scenarios.

Perform advanced veterinary-assisting and nursing skills, including diagnostics, laboratory procedures, surgery and anesthesia support, emergency-response simulations, and clinical teaching.

Demonstrate advanced employability and leadership skills including attendance, teamwork, initiative, communication, conflict resolution, mentoring, project management, problem-solving, and professional behavior.

Apply veterinary and animal-care career knowledge through four job shadows, work-based learning, a Field Trip Planning Project, a Guest Speaker Project, a Community Impact Project, professional portfolio development, and a Capstone Showcase.

Essential Standards

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.A.01 Set and meet goals

CTE.21ST.10.B.01.b

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

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-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

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-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

Scope and Sequence

Unit 1: Advanced Professional Leadership

Unit 2: Safety Leadership & Hospital Management

Unit 3: Advanced Nursing & Clinical Leadership

Unit 4: Surgery, Anesthesia & Clinical Teaching

Unit 5: Advanced Anatomy, Disease Processes, Diagnostics & Case-Based Medicine

Unit 6: Veterinary Ethics, Animal Welfare, Advocacy & Community Impact

Unit 7: Professional Application, Leadership Capstone, Career Readiness & Portfolio Development

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.
To prepare students for professional expectations in veterinary workplaces:

- **Shoes** - Closed-toed shoes (Crocs count)
- **Dress** - Long pants (No PJs or sweats), PSSC T-shirt, or lab coat
- **Hair** - Long hair must be tied back during animal handling
- **Nails** - Keep short; nail polish permitted

Required Materials and Program Costs

Notebook, pencils, and pens.

There are no classroom fees, and uniforms will be provided. If you want your uniform customized, you will need to pay for it.

Course Technology

This course utilizes Microsoft Teams for Education, and access information will be shared with students and available for parents/guardians as needed.

3.0 Credits Offered Per Year

High School Equivalency Credits
Students will be enrolled in multiple gradebooks that reflect the available equivalency credits. 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.

2.0 CTE, 1.0 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 successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

Standards-Based Grading

Grades are a reflection of learning. Student work is scored using rubrics aligned with 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
[Here are some examples of how teachers can communicate the importance of students completing formative assessments:

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

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

Some standards in this class take more than three to four weeks to learn, and some may not be fully addressed until 2nd semester

Assessment Methods

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

End of Course Exams

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

Student Expectations and Support Needs

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

Our goal is to maximize each student's opportunity for success in life and work, but some students may need support beyond what PSSC can provide. We will work with the staff at sending schools and families to make reasonable efforts to provide 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 despite provided accommodations, 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 advanced mastery of their program content. Students will complete a project training plan detailing the skills, standards, and assessment criteria used to determine the project's grade.

When to Seek Help

While independent work is emphasized, students should seek instructor guidance when they have:

- Attempted multiple problem-solving approaches without success
- Identified specific technical or conceptual gaps after independent research
- Safety concerns or equipment-related questions in laboratory settings

This approach reflects professional environments in which self-sufficiency, resourcefulness, and independent problem-solving are essential skills. Developing these competencies during the program will benefit students in future career pursuits.

Animal & Classroom Care Responsibilities

Students will engage in hands-on learning with resident classroom animals, which include:

- Chinchillas
- Rabbits
- Bearded Dragon
- Axolotl

A foundational part of the Pre-Veterinary Technology program is the daily care of animals and maintenance of a clean, respectful classroom environment. Students are expected to actively participate in:

- Feeding, watering, and providing enrichment for classroom animals
- Cleaning enclosures, habitats, and shared workspaces
- Monitoring animal health and behavior and reporting concerns promptly
- Demonstrating gentle, appropriate handling of all animals
- Respecting all classroom materials, tools, and peers

Animal and classroom care is a mandatory component of the program and aligns with professional standards in veterinary and animal care fields. Consistent participation is evaluated and is essential for the success of both students and the animals in the program.
Failure to meet these responsibilities may result in a grade impact and/or the loss of animal-handling privileges.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities to help you improve your grade.
All assignments have firm deadlines that students are expected to meet. Students are responsible for planning ahead, completing work on time, and checking Microsoft Teams regularly for assignment instructions, due dates, and deadlines.

Late and Missing Work
Late submissions and makeup work are generally **not permitted after the established deadline**. Students should:

- Keep track of assignment and assessment due dates.
- Begin to work early enough to allow for unexpected circumstances.
- Check Microsoft Teams regularly for deadlines and course updates.
- Communicate with the instructor before a deadline whenever possible if a concern or conflict arises.

Exceptions may be considered for serious illness, documented medical situations, emergencies, or other significant circumstances. Students should communicate with the instructor as soon as possible. Exceptions will be determined based on the individual situation and applicable school policies.

Laboratory Work and Hands-On Activities
Some laboratory exercises, practical skills, animal-care activities, field experiences, and collaborative activities cannot be recreated or made up because of scheduling, equipment, animal availability, safety requirements, or the collaborative nature of the activity.
Students who know they will miss a scheduled lab or hands-on activity should contact the instructor as early as possible. When an equivalent alternative is available, the instructor will communicate that opportunity to the student.

Reassessment Process
Students who would like to reassess must:

- Complete the Reassessment Request Microsoft Form before a reassessment will be scheduled or approved.
- Identify the assessment, skill, or standard they would like to reassess.
- Explain what they have done to improve their understanding since the original assessment.
- Complete any required relearning, corrections, practice, or additional instruction assigned by the instructor.
- Meet with the instructor if requested to discuss their learning and readiness to reassess.
- Complete the reassessment within the established timeframe.

Submitting the Microsoft Form does not automatically guarantee a reassessment. Students must complete the required relearning and demonstrate that they have gained new knowledge since the original assessment before reassessment occurs.

Reassessment Deadline
All reassessments must be completed within the same quarter as the original assessment. Reassessment will not be permitted once a new quarter has begun.
Students are responsible for submitting the Microsoft Form and completing all required relearning early enough to allow the reassessment to take place before the end of the quarter. Waiting until the final days of the quarter may leave insufficient time to complete the reassessment process.

Reassessment Opportunities

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 work toward several Industry-Recognized Certifications (IRCs), including those focused on their career field and those 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

- Comprehension at or above the 10th grade level.
- Ability to read and interpret scientific texts, veterinary terminology, and procedural instructions.
- Proficiency in summarizing, note-taking, and following multi-step written directions.

Math Level

- Mastery of Algebra I concepts or higher.
- Ability to work with fractions, decimals, ratios, and percentages (e.g., drug dosage calculations, fluid rates, feed conversions).
- Proficiency in interpreting and creating charts, graphs, and measurements.

Science Level

- Strong background in Biology, including cell structure, genetics, and major body systems.
- Foundational understanding of Chemistry concepts such as solutions, pH, and laboratory safety.
- Ability to apply the scientific method (observation, hypothesis, experimentation, data collection).
- Introductory knowledge of Anatomy and Physiology relates to both humans and animals.

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 will be required to enter 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.

- Fear Free
- Reality Works
- OSHA 10
- Recover
- You Science
- Career Safe Essential Skills

PSSC Capstone Project

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

Along with your main project, all students must complete the essential professional documents including:

· a resume

· a cover letter

· a thank-you email

· 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)

Community Impact Project for 2nd Year Students:

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

Required Off-Site Job Shadows – Year 2 Students

As part of Pre-Veterinary Technology II, all second-year students are required to complete four (4) off-site job-shadow experiences during the school year. These experiences are an important part of Work-Based Learning (WBL) and allow students to apply classroom learning in professional veterinary and animal care settings.

Students will complete job shadows in different veterinary or animal-care settings throughout the year. Specific requirements, deadlines, documentation, and approved facility types will be provided by the instructor.

Student and Family Responsibility

Job shadowing requires planning and communication outside the regular classroom. Students are expected to take primary responsibility for arranging and managing their job-shadow experiences, with support from their parent/guardian, instructor, and PSSC staff as appropriate.

Students and families should understand that:

- Students are responsible for identifying potential job-shadow locations and communicating professionally with potential host sites.
- All job-shadow placements must receive instructor/school approval before the student participates. Students should not attend a site and expect it to count toward the requirement without prior approval.
- Students must complete all required PSSC/Highline Public Schools Work-Based Learning paperwork, permission forms, emergency information, agreements, or other documentation before attending the job shadow.
- Students under 18 must obtain all required parent/guardian permissions and signatures.
- Parents/guardians should be aware of the location, date, hours, expectations, and transportation arrangements for each off-site experience.
- Students and families are responsible for communicating transportation needs or barriers well in advance so that appropriate options can be discussed with PSSC.
- Students may not transport other students to or from a job-shadow site unless specifically permitted under applicable school/district procedures.
- Students must follow all PSSC, Highline Public Schools, host-site, safety, confidentiality, and professional conduct requirements while participating.
- Students are expected to arrive on time, dress appropriately for the facility, follow instructions, and conduct themselves as representatives of PSSC and the Pre-Veterinary Technology program.
- Students must immediately report injuries, accidents, safety concerns, inappropriate situations, or other significant incidents occurring during a job shadow to the supervising adult and PSSC instructor.
- Students must follow the host site's rules regarding photographs, videos, social media, client information, patient information, medical records, and other confidential information.

- Students may only perform activities that have been approved as appropriate for the experience. Students should never perform a procedure, handle an animal, use equipment, administer medication, or participate in another activity they believe is unsafe or outside the expectations of the approved experience.
- Host facilities may establish additional requirements based on safety, infection control, confidentiality, age restrictions, insurance requirements, or facility policy.

Scheduling and Transportation

Because these experiences occur at community worksites, job shadowing may take place outside the PSSC classroom and outside regular PSSC class hours when appropriately arranged and approved.

Students and families should plan transportation and scheduling. Transportation arrangements must comply with PSSC/Highline Public Schools requirements. Transportation concerns should be communicated before scheduling the experience whenever possible and should not be left until the job-shadow deadline.

The school will provide information about applicable district procedures and available supports. Students and families should not assume that a transportation arrangement is school approved unless it has been specifically authorized.

Safety and Work-Based Learning Requirements

Student safety is the priority for every job-shadow experience. A placement may be denied, changed, or discontinued if the instructor, PSSC, or district determines that the site, activity, supervision, documentation, or circumstances do not meet program or district requirements.

Students must comply with all applicable:

- PSSC and Highline Public Schools policies
- Work-Based Learning requirements
- Parent/guardian permission requirements
- Workplace safety and infection-control procedures
- Age-related restrictions
- Confidentiality and privacy expectations
- Host-site policies and procedures
- Required supervision and documentation

Approval of a job-shadow site is required before participation. If a proposed placement does not meet school, district, Work-Based Learning, safety, or legal requirements, the student will need to select another placement.

Students and families should contact the instructor before the experience if they have questions about whether a site, activity, transportation arrangement, or other circumstances are appropriate.

Completion of the Requirement

Students must complete all four required job shadows and the associated documentation/reflections by the established deadlines. Simply attending a workplace without prior approval or failing to submit the required documentation may result in the experience not counting toward the four-job-shadow requirement.

The goal of these experiences is not simply to complete four visits. Students should leave Pre-Veterinary Technology II with exposure to multiple areas of veterinary medicine and animal care, stronger professional communication skills, increased independence, and a better understanding of the expectations of the veterinary profession.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning, allowing them to apply knowledge gained in CTE courses to real-world 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 Pre-Vet Tech where your student can be a member of a Career & Technical Student Organization (CTSO). Our CTSO is Future Farmers of America (FFA). The purpose of FFA 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 how active they will be in FFA

Partial list of leadership opportunities:

- attend FFA 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 backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

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

Emergency Communication

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

Classroom Use & Exceptions

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

Consequences (Progressive)

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

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

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

Attendance Policy

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

Student Handbook: Click Here

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.

Sensitive Content Notice

This course includes educational videos, images, and materials that may contain graphic content related to animal diseases, medical procedures, and health conditions. Trigger warnings will be provided when possible to prepare students for potentially challenging material. If you ever feel uncomfortable with sensitive content or need to talk, please reach out to the instructor or a school counselor. We are committed to supporting your well-being and emotional safety.

Health and Safety

- Immediate hand washing before and after animal contact
- Alert the instructor immediately if you have allergies to hay, dust, or animal fur
- Proper animal handling techniques will be taught and must be followed
- Adult supervision is required for all animal interactions
- No food allowed in the classroom (except when specifically permitted)
- Drinks are allowed at desks during lectures, but must be stored during hands-on labs

Language Support

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