

**POLSON ALTERNATIVE
LEARNING
P.A.L.**

STUDENT AND PARENT HANDBOOK

Striving for Excellence-Everyone, Every Day



2020-2021

Pirates & Lady Pirates

HANDBOOK PURPOSE

This handbook has been prepared to provide the best possible guidance for PHS/PAL students and parents. PHS administration is required to enforce these regulations and is given the discretion needed to address special circumstances as they arise. It is the student and parent's responsibility to know, understand, and comply with the policies listed in this handbook. If the student or parent has a question or concern, please contact an administrator

Important Note: this handbook is not the be-all and end-all for student information and P.A.L. “policy and rules.” All P.A.L. students must abide by PHS rules and school board policies. Students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbooks. In order to make our alternative learning successful it will take dedicated students and teamwork. You have been accepted into P.A.L. because we believe you have the desire to succeed; we challenge you to prove we accepted the right students to succeed!

IMPORTANT PHONE NUMBERS AND EXTENSIONS

Administration

Principal	Andrew Fors	883-6351 ext. 203
Assistant Principal	Ethan Bucarey	883-6351 ext. 202
Activities Director	Don Toth	883-6351 ext. 261

Main Office Staff

Administrative Assistant	Megan Lund	883-6351 ext. 200
Registrar	Ashley Rafiu	883-6351 ext. 258
Attendance Secretary	Tracy Nash	883-6351 ext. 201

Counselors

Students Last Name (A-K)	Emily Johnson	883-6351 ext. 205
Students Last Name (L-Z)	Betsy Wade	883-6351 ext. 204

Visit us on the web at: www.polson.k12.mt.us.

POLSON HIGH SCHOOL

Board of Trustees

Chanel Lake, Chair
Tim McGinnis, Vice Chair
Shane Orien
Steve Dupuis
Alan Anderson
Tony Muzquiz
Caroline McDonald
Shannon Bojorquez

BOG Executive Officers

Student Body:
President: TBD
Vice President: TBD
Secretary: TBD
Treasure: TBD

School Song

Wave the flag for dear old Polson
Purple and the Gold
Ever shall our team be victors
Pirates brave and bold
Rah rah rah
And with our dear coach to lead us
Without a fear we'll stand
Wave again that dear old banner
For it heroes every woman and man
P- O-L -S -O -N
P- I- R -A -T- E- S
Repeat

Mission:

Our mission is to be a safe, thriving, and dynamic educational environment that teams with families and the community to inspire self-directed learners in an interconnected world.

Core Values:

We believe...

Partnerships allow parents, communities, and schools to support one another.

Relationships inspire mutual respect and are at the heart of success.

Integrity builds honesty and trust.

Diversity embraces individuality and enriches our community.

Excellence promotes high expectations and academic rigor.

GO PIRATES!!

Enrollment:

Enrollment in P.A.L. is based on a team decision. The team will look at the applications and each individual applicant to determine if you will be a successful P.A.L. candidate. There is limited space in our alternative school. The decision of the team to accept you is not based on a first-come, first-served basis or on an age appropriate decision. The team retains the right to refuse any candidate. There are no last minute additions to P.A.L. After the start of 2nd semester, students will not be admitted unless there are extenuating circumstances. Upon acceptance into P.A.L., a parent and student meeting with the team or appropriate representative will be required.

Independent Learning Plan (ILP):

You will be on an ILP. The ILP is established by the P.A.L. team, once you are accepted. The ILP will include an academic plan and the specific credits needed to graduate.

Hours:

9:15am-1:15pm

Transportation:

It is the student's responsibility to get to and from the P.A.L. program. Students enrolled in the P.A.L. program may not arrive prior to 9:00 a.m. unless they have arranged other plans with the P.A.L. director and or principal. P.A.L. students must depart the campus by 1:15p.m., unless they have made arrangements with the P.A.L. director and or principal. You are NOT permitted to enter the high school building to wander or interrupt classes! If you need school provided transportation, the P.A.L. director and or principal will meet with you to discuss bussing options. You will be responsible to abide by all bus policies and procedures, as bus riding is a privilege.

Attendance:

Attendance Matters!

You are required to commit yourself to attending school each day and to be punctual. Since your schooling begins at 9:00 a.m., you will be there on time. Students enrolled in the P.A.L. program may not arrive prior to 9:00 a.m. unless they have arranged an earlier arrival with the director and or principal. P.A.L. Students must depart campus by 1:15 p.m., unless they have arranged a late stay with the director/principal. If you have frequent absences due to chronic medical issues, you must have a doctor's note in order for the absences to be excused. If you are, or will be absent, A PARENT OR GUARDIAN NEEDS TO CALL THE MAIN HIGH SCHOOL OFFICE (883-6351 ext. 201) AS SOON AS POSSIBLE TO REPORT THE ABSENCE. If you begin to show excessive absences, you may lose your spot in our alternative school. Excessive absences will require a parent meeting and will be addressed by administration, which may lead to removal from P.A.L. and or an attendance contract. We have other students waiting to commit to being here!

Jobs:

P.A.L. students may get jobs or continue with the jobs they currently have. However, those jobs must not compete – in any way – with actual school hours (9:00 a.m. to 1:00 p.m.). You may schedule work before school or after school as needed. You have been accepted into P.A.L., so you need to arrange with your supervisor based on this information

School-to-Work. School-to-Work is a program that allows students to earn academic credit while gaining job experience. The work experience is tailored to become an integral part of the student's education. Through this interaction of study and work experience, the student enhances his or her academic knowledge, personal development, and professional preparation.

1. This program requires that a student's schedule accommodate a one or two class period block for the entire school year.
 2. The student must attend a school-to-work seminar class four times each semester.
 - a. These meeting dates are mandatory.
 - b. Times will be established by the counselor and announced during the second week of each semester.
 3. Upon completion of this course, the student is awarded one or two credits in the area of Vocational and Practical Arts.
 4. To be approved for the School-to-Work Program, the student must:
 - a. Have at least 12 credits and be of junior status.
 - b. Maintain passing grades while in the School-to-Work program.
 - c. Be approved for the program by the counselor, principal, employer, and parent.
 - d. Sign an agreement to remain drug and alcohol-free throughout the **entire** School-to-Work placement.
 - e. Secure employment from an employer who is not an immediate relative (or family member) of the STW student.
5. Students who enroll in this program will be expected to:
- a. Keep a weekly journal of work experience.
 - a. Attend all seminar meetings.
 - b. Fulfill employers' expectations.
 - c. Follow the employee dress code.
 - d. Report to the job site and back to school on time.
 - e. Inform both the high school and the employer prior to being absent.
 - f. Follow an exemplary code of conduct.

The first semester of this course is a trial period for the program. Upon completion, the student will be evaluated for continued employment, and if approved for the second semester of the program, he or she will receive ½ credit or 1 credit for the first semester. Upon completion and evaluation of the second semester, an additional ½ credit or 1 credit will be awarded. Should the student not be approved for the second semester of the program, he or she will not be placed in another location but will return to a full schedule of classes. Both semesters' evaluations will be based on the course expectations listed above and will be completed by the supervisor, high school counselor, and the employer. The teacher and the counselor will determine whether the student receives a passing or a failing grade.

Discipline:

The discipline policy for P.A.L. will remain consistent with district policy and the PHS handbook at Polson High School.

Activities:

P.A.L. students may NOT participate in extracurricular activities, nor will they participate in school assemblies or other whole school functions. (Graduation rehearsal and meetings will be an exception.)

Checking Out:

If you have to leave during the academic time, you must check out with the office or program designee.

Closed Campus:

P.A.L. is a "closed campus" school. This means you are not allowed to leave campus during lunch. Since you begin at 9:00 and exit at 1:00, you must remain on campus and will eat lunch in the P.A.L. building. There are no exceptions to this closed campus rule.

Lunch: you can either bring a sack lunch or get a school lunch. If you choose to get school lunch, you will go into PHS cafeteria, get a lunch and then bring it back to P.A.L.

Due Process:

If you have a problem or complaint, you must write a complaint within ten calendar days of the event. Once the complaint is filed, you (and parent or guardian) will meet with the principal or designee to seek an informal resolution. If the informal resolution does not work, then you can file a formal complaint.

Due Process for Non-voluntary Withdrawal from P.A.L.:

If you are exited from P.A.L..involuntarily, you may appeal the decision in writing within ten days from being exited. The P.A.L. team (principal, counselor, Director, student, and parent/guardian) will meet to discuss the reasons for the forced exit. After the meeting, the principal will re-determine the withdrawal. If the principal rules against you and you and/or parent/guardian wish to appeal, you will need to do so, in writing (within ten days), to the superintendent. If the superintendent rules against you, your final appeal must be made in writing (within ten days) to the board of trustees. The board of trustees will make the final decision for the appeal. While the process is evolving, you will remain in the alternative school (and be in good standing) until the complaint decision is made.

Graduation:

Students earning the necessary credits will receive a PHS diploma and will have the option to participate in graduation ceremonies.

Early Graduation:

If you garner 22 credits by the end of the first semester of your senior year, you do not have to attend P.A.L. during the final months. You may still walk across the stage with your peers during the commencement exercise. If you have 22 or more credits and wish to remain in P.A.L. until the end of the school year, you may do so, but you will be required to continue taking exploratory classes and following your ILP.

Credits:

Once a student is admitted to P.A.L., all credits will be earned via the online program and or work-study. P.A.L. students may NOT take classes offered by PHS in the main building.

Graduation Requirements:

Required Graduation Credits: 24 Credits

PHS Graduation Requirements

The purpose of high school graduation requirements is to establish rigorous standards of learning. Graduation requirements are intended to provide the student with a well-rounded education in a variety of subjects and should be viewed as minimums. We encourage all students to pursue a rigorous schedule all four years of high school. Graduation requirements are those in effect when the student enters the ninth grade for the first time.

SUBJECT	CREDITS
English 1 credit each in English 9, 10, 11, 12	4
Math Must be in different Math courses	2
Science	2
PE* If a student has a temporary exemption from PE, that credit must be made up prior to graduation. If permanently exempt, 24 credits will still be required.	1.5*
Health	0.5
Social Studies Must include 1 credit of US History, .5 credit Government, and .5 credit of a Senior level Social Studies elective.	2
Fine Arts Fine Arts courses include Art, Choir, Band, Journalism, Engineering Design, Webpage Design, Graphic Design, & Multimedia Production/Design.	1
Practical Arts Practical Arts courses include .5 credit of CCR1 + Business, Shop, FCS, LINK, Journalism, Health Occupations Internship, Education Occupations Internship, Engineering Design, Webpage Design, Graphic Design, & Multimedia Production/Design.	1
Personal Finance This will be covered in College & Career Readiness II during the junior year.	0.5
Electives	9.5
TOTAL	24

**If a Freshman student completes three seasons of athletic activities at Polson High School (Football, Golf, Soccer, Cross Country, Volleyball, Basketball, Wrestling, Cheerleading, Softball, Tennis, or Track & Field), they may request to receive .5 credit of PE - Athletics at the end of their freshman year. This could replace the .5 credit of PE that they would otherwise need to take as a sophomore.*

Polson High School

Title I Parent Involvement Policy

In an effort to foster student success, partnerships between the school and parents are vital. At Polson High School we believe parent/guardian support is crucial in our efforts to provide quality education, to maximize the success of our students and to help them achieve higher academic standards to succeed in school and life.

The purpose of this policy is to inform and educate parents about the Title I program and the responsibilities of the school in regards to parent involvement. It was developed in conjunction with parents, teachers, and administrators of Polson High School.

The Polson High School Title I program will:

- Involve parents in the development of this policy and the school/parent/student compact.
 - Inform parents annually about the Title I program and the rights of parents and review these components each year.
 - Design parent involvement programs and meetings that are aimed toward increasing parent involvement in student education and learning.
 - Offer a number of meetings throughout the school year that are scheduled at reasonable and flexible times to encourage maximum participation.
 - Provide timely information about school programs, curriculum and instruction, assessments, and measures of progress.
 - Involve parents in the planning, review, and improvement of Title I programs.
 - Provide opportunities for parents to offer suggestions and participate in discussions related to the Title I programs and receive timely responses. If dissatisfied with the school's Title I program, parent comments will be taken to the District level.
 - Utilize parent involvement funding in a responsible manner based on the needs.
 - Inform parents of school activities through multiple methods of communication.
- Activities that allow for additional opportunities for parent involvement may include, but aren't limited to:

- o Parent / Teacher Conferences
- o Monthly Newsletters
- o Parent/School Compact
- o District Website
- o Parent Council

TITLE I : School-Parent-Student Compact

Federal guidelines require that all schools receiving Title I funds develop a School-Parent-Student compact. A compact is an agreement among participants working together for a common goal. Teachers, students, and parents all have the responsibility to contribute to the effort to establish an effective climate for learning for all students. This compact outlines the role of each group in an effort to provide a high-quality education for our students.

As a student I will:

- Attend school regularly and arrive to all classes on time
- Complete homework assignments on time and to the best of my ability
- Always do my best to produce quality work
- Participate in school-related activities
- Set aside time at home to read each day
- Show respect for fellow students, teachers, and school property
- Follow classroom, school, and bus rules

As a parent, I will:

- Ensure that my child attends school regularly and arrives on time
- Ensure that my child completes his/her homework on time
- Provide a place in the home where my child can read, study, and complete assignments
- Discuss my child's progress with his/her teacher on a regular basis
- Support the school and encourage my child to be respectful of teachers and fellow students
- Encourage my child to read at home daily
- Volunteer at school whenever possible

As teachers, we will:

- Help each child meet his/her fullest potential in a safe learning environment
- Make efficient use of learning time by coming prepared to teach with meaningful activities
- Provide high-quality curriculum and instruction in a supportive environment where learning is encouraged and celebrated
- Adapt instruction to meet the individual needs of all learners
- Encourage students to read for enjoyment, as well as for information
- Supply students and parents with clear and frequent evaluations of progress and achievement
- Promote an environment where parents feel welcome in our school and are encouraged to volunteer and participate in classroom activities
- Encourage parents to contact teachers to discuss their child's progress academically and socially
- Hold parent-teacher conferences to discuss individual student achievement and share ways to support learning at home

Polson High School and Polson Alternative Learning (P.A.L.)

Handbook Acknowledgement/Internet Access Agreement/Media Consent/Off Campus

Student Name: _____ Grade: _____
(Please Print)

I have read the Polson High School *Electronic Information, Services, and Networks Agreement*.
I agree to follow the rules contained in this policy. I understand that if I violate the rules, my account can be terminated and I may face other disciplinary measures.

I have read the *P.A.L. Handbook* and *PHS Parent and Student Handbook* and understand the procedures and rules therein.

I have read the *Title I Compact* and understand the procedures therein.

Student Signature _____ Date _____

Parent or Guardian Section

I have read the Polson High School *Electronic Information, Services, and Networks Agreement*.

I hereby release the school district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Polson Public Schools Information Network System, including, but not limited to claims that may arise from unauthorized use of the network to purchase products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the *Electronic Information, Services, and Networks Agreement*. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

I give permission for my child to participate in any school activity that is not on school property, and that is chaperoned by a classroom teacher. This could include field trips, lunches, end of year activities, and permission for my student's work or photo to be published on our school's web page or other publications.

I have read the *Student and Parent Handbook* and understand the procedures and rules therein.

Parent/Guardian (Print) _____

Parent Signature _____ Date _____

Polson High School

Student Authorization to Park on District Property

Parents and Students:

Please read together and after signing, return this document to the school.

By exercising the privilege of parking on District property, including school parking lots, I acknowledge that I do not have the expectation of privacy in the odors emanating from my vehicle which may alert a human or a canine to the presence of alcohol, illegal drugs, drug paraphernalia or weapons. I acknowledge that I have received notice from the District that it may use trained dogs to sweep for the presence of alcohol, illegal drugs, drug paraphernalia or weapons.

By exercising the privilege of parking on District property, including school parking lots, I consent to the District's unannounced deployment of trained dogs around my vehicle on district property, including school parking lots.

Student Name (print) _____

Student Signature _____

Grade _____ Date signed _____

For students under the age of 18:

I have read this Agreement and have discussed it with my child:

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____ Date Signed _____

Polson Alternative Learning (P.A.L.) Application

Student Identification:

Student Name: _____ Date of Birth: ____/____/____ Grade: _____

Gender: Male Female GPA: _____ Credits: _____

Parent/Guardian Contact Information:

____ Mother ____ Father ____ Emancipated Youth
____ Grandparent ____ Guardian ____ Other, Please Specify _____

Name: _____ Home Telephone: _____

Address: _____ Work Telephone: _____

City: _____ State: ____ Zip: _____ Other Telephone: _____

Why would I like to be part of the Polson Alternative Learning?

My preferred career is...Why?

After completing high school my plans are:

My strengths are:

I need help with:



Thank you for working on your P.A.L. application. Are there any other things you would like us to know as we consider your application?

I agree to abide by all Polson High School/P.A.L. policies and procedures and I agree to fully commit myself to my education by being thorough, prompt, positive and constructive.

Student Signature _____ **Date** _____

I am giving permission for my student to apply to and participate in the Polson High P.A.L. school/program.

Parent/Guardian Signature _____ **Date** _____



P.A.L. Teacher _____ **Approved** **Not Approved**

Counselor _____ **Approved** **Not Approved**

Administrator _____ **Approved** **Not Approved**