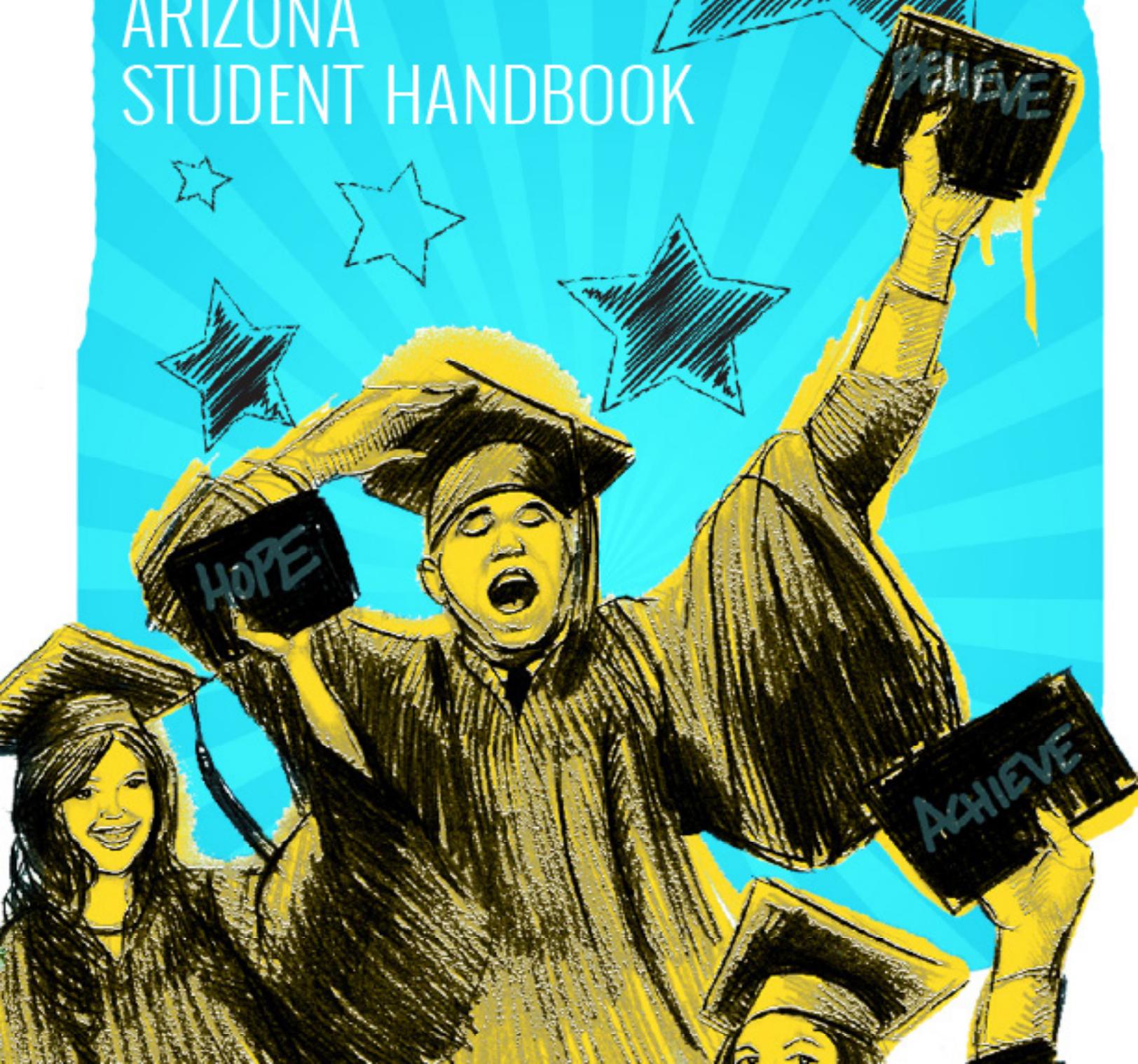
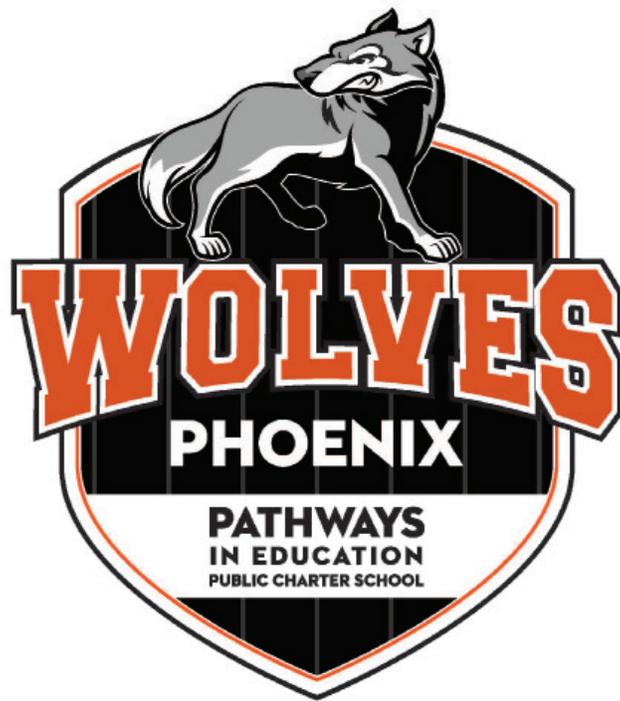


PATHWAYS

ARIZONA
STUDENT HANDBOOK



PATHWAYS IN EDUCATION ARIZONA



Student Handbook
2020-2021



2020-2021 School Year

Dear Student:

Welcome to Pathways In Education. The faculty, staff and administration look forward to working with you and your family during the time you spend in our program. You will be given the responsibility for actively participating in your educational process. With the help of your teachers, you will be guided through what we hope will be a productive and rewarding educational experience for you.

We are here to help facilitate your goals, as long as they are positive. It will be your responsibility to complete your course assignments and keep all scheduled appointment times. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process. Pathways In Education also provides an experiential and life skills program that focuses on your career, academic, personal and social development.

Please share this information with your parent(s) who will be involved in your overall learning experience.

Sincerely,

Nicholas Perez
Principal
Pathways In Education–Arizona

Kisha Gwyn
Senior Teacher
Pathways In Education–Arizona

Jessica Ray
Assistant Superintendent
Pathways In Education

Kristi Duenas
Senior Director of Academics
Pathways In Education

Nicholas Perez
Cluster Director
Pathways In Education

Table of Contents

Section I: Introduction

About the Student Handbook	1
History of the Program	1
Description of the Program	1
Vision Statement	2
Mission Statement	2
Core Values	2
Expected Student Outcomes (ESOs)	2
Methods of Measuring Student Progress	3

Section II: General Information

Age of Enrollment	4
Grading System	4
Credit	4
Grade Level Classification (Grades 9–12)	4
Withdrawal Credits	5
Repeating Courses	5
Special Populations	5
Attendance/Truancy/Assigned Activities	5
Disclosure of Information	6
Student Records Retention Schedule	6
2020-2021 Student Holidays	7
Emergency or Weather Shutdown	7
Internet Access Policy	7

Section III: Student Behavior

Academic Honesty	12
Dress Standard	12
Code of Conduct	13

Section IV: Complaint Policy

Pathways In Education Public Charter Schools Complaint Form	28
---	----

Section IV: Study Requirements

Planning a Course of Study	29
Acceptance of External Credits	29
Standardized Testing	29
Family Life Planning Curriculum	29
Concurrent Enrollment	29
College Admissions Information	29
2020-2021 Graduation Requirements- Arizona Diploma	30
Graduation Planning Guide- Arizona Diploma	31

2020-2021 Requirements- Arizona Regents	32
Planning Guide- Arizona Regents	33
Coursework	34
Section VI: Course of Study	
English-Language Arts	36
Mathematics	38
Social Science	40
Science	42
Fine Arts	44
World Language	47
Electives	48

Section I: Introduction

About the Student Handbook

This handbook is intended to provide students, teachers, aides, and parents with a guide to academic and program requirements. It is our hope that every student and parent will read all of the information carefully and discuss it before enrolling in Pathways In Education. Planning a school program is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local school or supervising teacher, or log on to the Pathways In Education website at www.pathwaysedu.org. On the website you will find information about Pathways In Education programs and schedules, as well as links to a wide array of educational resources.

History of the Program

Pathways In Education is a national network of non-profit public schools and learning programs that reengage at-risk youth. Managed by Pathways Management Group (PMG), Pathways utilizes a blended learning model to connect students to a wide variety of instructional modalities, helping those who have previously struggled find success in high school and beyond. Pathways In Education programs are accredited by AdvancEd®.

Description of the Program

Pathways In Education is an academic recovery program specifically tailored for students using a guided individualized learning format. Students who have previously experienced difficulty in traditional schools find success with the program. Pathways In Education combines individualized learning plans with self-esteem and leadership development. Students are enrolled in courses leading toward a high school diploma. Enrollment in the program is voluntary.

Pathways In Education is a public school dedicated to providing quality educational services to students and families. The unique features of the program include:

- ❖ *Open Entry* – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- ❖ *Continuous Learning* – Pathways In Education operates year round. No long vacations to interrupt the learning process.
- ❖ *Flexible Self-Paced Rate of Learning* – Students set their own time and pace for learning. They do not have to sacrifice family or work commitments to meet educational schedules.
- ❖ *Criterion Based Learning* – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- ❖ *Subject Matter Concentration* – Enrollment in one to two courses at a time allows for greater in-depth learning and results in less confusion.

Vision Statement

Pathways In Education is the best non-traditional public school, empowering underserved students by unlocking their passions and dreams and moving them daily toward graduation and creating life-long learners.

Mission Statement

Pathways In Education Schools are exemplary models of a successful blended learning program. Our staff empowers, inspires, and connects with our students to help them achieve their goals, positively change their lives, and make their dreams a reality. Our schools are supportive environments where all stakeholders are successful.

Core Values

Mutual Trust Mutual Respect Compassion Integrity Resilience

Expected Student Outcomes (ESOs)

It is the belief of the Pathways In Education stakeholders that students are unique individuals who:

- ❖ Can learn
- ❖ Are capable of self-improvement
- ❖ Are capable of quality work
- ❖ Are worthy of a positive dream for their future and can develop positive life plans
- ❖ Will flourish in a positive school environment with instruction personalized to their needs

Upon graduation, Pathways In Education students are expected to be life-long learners in the 21st Century. To that end, the program seeks to teach students how to be:

Responsible

- ❖ Work independently and with others when appropriate
- ❖ Finish assigned work
- ❖ Attend appointments regularly and be on time
- ❖ Manage time efficiently
- ❖ Make and keep commitments

Independent Achievers

- ❖ Earn a Diploma
- ❖ Get a good job, go on to college or trade school or own a business
- ❖ Make good judgments under pressure
- ❖ Discover and use many different resources in order to make good decisions
- ❖ Continue learning outside the classroom

- ❖ Set positive goals that will lead to the fulfillment of dreams

Good Citizens

- ❖ Contribute to the community in a positive way
- ❖ Do good deeds and respect the diversity of others
- ❖ Obey the law
- ❖ Contribute to the family; show by example the importance of staying in school

Good Communicators

- ❖ Obtain the communication skills necessary to get and keep a job or go on to higher education
- ❖ Use technology to communicate effectively
- ❖ Ask for help when appropriate and not try to solve all problems alone
- ❖ Learn to express yourself clearly

Methods of Measuring Student Progress

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests and talents. Methods by which student progress is assessed include:

- ❖ Monthly review of work
- ❖ Oral and written tests
- ❖ Portfolios of student work product
- ❖ Teacher observation
- ❖ State mandated assessment testing
- ❖ Student demonstrations
- ❖ Student grades

Section II: General Information

Age of Enrollment

Pathways In Education may only enroll students who are between grades 9–12.¹

Grading System

The grade given in any course represents the certificated teacher’s considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher’s professional judgment of the quality of the student’s work and the student’s degree of mastery. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be identified.

90–100	A	A+ 97–100	<i>Superior achievement.</i> The student has excelled; work is of exceptional quality and stands apart.
		A 93–96	
		A- 90–92	
80–89	B	B+ 87–89	<i>Above average achievement.</i> The student has done more than is expected of a student who satisfactorily completed the objectives.
		B 83–86	
		B- 80–82	
70–79	C	C+ 77–79	<i>Average achievement.</i> The student has satisfactorily accomplished the objectives of the course.
		C 73–76	
		C- 70–72	
0–69	INC	0–69.99	<i>Failure to meet the minimum requirements.</i> No credit and no grade points will be awarded.

Credit

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades “A” to “C” in all courses (grades 9–12). The school may accept transfer credits for grades “A” to “D” in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) Standard credit is 0.5 units for each semester course passed.

Grade Level Classification (Grades 9–12)

All students are expected to attend high school for eight semesters. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Classification may be reviewed each semester.

Students are classified as follows:

Grade 9 (Freshman)	0–5	credits earned
Grade 10 (Sophomore)	6–11	credits earned
Grade 11 (Junior)	12–17	credits earned
Grade 12 (Senior)	18–22	credits earned

¹ These requirements are in effect unless changed or modified by the State of Arizona.

Withdrawal Credits

Pathways In Education is unable to award withdrawal credits for courses partially completed at their previous school and not already recorded on the previous school transcripts.

Repeating Courses

Generally, a course cannot be repeated if the student has earned a C- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. If a student has earned a “D” grade, he/she may retake the course, but only for the purpose of achieving a higher grade – no further credit can be awarded. Consult your instructor regarding individual situations.

Special Populations

Students with Disabilities. Pathways In Education adheres to all applicable state and federal laws relating to the identification, referral, and provision of services for students identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act. Students with disabilities may be eligible to receive special education services. Special education services ensure that the unique needs of students with disabilities are met. The core purpose of special education is to provide specially designed instruction and intervention to students with disabilities, as well as give them access to the same educational programs and/or activities that are available to their non-disabled peers. Assistance related to special education issues is available to their non-disabled peers. Assistance related to special education issues is available from your school administrator.

English Language Learners. English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, State, and Federal law.

Homeless and Migrant Students. Educational services will be provided for homeless or migrant students in accordance with local, state, and federal guidelines including the Every Student Succeeds Act (ESSA). A homeless child, as defined in the ESSA, lacks fixed, regular, and adequate residence or has a primary residence in a supervised publicly or privately operated shelter for temporary accommodations, a public or private place not designated for use as regular sleeping accommodations for humans.

Attendance/Tuancy/Assigned Activities

The State of Arizona mandates that students attend school regularly, and Pathways In Education wants to provide a successful alternative to traditional high schools. Academic and social successes

are significantly related to regular instruction and it is expected that parents and students will assume responsibility for regular school attendance. Pathways In Education allows parents and students the flexibility to attend school and learn at home. In addition, students are required to meet with a teacher as specified in their Individualized Learning Plan (ILP). If the student fails to meet these attendance requirements, he/she may be dropped from the program.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student's progress and to verify that learning has taken place. If the student fails to initial his or her attendance sheet and submit the required assignments by the due date, the student will be counted as absent for that period.

Disclosure of Information

Pathways In Education does not provide information to the general public regarding its students unless legally required to do so. Pathways In Education is required to disclose names, addresses and telephone numbers of Pathways In Education students to military recruiters upon request, subject to a parent's request that Pathways In Education not disclose such information. If you do not wish for your child's name, address, and/or telephone number to be disclosed to military recruiters without your prior written consent, you may opt out of this automatic selective service reporting by filling out and providing Pathways In Education with a Selective Service Disclosure Opt Out Form, which is available through a teacher.

In addition, Pathways In Education periodically provides information to parents regarding their children's school performance, including information pertaining to students who have reached age 18. Students age 18 years or older may opt out of such disclosure by filling out and providing Pathways In Education with a Parental Disclosure Opt Out Form, which is also available through a teacher.

Student Records Retention Schedule

Pathways In Education-Arizona will be following the records retention schedule set forth by the Arizona State Library, Archives and Public Records – General Records Retention Schedule for School Districts and Charter Schools Student Records; Schedule Number 000-11-53. Student records will be kept in the format of electronic files and paper student files.

Electronic files will consist of Permanent Student Records (including personal identifying information), transcripts of final grades, summary of student attendance and standardized test scores, health records, and immunization records. Paper student files will consist of daily attendance records, disciplinary records, counseling session records, excused absence records, child abuse reports, RWA grade records, student withdrawal records, and Special Education records.

Student paper files will be stored at the Pathways In Education-Arizona school site located at 2226 North 7th Street, Phoenix, AZ 85006. The records retention schedule set forth by the General Records Retention Schedule for School Districts and Charter Schools Student Records; Schedule Number 000-11-53 will be adhered to for the documents stored. Student electronic files will be stored at 320 North Halstead Street, Pasadena, CA 91107. The electronic files will be permanent files stored by a third party: Education Dynamics, Inc.

2020-2021 Student Holidays

Weekends (Saturday and Sunday) and student holidays are not counted as school days.

<i>Independence Day (Observed):</i> July 3, 2020	<i>Dr. Martin Luther King, Jr. Day:</i> Jan. 18, 2021
<i>Labor Day:</i> Sept. 7, 2020	<i>Presidents' Day:</i> Feb. 15, 2021
<i>Veterans Day:</i> Nov. 11, 2020	<i>Spring Recess:</i> April 5-9, 2021
<i>Thanksgiving Break:</i> Nov. 25-27, 2020	<i>Memorial Day:</i> May 24, 2021
<i>Winter Recess:</i> Dec. 21, 2020 - Jan. 1, 2021	<i>President's Appreciation:</i> June 21-25, 2021

Emergency or Weather Shutdown

In the event of severe weather conditions or other emergencies, Pathways In Education may be closed. Each of the schools follow the decision of the superintendent or his/her designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, and contact their school directly.

Internet Access Policy

The following Internet Access Policy ("Policy") must be read and signed by the student and the parent or legal guardian of the student during registration and prior to the student accessing or using the Pathways In Education Computer Network ("Network"). Network is further defined herein below.

Pathways In Education believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. The purpose of this Policy is to ensure that Internet access using the Network will be appropriate and used only for educational purposes consistent with the acceptable standards of the school and community and in line with the school's educational mission and purpose. This Policy sets forth the terms and conditions of the license for you to use the Network. You are fully responsible for any use of the system under your assigned user name or password by any person or entity. Parent(s) and guardian(s) of minors are ultimately responsible for setting and conveying the standards that their student(s) should follow. By signing this Internet Access Policy and/or using the Network, you and your parents or guardians agree to comply with all of the terms and conditions of this Policy. Any questions may be directed to the IT Help Desk at alltechsupport@alltechsi.com.

Computer Network/Internet Acceptable Use Regulations

The following terms, conditions and rules apply to all student access and use of the Network under this Policy including, but not limited to, internet access, Pathways In Education's Online School program and student e-mail use:

1. *Network.* Pathways In Education–Arizona utilizes internet programs, computers, browsers, accounts, e-mail systems, and other technologies, including but not limited to sites and programs like Facebook® and Edmodo® to conduct school activities, provide information, and allow for student research, study and test-taking (hereinafter referred to as the "Network"). Any online accounts provided to student shall be for the exclusive of that student only. Students may not misrepresent themselves by using the

Network under the guise, password, or name of another person or student. Students shall not reveal their passwords to anyone, violate anyone else's right to privacy, or reveal other person's names, personal addresses, phone numbers, or places of business. Any problems, which may arise from the misuse of an owner's account, will be the responsibility of the student on that account. Any misuse will result in the suspension of account privileges. Use of an account by someone other than the registered account holder may result in loss of Network access privileges. In addition, any abusive conduct or violation of the conditions of these administrative regulations may lead to further disciplinary actions.

2. *Student Email Use.* Pathways In Education–Arizona may provide students with access to the school e-mail system on the Network. All e-mail use by students on the Network will be conducted in a responsible, legal and ethical manner. Failure to do so may result in the loss of e-mail privileges for the user, disciplinary action, or prosecution under federal or state law. Students and parents/guardians of students using the student e-mail system are responsible for the student's use of the e-mail system. All use of the e-mail system must be in support of education and research and must be consistent with academic actions of Pathways In Education–Arizona and will be under the supervision of Pathways In Education–Arizona school staff. Use of the e-mail for any illegal or commercial activities is prohibited. Students will use language that is considered appropriate, be polite, send information that other users will not find offensive and never reveal personal information about any user such as address, telephone number, credit card numbers, social security number, etc. Student is aware that Use of the school e-mail system is a PRIVILEGE, not a RIGHT; e-mail is not guaranteed to be private; violation of this Policy will result in the possible loss of e-mail privileges; and persons issued an e-mail account are responsible for its use at all times.

Before accessing the K-12 email, please be aware of and read the following web sites. By signing the Policy, students, parents and guardians are acknowledging that they have read and understand the content of the websites listed below:

- ❖ <https://www.netsmartz.org/Home>
- ❖ <https://www.nsteens.org/>
- ❖ <https://www.nypl.org/help/about-nypl/legal-notice/internet-safety-tips>

3. *Federal/State Laws and Other Disruptive Behavior.* Student shall not violate any federal state or local criminal or civil laws and shall not use the Network for illegal purposes of any kind. Student shall not load, install, or disseminate copyrighted material or copyrighted software onto or through the Network, including but not limited to downloading or redistributing any software, games, music graphics, video, or text, unless authorized to do so by the copyright owner. Student should assume that information or resources available via the Network are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Student will not use the Network to access information or resources unless permission to do so has been granted by the

owners or holders of rights to these resources or information. Student and student's parents/guardians shall be liable for violating any federal and state laws while using the Network and shall indemnify Pathways In Education–Arizona for such unpermitted use. Students shall conduct themselves according to accepted Network etiquette, and refrain from any illegal or substantially disruptive behavior. The use of obscene, vulgar, threatening, harassing, abusive, defamatory language, or other graphic communications, which creates a substantial risk of materially and substantially disrupting the Network or of creating liability for the schools, in either public or private messages is expressly forbidden. The staff of Pathways In Education–Arizona will be the sole arbiter of what constitutes impermissible communication. Users shall immediately cease and desist activity upon request, pending resolution of any issues concerning messages in question. Students shall not infiltrate any sub-Networks connected to the Internet, violate anyone's right to privacy, disrupt the use of the Internet or any sub-Networks, or abuse, modify, or destroy any hardware or software used in accessing the Internet or any sub-Network. Student will not use the Network to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the Network. Student is prohibited from attempting to circumvent or subvert any system security measures. Student will print only to student's own local printer or to the printer designated by student's instructor or Pathways In Education–Arizona. Pathways In Education–Arizona will not be held responsible if student participates in any of the unpermitted activities and student will be held solely liable for engaging in the above unpermitted activities.

4. *Educational Use Only.* Student's use of the Network must be consistent with Pathways In Education–Arizona's primary educational goals. All information services and features contained on Pathways In Education–Arizona systems and Networks are intended for the private use of the Network account holders. Students shall not engage in any commercial "for profit" activity or advertising, extensive personal business, or other unauthorized use of the Network or materials contained therein.
5. *Supervision.* Students and parents should be aware that the Internet, like television, telephone service, and other forms of mass media, provides access to information and people, representing many different countries, cultures, political/philosophical/moral/religious views and lifestyles. Students using Internet in the classroom shall be closely supervised by the teacher. The responsibility for supervision of students accessing or using the Network from home or anywhere else outside the classroom shall be that of their parent(s) or guardian(s). Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the Network are responsible for supervising their child's use of the Network. Although great care will be taken to reduce the possibility of objectionable materials being accessible through the Network, it is impossible to guarantee that no student will ever be able to obtain access to materials considered objectionable by school and community standards. Therefore, students and their parents are ultimately responsible for the materials accessed through

- the use of student Network accounts.
6. ***Shared Resource.*** The Network is a shared resource with finite capacities. Students should be considerate when transferring or storing large files on Network resources. Network users shall not engage in any use of the Network, which disrupts other users or seriously degrades performances of the system and Network. Any use determined to be disruptive by the Network administrators will result in appropriate action taken against the user.
 7. ***Right to Monitor Network Activity.*** Pathways In Education–Arizona retains the right to monitor Network activity, review any material stored in files which are generally accessible to others, edit or remove any material which the Pathways In Education–Arizona staff, in its sole discretion, believe violates the above standards, and terminate the Network accounts of any persons violating the conditions set forth in this agreement.
 8. ***Right to Amend Policy & Service Availability.*** Pathways In Education–Arizona shall have the sole and exclusive right at any time, with or without notice, to alter or amend Policy, or to otherwise change, modify, discontinue or amend (a) the terms and conditions applicable to your use of the Network; or (b) any aspect or feature of the Network, including, but not limited to, content, functionality, hours of availability, and hardware, telecommunication equipment, software, or services needed for access or use. Any use of the Network by you after any such changes, modifications, or additions shall continue to be governed by this Policy. The specific conditions and services that are offered under the Network may be changed from time to time at Pathways In Education–Arizona’s sole discretion.
 9. ***No Warranties.*** Pathways In Education–Arizona makes no warranties with respect to the network service, and it specifically assumes no responsibilities for: (i) the content of any advice or information received by a student from a source outside the school, or any costs or charges incurred as a result of seeing or accepting such advice; (ii) any costs, liability or damages caused by the way the student chooses to use his/her network access; and (iii) any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Network. Pathways In Education–Arizona makes no warranties with respect to availability of service or access to the Network.
 10. ***Indemnification.*** By using the Network, I agree to defend, indemnify, and hold harmless Pathways In Education–Arizona from and against all claims and expenses, including attorneys’ fees, arising out of the use of the Network by me or by anyone having access to the Network by means of my account.
 11. ***Release of Liability.*** In consideration for the privilege of using the Network and in any consideration for having access to the information contained on it, students, parents and guardians agree to release the Pathways In Education–Arizona, the Network, its operators and administrators, and any institutions with which they are affiliated from any and all claims of any nature arising from his/her use, or inability to use, the Network.

12. *Governing Law.* This Consent and Waiver form and the Rules and Regulations shall, in all respects, be governed by the laws of the State of Tennessee applicable to the agreements executed and wholly performed within the State of Tennessee.
13. *Attorneys' Fees.* In the event any action is instituted by a party to enforce any of the terms and provisions of this Consent and Waiver form or the Rules and Regulations, the prevailing party in such action shall be entitled to such reasonable attorneys' fees, costs, and expenses as may be fixed by the court or trier of facts, whether or not such action is prosecuted to final judgment.

Section III: Student Behavior

Academic Honesty

Pathways In Education is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our guided individualized learning program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated.

Academic dishonesty includes but is not limited to the following:

- ❖ Copying from another student or knowingly allowing another to copy.
- ❖ Using unauthorized materials and/or technologies.
- ❖ Plagiarizing work, defined as the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work. This definition includes electronic media such as the Internet.
- ❖ Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another.
- ❖ Theft or the altering of grades, records (written or electronic) and/or teaching materials (written or electronic).

Any student found to have broken the academic honesty policy is subject to any or all of the following consequences:

- ❖ Immediate removal from the course(s) where the infraction occurred (without replacement) and may result in failure of the course.
- ❖ A due process hearing
- ❖ Suspension

Dress Standard

Students are expected to dress in accordance with the "business-like" learning environment of the school. The standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present ideals which the school does not wish to promote. The school considers the following items inappropriate for students to wear at school:

- ❖ Any clothing or jewelry item that depicts drugs, sex, alcohol, firearms, profanity or racism
- ❖ Sheer or revealing garments that are sexually inappropriate
- ❖ Any clothing that has a disruptive influence on the learning environment
- ❖ Pants should be worn at waist level

The teachers and staff of the school will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, the teacher or administrator may ask the student to leave the school and return with appropriate dress, contact the student's family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result

in suspension.

Code of Conduct

- 1. Student Conduct Expectations**
- 2. Bullying and Harassment Policy**
- 3. Discipline Policy**

The school will be open to all age-appropriate children without regard to race, ethnic background, disability, and/or religious affiliation and will be tuition free.

The School will attempt to address the needs of students through a quality education program. To be effective and to fulfill this goal, Pathways In Education believes that students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not obey the rules of good conduct are interfering with the learning process and safety of others, as well as minimizing their own opportunities to learn.

In order to maintain a positive climate for learning, Pathways In Education has developed a code of conduct. Consequences for failing to comply with the code of conduct include suspension, expulsion, and possible criminal consequences if violent acts are committed on school property, at a school sponsored function, or in a firearm-free zone.

Student Conduct Expectations

Students are required to conform to the customary rules of conduct and the normal modes of operation of the school, and to act in accordance with the following behavior expectations:

- ❖ Follow all written and verbal agreements.
- ❖ Follow Pathways In Education's written discipline policy.
- ❖ Be courteous and respectful to others.
- ❖ Respect the property of others.
- ❖ Be prepared to learn at all times.
- ❖ No smoking in or near the school.
- ❖ Turn off all cellular phones while in school.

Teachers and staff will monitor student behavior. If a problem arises that cannot be resolved between Pathways staff and the student, the student's parent/guardian will be contacted and may be required to attend a parent-teacher conference to attempt to resolve the matter. If the student's disruptive behavior continues, the student is at risk of being suspended and/or expelled from the program.

Bullying and Harassment Policy

It is the policy of Pathways to prohibit harassment by any means, including but not limited to sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyber-bullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of school.

Bullying is defined as a pattern of any one or more of the following:

1. Gestures including, but not limited to, obscene gestures and making faces.
2. Written, electronic, or verbal communications including, but not limited to, calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes, but is not limited to, a communication or image transmitted by e-mail, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
3. Physical acts including, but not limited to, hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
4. Repeatedly and purposefully shunning or excluding from activities.

When the pattern of behavior provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property or at a school-sponsored or school-related function, event, or activity, it shall be considered bullying. The pattern of behavior as provided in 1-4 above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Bullying and harassment for any reason, including but not limited to, race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion is a violation of both state and federal law. Verified harassers may face detention, loss of computer privileges, suspension, or expulsion. Disciplinary action will be determined by school administrators and Pathways In Education's Board of Trustees. Threats of any kind and hate crimes will be reported to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

Pathways In Education will take measures against harassment both in and near the school campus. This includes any act that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, use of the district Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

In situations in which electronic or cyber-bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive to the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken. Keeping quiet or ignoring the problem will not make it go away. Harassment may also be reported to PMG by calling the toll-free *We Want to Know* HOTLINE® (800) 990-8384.

Discipline Policy

Due-Process Statement

Pathways shall provide for the fair treatment of students facing disciplinary action, including suspension and expulsion, by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in policy, regulation, or law.

Definition of Expulsion

Expulsions shall be defined as permanent dismissals from Pathways, without re-enrollment privileges, and must be approved by the Pathways' Board of Trustees or designee(s).

Mandatory Expulsion

Unless the principal or designee(s) finds that expulsion is inappropriate due to particular circumstances, the principal or designee(s) shall expel a student for any of the actions identified as items 1, 2, 3, 4, or 5 under "Grounds for Suspension and/or Expulsion" or for assault or battery upon any school employee.

Definition of Suspension

Suspensions shall be defined as a temporary removal of a student from the student's regular school program that may occur at the recommendation of the Individual Charter School teacher, supervisor, or school employee, and must be approved by the principal or designee(s).

Suspension and Expulsion Procedures

If a student is suspended, a meeting with parents/guardians will be convened to discuss the incident that led to the suspension and to develop a plan of action.

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.

Immediate Suspension

A student shall be subject to immediate suspension if the principal or designee(s) determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. The principal or designee(s) shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items 1, 2, 3, 4, or 14 under "Grounds for Suspension and Expulsion."

Suspensions shall be initiated according to the following procedures:

1. *Informal Conference.* Suspension shall be preceded by an informal conference conducted by the teacher, supervisor, or school employee who recommended the suspension, and the principal or director of instruction. At the conference, the student shall be informed of the reason for the recommended disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense.

This conference may be omitted if the lead teacher or principal/designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. *Administrative Actions.* All recommendations for student suspension by school staff are to be submitted in writing to the principal. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension.

All recommendations for suspension of a student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to charter school administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

3. *Notification of Law Enforcement Authorities.* Prior to the suspension or expulsion of any student committing assault, the principal, designee(s), or director of instruction shall notify appropriate city law enforcement authorities.

The principal, designee(s), or director of instruction also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or possession of weapons or firearms.

Within one school day after a student’s suspension or expulsion, the principal, designee(s) or director of instruction shall notify appropriate city law enforcement authorities by telephone or other appropriate means of any student acts that may relate to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

4. *Notice to Parents/Guardians.* At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a minor student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. If the student is over 18 years of age or legally emancipated, the student shall be notified in

writing of the suspension. This is to ensure that all due process has been afforded to students and their families and to ensure all written documents comply with state and federal laws.

In addition, written notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

5. *Parent/Guardian Conference.* Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

Authority to Expel

Any student found to have committed certain offenses listed under "Mandatory Expulsion" shall be expelled as required by law.

A student may also be considered for expulsion for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal or an appointed hearing officer or administrative panel based on finding either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsions and suspensions longer than 10 school days shall be initiated according to the following procedures:

1. *Administrative Actions.* All recommendations for student expulsion, or suspension beyond 10 school days, are to be submitted in writing to the principal, designee(s) or director of instruction by the principal. All recommendations shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the recommended expulsion and any other means of correction that were attempted but failed to bring about proper conduct.

All recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall be subject to Pathways In Education administrative regulations for Suspension and Expulsion/Due Process (Students with Disabilities).

2. *Scheduling of Hearing.* The student is entitled to a hearing to determine whether he/she

should be expelled or suspended beyond 10 school days. The hearing shall be held within 10 school days after the principal, designee(s), or director of instruction determines that one of the acts listed under “Grounds for Suspension and/or Expulsion” has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the principal, designee(s), or director of instruction.

If the principal, designee(s), or director of instruction finds it impractical to comply with these time requirements for conducting an expulsion hearing, the principal or designee(s) may, for good cause, extend the time period by an additional five school days, at which point the student will be permitted to return to school pending the hearing. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. If a parent requests an extension, the student shall not be permitted to return until the hearing is completed.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

3. *Written Notice of the Hearing.* The principal, designee(s), or director of instruction shall forward written notice of the hearing to the student and the student’s parent/guardian at least 48 hours prior to the hearing.

The notice shall include:

- a. The date and place of the hearing;
 - b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
 - c. A copy of the school’s disciplinary rules that relate to the alleged violation;
 - d. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
 - e. The right to inspect and obtain copies of all documents to be used at the hearing;
 - f. The opportunity to confront and question all witnesses who testify at the hearing; and
 - g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses.
4. *Hearing.* A hearing shall be conducted as follows:
 - a. *Closed Session.* The principal, designee(s), or director of instruction shall conduct a hearing to consider the expulsion of the student in a session closed to the public.
 - b. *Record of Hearing.* A record of the hearing shall be made and may be maintained

by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.

- c. *Presentation of Evidence.* While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the principal, designee(s), or director of instruction to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and/or Expulsion.”

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

In cases where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

- d. *Decision Within 10 Days.* The board’s decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, at which time the decision may be postponed for up to 24 hours.

Final Action by the principal or designee(s)

Whether the hearing is conducted in closed session by the principal, designee(s), a hearing officer, or an administrative panel, the final action to expel shall be taken by the principal or designee(s), and brought before the Board of Trustees.

If the principal or designee(s) conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The principal or designee(s) shall place the student in any classroom program, other instructional program, rehabilitation program or any combination of such programs, after consulting with school personnel, including the teacher involved and with the student’s parent/guardian.

Upon ordering an expulsion, the principal, designee(s), or director of instruction shall set a date when the student shall be reviewed for readmission to Pathways. Pathways In Education will adhere to Disciplinary Approaches Addressing Specific Infractions or Conditions provided by Arizona’s Compilation of School Discipline Laws and Regulations when contemplating student expulsion. For a student expelled for acts outside of the above mentioned document, this date shall be no later than the last day of the semester following the semester in which expulsion occurred..

At the time of the expulsion order, the principal or designee(s) shall recommend a plan for the student’s rehabilitation.

Right to Appeal

The parent or guardian of a pupil may, within the first 10 days, appeal to the Board of Trustees to review the finding of the principal or designee(s). If requested, the Board of Trustees must review the findings and affirm, modify, or reverse the actions previously taken.

Maintenance of Records

The principal or designee(s) shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.

The principal or designee(s) shall, within five working days, honor any other district's request for information about an expulsion from the school.

Readmission Procedures after Expulsion

Readmission procedures shall be as follows:

1. A written request for readmission shall be submitted by the parent/guardian to the principal or designee(s).
2. The principal or designee(s) shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and principal or designee(s) shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the principal or designee(s) shall notify the student and parent/guardian, by registered mail, of the principal or designee(s) decision regarding readmission.
4. If the readmission is denied, the principal or designee(s) shall provide written notice to the expelled student and parent/guardian describing the reason(s) for denying readmittance into the regular program.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that he/she while on or within view of the school, at a school sponsored activity, or a participant in the School's online program:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind including, but not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs".
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or

- intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
 6. Caused or attempted to cause damage to school property or private property.
 7. Stole or attempted to steal school property or private property.
 8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 12. Knowingly received stolen school property or private property.
 13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the principal or director of instruction with the Board of Directors or their designee's concurrence.
 14. Committed or attempted to commit a sexual assault, or committed a sexual battery.
 15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 16. Made terrorist threats against school officials and/or school property. The making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
 17. Participated in discrimination or harassment based upon a student's or staff member's actual or perceived race, color, religion, creed, national origin, ethnicity, gender, sexual orientation, gender identity or expression, weight, or disability of another.
 18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting

class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section of this policy.

20. Committed an act of academic dishonesty (in course work, on examinations, or in other academically-related activities), which includes, but is not limited to, the following:
 - a. copying from another student or knowingly allowing another to copy
 - b. using unauthorized materials and/or technologies
 - c. plagiarizing work — the intentional or accidental appropriation of another’s writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one’s own written work — including electronic media such as the internet
 - d. counterfeit work, including turning in as one’s own work that which was created, researched, or produced by another
 - e. theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic)

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students. All the procedural safeguards established by Charter School policies and regulations and IDEA shall be observed in considering the suspension of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, Pathways In Education shall comply with federal and state law.

Expired and/or terminated IEP documents will be handled on a case-by-case basis by the Director of Special Education and/or Program Specialists.

Notification of District and/or Special Education Local Plan Area (SELPA)

Pathways In Education shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who Pathways In Education or District would be deemed to have knowledge that the student had a disability.

Services During Expulsion

During the term of the expulsion, a special education student shall continue to be offered a program of appropriate educational services that is individually designed to meet his/her unique learning needs. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

Procedural Safeguards/Manifestation Determination

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Pathways In Education, the parent, and the relevant member of the IEP/504 Team shall review all relevant information

provided by the parter to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of Pathways In Education's failure to implement the IEP/504 Plan.

If Pathways In Education, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Pathways In Education, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Pathways In Education had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Pathways In Education agree to a change of placement as part of the modification of the behavioral intervention plan.

If Pathways In Education, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Pathways In Education may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Pathways In Education believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing by filing an expedited due process complaint with the Arizona Department of Education Dispute Resolution Unit, which will submit the complaint to the office of Administrative Hearings, or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Pathways In Education, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Pathways In Education agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a

code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Pathways In Education's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Pathways In Education had knowledge that the student was disabled before the behavior occurred. Pathways In Education shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Pathways In Education knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put. If Pathways In Education had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Pathways In Education shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Pathways In Education pending the results of the evaluation. Pathways In Education shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Student Due Process

Pathways In Education shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Administrative regulations regarding suspension and expulsion shall be revised periodically as required by any changes in Pathways In Education

policy or state and federal law. In all cases Pathways In Education disciplinary policies shall afford students due process under the law. To this end, the Deputy Superintendent or designee(s) shall develop rules and regulations governing the procedures by which students may be suspended or expelled. Pathways In Education's Deputy Superintendent or designee(s) shall notify staff, students and parents/guardians about Pathways In Education disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment. In the event of a suspension of 10 days or less, students recommended for suspension will be afforded due process in the following manner:

- a. Student will be told of the charge against him or her and will be provided an opportunity to respond to that charge in an informal conference, before the suspension is imposed, unless the administrator in charge finds that there is clear and present danger to the life, safety, or health of students or staff.
- b. Written notice of the suspension will be sent to parents or guardians within a reasonable time after the suspension advising of the facts of such suspension, its duration, and justification, and further stating that, if desired, a prompt meeting or hearing will be held at which the suspension may be discussed with school officials. All written documentation must be approved by the Deputy Superintendent or designee(s). This is to ensure all due process has been afforded to students and their families and to ensure all written documents comply with state and federal law.
- c. If requested, a meeting or hearing will be held within a reasonable time period, at which the suspended student may also be present, and the student will be given the opportunity to present informal proof of his or her side of the case.

In the event of a suspension exceeding 10 days or an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parents or guardians of non-adult students will also be given written notice in advance of such hearing so that they may attend. Pathways In Education will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel such student, pursuant to the complaint procedures established by the Charter Board and defined in Section 1 of Pathways In Education Complaint Procedure document.

Section IV: Complaint Policy

For students, employees, parents or guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties:

Pathways In Education–Arizona has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and has established this Policy to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

Pathways In Education shall investigate and seek to resolve complaints using this Policy, adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The Policy shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Special Education Programs.

Complaints must be filed in writing with the following compliance officer:

John C. Hall, Superintendent
Attn: Jessica Ray, Designee
Complaint Form
Pathways In Education Public Charter Schools
320 N. Halstead Street, Suite 280
Pasadena, CA 91107

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written report will be sent to the complainant within 60 days from the receipt of the complaint. The report will contain the following:

1. Findings of fact based on evidence gathered
2. Conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted

This 60-day time period may be extended by written agreement of the complainant. The investigator responsible shall be knowledgeable about the laws and programs he/she is investigating.

The complainant has a right to appeal the investigator's report to Pathways In Education's Board of Trustees by filing a written appeal within 15 days of receiving the investigator's report.

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures.

Complainants may seek assistance from mediation centers or public/private interest attorneys.

Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination claims arising under federal law, such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

A copy of this Complaint Policy and the Complaint Form shall be available free of charge at each Pathways In Education location.

**Pathways In Education Public Charter Schools
Complaint Form**

Pathways In Education (PIE) has created a procedure for the filing of complaints concerning deficiencies related to its operations. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: _____

Mailing Address: _____

Daytime Phone Number: _____

Evening Phone Number: _____

*Date of Problem: _____

*Location of Problem (School or Center Name and Address):

*Course or Grade Level and Teacher Name: _____

***Please describe the issue of your complaint in as much detail as possible, including, if applicable, the class or extracurricular activity involved. You may attach additional pages if necessary to fully describe the situation.**

**Required Fields*

Please file this form at your local learning center or mail this complaint to the following location:

John C. Hall, Superintendent
Attn: Jessica Ray, Designee
Complaint Form
Pathways In Education Public Charter Schools
320 N. Halstead Street, Suite 280
Pasadena, CA 91107

Section IV: Study Requirements

Planning a Course of Study

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance and basic skill competencies will be satisfied when applicable.

Acceptance of External Credits

Pathways In Education accepts transfer credit only from other accredited schools.

Standardized Testing

Pathways In Education will administer state mandated tests (as applicable) and parents and students agree to participate in state mandated testing. Pathways In Education will administer all required student assessments, including AIMS Science (Cohort 2020 if enrolled in life science, Cohort 2019 unless they previously tested), AZELLA (English Language Proficiency Assessment), and AzMERIT End of Course assessment in the following classes: ELA 9, ELA 10, ELA 11, Algebra I, Geometry, and Algebra II.

Family Life Planning Curriculum

Family Life Planning Curriculum include age-appropriate family life planning that emphasizes abstinence until marriage and include instruction for the prevention of HIV/AIDS and sexually transmitted diseases. Parent and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any of all portions of family life course. A parent or guardian who wishes to excuse a student from any, or all, portions of the family life course shall submit a request, in writing, to the student's principal. A student who is excused from any of all portions of the family life course shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons (AZ Article 15-716).

Concurrent Enrollment

College preparatory courses (or others) not offered by the school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts and laboratory science. Students must meet this admissions standards of the college awarding the credit. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

College Admissions Information

Students desiring information regarding college admissions requirements should contact their teacher or student advisor. Current information is also available on the Internet.

2020-2021 Graduation Requirements- Arizona Diploma

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (4 Credits)	Algebra 1 Geometry Algebra 2 4th Math Introductory Algebra Financial Math Mathematics of Personal Finance Pre-Calculus Probability and Statistics (0.5)
Social Science (3 Credits)	Economics (0.5) US History US Government (0.5) World History or World Geography
Science (3 Credits)	Biology Physical Science 3rd Science: Chemistry Earth Science Environmental Science Physics
Fine Arts (1 Credit)	Art Appreciation (0.5) Intro to Plays and Theater (0.5) Music Appreciation (0.5) Visual Arts
Electives (7 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL 22 Credits	

Graduation Planning Guide- Arizona Diploma

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Physical Science A		Physical Science B	
Fine Art		Fine Art	
Elective		Elective	
Elective		Elective	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Biology A		Biology B	
World History/ Geography A		World History/ Geography B	
Elective		Elective	
Elective		Elective	

Grade 11

English 11A		English 11B	
Algebra 2A		Algebra 2B	
3rd Science A		3rd Science B	
US History A		US History B	
Elective		Elective	

Grade 12

English 12A		English 12B	
Mathematics 12A		Mathematics 12B	
US Government		Economics	
Elective		Elective	
Elective		Elective	

External Credits

Additional Requirements

Senior Portfolio	
Civics Exam	
10 hrs of Approved Community Service	

2020-2021 Requirements- Arizona Regents

English-Language Arts (4 Credits)	English 9 English 10 English 11 English 12
Mathematics (4 Credits)	Algebra 1 Geometry Algebra 2 4th Math Pre-Calculus
Social Science (3 Credits)	Economics (0.5) US History US Government (0.5) World History
Science (3 Credits)	Biology Chemistry 3rd Science: Earth Science Environmental Science Physics
Fine Arts (1 Credit)	Art Appreciation (0.5) Intro to Plays and Theater (0.5) Music Appreciation (0.5) Visual Arts
World Language (2 Credits)	Spanish 1/2/3 French 1/2
Electives (7 Credits)	Multiple courses are available, discuss options with your teacher.
TOTAL 22 Credits	

Planning Guide- Arizona Regents

Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Biology A		Biology B	
Fine Art		Fine Art	
World Language		World Language	
Elective		Elective	

Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Chemistry A		Chemistry B	
World History A		World History B	
World Language		World Language	
Elective		Elective	

Grade 11

English 11A		English 11B	
Algebra 2A		Algebra 2B	
3rd Lab Science A		3rd Lab Science B	
U.S. History A		U.S. History B	
Elective		Elective	

Grade 12

English 12A		English 12B	
Mathematics 12A		Mathematics 12B	
US Government		Economics	
Elective		Elective	
Elective		Elective	

External Credits

Additional Requirements

Senior Portfolio	
Civics Exam	
10 hrs of Approved Community Service	

Coursework

The Pathways In Education school model focuses on providing students the opportunity to complete their high school education through independent study. The independent study program provides students rigorous textbook-based and online course offerings in order to allow students the flexibility to work at their own pace in an independent format.

Online School Policy

In the event student takes any online courses during their enrollment with Pathways In Education–Arizona, the following terms and conditions under this Pathways In Education–Arizona Online School Policy (“OSP”) will also apply in addition to the terms and conditions of the Policy:

Pathways In Education–Arizona’s online school courses can be independently accessed either from school or home. Coursework will range between forty-five (45) to sixty (60) hours, and will include various assessments in addition to a teacher-graded final exam. Students are required to spend a minimum of five hours in the online course per week and will be disqualified from participation in the course after ten (10) consecutive school days of inactivity. Students must satisfy a minimum passing grade as defined in the Pathways In Education student handbook. Successfully completing an online course requires a shared partnership between student, parents, and school staff. There must be acknowledgment and agreement of the responsibilities belonging to each person involved.

Students accept responsibility for:

- ❖ Logging in to the online course for a minimum of five (5) hours per week, and complete all course assignments. Failure to do so will result in the necessity to repeat the course in a traditional format. Failure to log in to the course for ten (10) consecutive school days will result in removal from participation in the online class.
- ❖ Seeking immediate assistance from the instructor or contact Pathways In Education–Arizona’s Education Technology Manager if technical problems occur with the system.
- ❖ Avoiding plagiarism, as it is considered cheating. Copying and passing directly from the online curriculum into other sources will not be considered “notes”, because they are not student-generated. Use of translation software for foreign language classes is also a form of plagiarism.

Parents or guardians accept responsibility for:

- ❖ Keeping regularly informed of the student’s online learning activities and to promptly inform Pathways In Education–Arizona staff of any circumstances actually or potentially interfering with the student’s ability to learn.
- ❖ Encouraging students to log in to the online course a minimum of five hours per week. Failure to login to the course for ten (10) consecutive school days will result in the removal of the student from the course.
- ❖ Supporting student learning by providing adequate time and access to an Internet-accessible computer at home in order to complete coursework, or allow extra time for the student to spend at school or a library to complete necessary coursework.
- ❖ Being aware of the student’s computer use, and encourage them to use all available

technology for schoolwork.

Teachers and staff at Pathways In Education–Arizona are responsible for:

- ❖ Responding to student questions, comments, or concerns within one (1) school day.
- ❖ Providing the student and parent/guardian with regular updates as to student’s progress in the course.
- ❖ Establishing clear goals and course room participation expectations.
- ❖ Assisting students in mastering the curricula.

Students will not be able to participate in the course without signed parental consent. If you have any questions regarding the online course, please contact the Pathways In Education–Arizona Online Program at (626) 460-9206 or onlineprogram@pathwaysedu.org.

Section VI: Course of Study

• English–Language Arts •

ENGLISH 9 A/B

HS1120/ HS1121, SGI1111/SGI1112

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Novels: *No Fear Shakespeare: Romeo and Juliet* (Sparknotes); *The Hunger Games* by Suzanne Collins. This course will expose students to a wide variety of nonfiction and poetry as well as a full length novel. This course will prime students’ ability to comprehend and analyze the content of their reading assignments by teaching students to analyze author’s style, genre, and content. It will expose students to authors’ intent, style, language, rhetorical devices, and literary concepts. Each lesson will develop and increase students’ ability to respond thoughtfully and dynamically to each text they are exposed to. Students will learn the foundations of writing by learning the basics of syntax and paragraph structure. Grammar and writing lessons will be introduced and students will be given opportunities to identify these patterns in their readings and implement this knowledge into their own writing.

.....

ENGLISH 10 A/B

HS1081A/HS1082, SGI1121/SGI1122

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Textbook: *Prentice Hall Literature* (Pearson); **Novel:** *Night* by Elie Wiesel; **Drama:** *Lost in Yonkers* by Neil Simon. This course will expose students to both non-fiction writing and fictional stories and also authors’ intent and literature concepts. Students will understand how to develop inferences about what they have read and explain new information. The purpose of this course is also to increase students’ vocabulary and grammar development. Students will also implement new knowledge of grammar, proofreading, and revision rules into their writing.

.....

ENGLISH 11 A/B

HS1160/HS1161, SGI1131/SGI1132

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Textbook: *Prentice Hall Literature* (Pearson); **Novels:** (A) *Matthew A. Henson’s Historic Arctic Journey* by Matthew A. Henson; (B) *Jurassic Park* by Michael Crichton. The purpose of English 11 A/B is to create college- and career-ready thinkers and writers. Through the use of Essential Questions, students will analyze and evaluate a wide variety of fiction and non-fiction selections in their textbook and novels. They will be challenged to hone their craft in a variety of writing assignments utilizing refined knowledge of grammar, proofreading, and revision rules of writing. Students will use higher-level thinking skills to go beyond simple comprehension of the assigned texts. They will grow in their ability to analyze and evaluate information in literary and informational texts.

.....

ENGLISH 12 A/B

HS1162/HS1163, SGI1141/SGI1142

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Textbook: *Prentice Hall Literature* (Pearson); **Drama:** *Othello* by William Shakespeare; **Novel:** *Oliver Twist* by Charles Dickens. Students taking English 12 will be engaged in a rigorous course, aligned to Common Core standards, that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and non-fiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer’s craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

.....

• **ONLINE COURSES** •

ENGLISH 9 SEM A/B

HSED1001/ HSED1002

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Course Provider: Edmentum. English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure

ENGLISH 10 SEM A/B

HSED1003/ HSED1004

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Course Provider: Edmentum. English 10 focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English 10 are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

ENGLISH 11 SEM A/B

HSED1005/ HSED1006

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Course Provider: Edmentum. English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era, and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

ENGLISH 12 SEM A/B

HSED1007/ HSED1008

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Course Provider: Edmentum. English 12 emphasizes the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

• *Mathematics* •

ALGEBRA 1 A/B

HS2040/HS2041, SGI1101/SGI1102

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Textbook: *Algebra 1* (Pearson). This course will introduce students to and promote mastery of algebraic concepts such as using data to derive linear equations, solving systems of linear equations, examining rates of change problems with their related graphs, problems with exponents, and quadratic functions. Students will use application problems to gain a better understanding of how algebraic concepts apply in a real world environment. In addition, students will periodically review other important mathematical topics such as formulas from geometry, measurement conversions, calculating probabilities, and hypothesis testing.

ALGEBRA 2 A/B

HS2045/HS2046, SGI1109/SGI1110

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Textbook: *Algebra 2* (Pearson). This course is designed to build off of students' experiences in Algebra 1 and Geometry. This course focuses on discovering connections between various representations of functions, transformations of the major function families, finding zeros of polynomials, modeling with trigonometry, and expanding their understanding and use of statistics. The course consistently has students engaged in the use of technology, collaborative grouping, problem solving, asking questions, analyzing situations, and constructing and justifying arguments.

FINANCIAL MATH A/B

HS2061/HS2062

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Textbook: *Mathematics with Business Applications* (McGraw-Hill). Students in this course will learn and apply mathematical skill to the areas of employment, banking, credit, transportation, housing, personal finance, insurance, shopping, taxes and investments. The main purpose of this course is to provide opportunities for students to develop those skills necessary to function in practical and real-life situations. This course is designed to strengthen the student's basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes.

GEOMETRY A/B

HS2038/HS2039, SGI1105/SGI1106

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Textbook: *Geometry* (Pearson). The ultimate goal of this course is to extend students' prior learning from middle school geometry to more formal geometric proofs that use rigid motions and their precise definitions, the study of figures on the Euclidean Plane, the connection of algebraic function to geometry, and the study of trigonometry concerning right triangles and circles. Students will further their learning of rigid motions, translation, rotation and reflection, and begin to prove congruence with the use of them. They will develop proofs using rigid motions, developing and utilizing precise definitions. They will then extend these definitions and proofs to solve problems about triangles, quadrilaterals and other polygons.

• **ONLINE COURSES** •

ALGEBRA 1 SEM A/B

HSED2001/ HSED2002

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Course Provider: Edmentum. Algebra I advances the ability of students to think algebraically, taking them from middle school work with variables and linear equations to the exploration of non-linear function types and more advanced calculations with variable expressions. Students will work with expressions, equations, inequalities, and functions. The course places considerable emphasis on identifying key features of functions in various forms, such as graphs, tables, and equations. It also fosters an understanding of functions as relationships that help people in many walks of life calculate and plan. The course brings these concepts to students in many forms, including interactive graphing, videos of solving problems, and many practice items.

ALGEBRA 2 SEM A/B

HSED2005/ HSED2006

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Course Provider: Edmentum. Algebra 2 advances students' ability to think algebraically, taking their earlier work with linear, exponential, and quadratic equations and expanding on it with polynomials and more advanced equation types. Students will work with rational, radical, logarithmic, inverse, and piecewise functions. They will also extend their studies to include systems of equations and inequalities, trigonometry, complex numbers, and statistics. The course emphasizes using these algebraic concepts to solve problems and help people in many walks of life. The course employs many tools to teach students these concepts, including interactive graphing, videos that walk through problems, and many practice items

GEOMETRY SEM A/B

HSED2003/ HSED2004

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Course Provider: Edmentum. Geometry provides a comprehensive examination of geometric concepts. Each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.

INTRODUCTORY ALGEBRA SEM A/B

HSED2011/ HSED2012

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Course Provider: Edmentum. This course is designed to enable students develop a deep understanding of math objectives and leaves students ready for algebra. The first semester covers objectives in transformations, linear equations, systems of equations, and functions. The second semester focuses on scientific notation, roots, the Pythagorean Theorem and volume, and statistics and probability. The course is based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.

MATHEMATICS OF PERSONAL FINANCE SEM A/B

HSED2024/ HSED2025

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Course Provider :Edmentum. Mathematics of Personal Finance explains how basic mathematical operations can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics.. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

PRE-CALCULUS SEM A/B

HED2007/ HSED2008

Credit: 0.5 credits each semester

Graduation Requirement: Mathematics

Course Provider: Edmentum. Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

PROBABILITY AND STATISTICS

HED2023

Credit: 0.5 credits

Graduation Requirement: Mathematics

Course Provider: Edmentum. In Probability and statistics, students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

• **Social Science** •

ECONOMICS

HS3010

Credit: 0.5 credits

Graduation Requirement: Social Science

Textbook: *Economics Today and Tomorrow* (McGraw-Hill). This course will expose the student to the basic concepts found in the American and global economy of today. Students will learn the finer points of becoming a responsible consumer through building budgets and learning how to develop credit. Students will also learn about the various economic models and theories and what affect each has on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries' economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

US GOVERNMENT

HS3050

Credit: 0.5 credits

Graduation Requirement: Social Science

Textbook: *Civics: Participating in Government* (Prentice Hall). In this course students will survey the scope of American Government from its early beginnings, to its development of checks and balances on power in the Legislative, Executive, and Judicial branches. Through the use of primary sources and current topical events, students will understand how to better navigate and comprehend the importance of civic participation in the United States and how policies have shaped the country and its people. Most importantly, students will have a better grasp of American government and its part in shaping the nation's future.

US HISTORY A/B

HSED3043/ HSED3044

Credit: 0.5 credits each semester

Graduation Requirement: Social Studies

Textbook: *United States History: Post-Reconstruction to the Present* (Pearson). In this course students will examine US History from the beginnings of America to the present. Students will explore historical events and eras through the use of maps, timelines, and source documents. Key figures in American history are featured throughout this course. Students are encouraged to make connections between the past and events taking place today.

WORLD HISTORY A/B

HS3040/HS3041

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

Textbook: *Modern World History: Patterns of Interaction* (McDougal Littell). This course will discuss how life in Eastern and Western Europe has changed throughout history, and students will look at the key events that helped to shape our culture today. Students will trace the rising and falling of various world empires and how each helped to shape the world today. They will follow the struggle for human rights of individuals throughout time, and discuss the growth of living documents, like the Constitution of the United States. Students will also explore the history and influence of Asian, European, South American, and African countries and how they impact the rest of the world.

WORLD GEOGRAPHY A/B

HS3046/ HS3047

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

Textbook: *Geography: The Human and the Physical World*. (McGraw-Hill). World Geography is a ten-unit course in which students will examine the perspectives of the human and physical world. Students begin with an examination of Earth, which includes how geographers look at the world. Students then explore the different regions of the world, noting the environment, people, and the interactions between people and their environment. Students will finalize their study of World Geography by studying topics that pose great challenges to the global community. They will explore a variety of sources to broaden their understandings in these areas.

• ONLINE COURSES •

ECONOMICS

HSED3006

Credit: 0.5 credits

Graduation Requirement: Social Studies

Course Provider: Edmentum. This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

US GOVERNMENT

HSED3005

Credit: 0.5 credits

Graduation Requirement: Social Studies

Course Provider: Edmentum. The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

US HISTORY SEM A/B

HSED3003/ HSED3004

Credit: 0.5 credits each semester

Graduation Requirement: Social Studies

Course Provider: Edmentum. This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.

WORLD HISTORY SEM A/B

HSED3001/ HSED3002

Credit: 0.5 credits each semester

Graduation Requirement: Social Studies

Course Provider: Edmentum. In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

WORLD GEOGRAPHY SEM A/B

HSED9014/ HSED9015

Credit: 0.5 credits each semester

Graduation Requirement: Social Studies

Course Provider: Edmentum. In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

• *Science* •

PHYSICAL SCIENCE A/B

HS4026/ HS4027

Credit: 0.5 credit each semester

Graduation Requirement: Science

Textbook: *Physical Science with Earth and Space Science* (Holt). 2018 update: Content, concepts and formula calculations were scaffolded to support individualized learning. Laboratory exercises were re-purposed to reduce material waste and promote content specific exercises. This course offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy.

• *ONLINE COURSES* •

BIOLOGY SEM A/B

HSED4001/ HSED4002

Credit: 0.5 credits each semester

Graduation Requirement: Science

Course Provider: Edmentum. Biology content Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson.

BIOLOGY WITH VIRTUAL LABS A/B

HSED4007/ HSED4008

Credit: 0.5 credits each semester

Graduation Requirement: Science

Course Provider: Edmentum. This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation. Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household item.

CHEMISTRY SEM A/B

HSED4009/ HSED4010

Credit: 0.5 credits each semester**Graduation Requirement:** Science

Course Provider: Edmentum. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities.

EARTH SCIENCE SEM A/B

HSED4005/ HSED4006

Credit: 0.5 credits each semester**Graduation Requirement:** Science

Course Provider: Edmentum. This course is a study in the structure of Earth and the planet's role in the solar system and the universe. Students will use observations, historical data, and physical evidence to describe the natural processes that occur around them and in distant space. The course covers topics such as the Sun-Earth-Moon system, plate tectonics, interactions between Earth's subsystems, and weather and climate. Using scientific inquiry, the course prepares students to think critically and responsibly, helping them devise solutions for preserving Earth and its systems.

ENVIRONMENTAL SCIENCE SEM A/B

HSED4019/ HSED4020

Credit: 0.5 credits each semester**Graduation Requirement:** Science

Course Provider: Edmentum. This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms, and learn about ecological pyramids. They will discuss the effects of climate change and explore different types of adaptation. They will describe the steps of the water cycle, and discuss how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment.

PHYSICAL SCIENCE SEM A/B

HSED4017/ HSED4018

Credit: 0.5 credits each semester**Graduation Requirement:** Science

Course Provider: Edmentum. This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school physical science. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves.

PHYSICS SEM A/B

HSED4011/ HSED4012

Credit: 0.5 credits each semester**Graduation Requirement:** Science

Course Provider: Edmentum. Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics. Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

• *Fine Arts* •

ART HISTORY A/B

HS6009/HS6010

Credit: 0.5 credits each semester

Graduation Requirement: Fine Arts

Textbook: *Art in Focus* (McGraw-Hill). These courses will introduce students to the building blocks of visual art: aesthetic elements and principles. The courses survey prehistoric art, as well as arts of the Mediterranean cultures, Asia and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past but rather an evolving language that we use every day. Students will understand how artists throughout human history and varied cultures have employed visual elements and principles to create unique and effective works of art.

ART HISTORY A/B

HS6009/HS6010

Credit: 0.5 credits each semester

Graduation Requirement: Fine Arts

Textbook: *Art in Focus* (McGraw-Hill). These courses will introduce students to the building blocks of visual art: aesthetic elements and principles. The courses survey prehistoric art, as well as arts of the Mediterranean cultures, Asia and Africa. Students will learn that the evolution of our common visual vocabulary is not an irrelevant artifact of the past but rather an evolving language that we use every day. Students will understand how artists throughout human history and varied cultures have employed visual elements and principles to create unique and effective works of art.

ARTS AND CRAFTS A/B

HSAC01/HSAC02

Credit: 0.5 credits each semester

Graduation Requirement: Fine Arts

Textbook: *Introducing Art* (McGraw-Hill). This course focuses on the elements of art and the color wheel. Students eventually progress to learning about the principles of art and how to apply them to various works of art. Students will learn about various artists and their crafts, and students will mimic some of the art styles by creating artwork of their own throughout each unit. Students will learn how to critically analyze various pieces of famous artwork. By the end of the last unit, the student will have gathered a portfolio of artwork that they will share with their instructor for evaluation.

BASIC DRAWING

HS6011

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Textbook: *Draw Squad* (Touchstone). This course explores a variety of techniques, materials and visual exercises that will provide the student with a solid background for most art courses where the ability to draw is essential. Students will learn techniques to produce 120 different sketching projects while maintaining a drawing journal throughout the course.

CARTOONING

HS6012

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Textbook: *Everything You've Ever Wanted to Know About Cartooning But Were Afraid to Draw* (Watson-Guptill). This course consists of a series of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for its many inherent challenges. The course is particularly designed for students who really enjoy drawing. There is also an art material kit that supports this class.

VISUAL ARTS A/B

HS6014/HS6015

Credit: 0.5 credits each semester

Graduation Requirement: Fine Arts

Textbook: *The Visual Experience* (Davis). These courses will introduce students to the following aspects of art: theory, history, criticism, and application. Students will further refine their artistic skills and use of content-specific vocabulary while gaining a deeper understanding of the role of artistic expression throughout history. Students will learn about art from a variety of cultures, and gain an understanding of the ability of art to express cultural ideals, political opinions, and personal expression. At the end of this one-year course, students will have gained a wide range of technical skills, achieved fluency in the academic vocabulary of art, obtained the ability to critique their work and that of others, and have knowledge of how they may apply their artistic skills to successful careers in the future.

.....
• ONLINE COURSES •

ART HISTORY AND APPRECIATION

HSED6018

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Course Provider: Edmentum. This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

.....
INTRODUCTION TO FASHION DESIGN

HSED9009

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Course Provider: Edmentum. From Components of Fashion to Haute Couture to Production, this course is focused on the practical aspects of career preparation in the fashion design industry. Online discussions and course activities require students to develop and apply critical thinking skills while the included games appeal to a variety of learning styles and keep students engaged.

.....
INTRODUCTION TO VISUAL ARTS

HSED6016

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Course Provider: Edmentum. This course is designed to enable all students at the high school level to familiarize themselves with different types of visual arts. The students will explore units in: Creativity and Expression in Art, Elements of Art, History of Art, Cultural Heritage of Art, Drawing, Printing, Painting, Graphic Design and Illustration, and Multimedia.

.....
MUSIC APPRECIATION

HSED9055

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Course Provider: Edmentum. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

.....
PROFESSIONAL PHOTOGRAPHY SEM A/B

HSED6019/ HSED6020

Credit: 0.5 credits each semester

Graduation Requirement: Fine Arts

Course Provider: Edmentum. Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation.

THEATER, CINEMA, AND FILM PRODUCTION

HSED6017

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Course Provider: Edmentum. This one-semester course explores what goes into the making of a theater and film production. The course has 14 lessons that focus on the pre-production, production, and post-production stages of theater and film productions. Students will be introduced to theater and film, and their different genres and subgenres. They will also learn about roles and responsibilities of the cast and crew, including the director, actors, screenplay writers, set designers, wardrobe stylists and costume designers, and makeup artists. The course also covers technical aspects, such as lighting and sound. Students will also learn about the influence of the audience on theater, cinema, and film production. The course combines a variety of content types, including lessons, activities, discussions, and games to keep students engaged as they discover the world of theater, cinema, and film production.

• *World Language* •

FRENCH 1 SEM A/B

HSED6009/ HSED6010

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.

FRENCH 2 SEM A/B

HSED6011/ HSED6012

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

GERMAN 1 SEM A/B

HSED6021/ HSED6022

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. German 1 A and B address two primary issues: providing a meaningful context that encourages learners to think in the target language as much as possible; and introducing grammatical concepts without over reliance on grammatical analysis. German 1A focuses on communicating basic and practical greetings and personal information.

GERMAN 2 SEM A/B

HSED6023/ HSED6024

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. German 2 A and B tap into learners' latent interest in their cultural past, present, and future. These courses employ direct-instruction approaches, including application of the target language through activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German.

SPANISH 1 SEM A/B

HSED6001/ HSED6002

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.

SPANISH 2 SEM A/B

HSED003/ HSED6004

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

SPANISH 3 SEM A/B

HSED6005/ HSED6006

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.

• *Electives* •

ACCELERATED MATH A/B

HS2047/ HS2048

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Renaissance Learning®. Accelerated Math is a math remediation course designed to increase growth in math skills. This course is done primarily on the computer, but students will write their notes, work, and reflections in this student activity workbook. The course is designed to be done partially independently, but with a teacher resource to help students if they get stuck. Students will work on the computer using Renaissance Learning’s math remediation program called Accelerated Math 2.0. Students will complete practices and tests for 12 sub-skills per unit. The practices and tests assigned will be determined by the STAR benchmark. Students will be assigned topics based on the STAR recommended path. Their STAR math benchmark scores will determine the standards and sub-skills they need to learn and master. Students will be given practices, assessments, and reviews on sub-skills throughout Accelerated Math.

BASIC STUDY SKILLS

HS1034

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: Student Manual. Basic Study Skills is a course designed to enhance the study skills of students. After completion of this course, students will be able to set goals for themselves, manage their time well, take effective notes, and prepare for exams. The student will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

BUSINESS MATH

HS2007

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Mathematics with Business Applications* (McGraw-Hill). This course is designed to strengthen the student’s basic skills in personal and business math. Students learn how to figure income tax and comparative shop. They will learn the basics of starting and running a business and practice such real-world scenarios as paying employees, figuring insurance costs, and calculating travel expenses and training costs. Students will also learn about the costs of production and purchasing, work with sales, warehousing, distributing, and marketing devices, and handle general accounting schemes..

CHARACTER EDUCATION

HS8042

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *The Success Principles for Teens: How to Get Where You Are to Where You Want to Be* (HCI Teens); **Film:** Pay It Forward (2000). This course helps to prepare young adults for success in an increasingly complex and demanding home and work environment. It also gives them some basic principles for tackling an unknown future. Students learn about managing resources, developing a budget, planning and preparing meals and establishing a home. The course also helps students understand their relationships with other people, including the importance of developing good communication skills and a solid value system.

COMPARATIVE RELIGIONS

HS30CR

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Religions of the World* (Prentice Hall). This course will provide the student with an introduction to the historical and philosophical foundations of the major living world religions. The students will examine theories about the origins of religions as well as explore facets that are unique to each religion. Students will discover where religious movements arose, cultural factors that influenced them, the lives of their founders, their basic teachings, their historical development, and their current status in this world.

CONTEMPORARY COMPOSITION

HS1023

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Writer's Inc.* (Great Source). This course will explore the realm of writing composition. The student will be exposed to a variety of essays (e.g., persuasive, expository, and descriptive), and how to write different types of letters (e.g., letters of complaint, letters to the editor). They will be given the ability to learn how to revise, edit, and proof every form of writing that is covered in this course. Students will also utilize their imagination and creativity by analyzing pieces of artwork and responding to their feelings. Students will also be exposed to different forms of literature and how to respond to each.

CRIMINAL JUSTICE

HS3030

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Criminal Justice Today* (Prentice Hall). Students will study the criminal justice system in America and its three basic components: police, courts, and corrections. The course begins with examining the concept of justice, and how this ideal relates to the everyday practice of criminal justice in the United States today. Students will then explore the history, the activities, and the legal environment surrounding the police. Students then build upon what they have learned by understanding the court, prisons, probation, and parole. Throughout these units students will be exposed to concepts that will allow them to come away from the course with a more informed position on criminal justice topics. This course will benefit those with interest in pursuing a criminal justice career or simply responding as more informed citizens.

CRITICAL LITERACY

HS65CL

Credit: 0.5 credits

Graduation Requirement: Elective

Students will gain reading and writing skills through the acquisition of new thinking skills, including Metacognition, Active Reading Strategies, Mind Mapping, Think-Alouds, personal and critical oral responses and reading. In addition, students will complete an independent reading assignment from the California Approved Book List that is at his or her reading level. The culminating projects will be a Book Talk and Book Review, as well as a Literary Autobiography, all of which will demonstrate the students' growth over the course of the class.

HEALTH A/B

HS7020/HS7021

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Textbook: *Health* (Prentice Hall). In Health A, students shall be introduced to the many aspects of health, including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures that have occurred. Also explored in this course are human reproduction, heredity, and human development. Students will begin with lessons in the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students shall also explore the elements of physical fitness and the design of suitable exercise programs. An area of emphasis in Health B is the use and abuse of prescription and illegal drugs. Students shall explore the body effects of alcohol and issues regarding social pressures to consume alcohol. Also studied will be the harmful effects of all tobacco products. Another area of emphasis in this course is the human immune system and its response to infectious and noninfectious diseases. Finally, this course shall conclude with lessons about environmental pollution and the healthcare system.

HISTORY OF THE ANCIENT WORLD

HS8502

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *World Studies Ancient World* (Prentice Hall). This course explores the major civilizations of ancient history and makes connections to how their beliefs and customs affect the modern world. The class begins with prehistory and the beginnings of man and continues through to the fall of Rome. The focus of this course includes the ancient civilizations of: The Fertile Crescent and Mesopotamia, Egypt & Nubia, India, China, Greece, and Rome.

INDEPENDENT LIVING

HS80IL

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Discovering Life Skills* (McGraw-Hill) *7 Habits of Highly Effective Teens* (Franklin Covey). This course helps to prepare young adults for success in an increasingly complex and demanding home and work environment. It also gives them some basic principles for tackling an unknown future. Students learn about managing resources, developing a budget, planning and preparing meals and establishing a home. The course also helps students understand their relationships with other people, including the importance of developing good communication skills and a solid value system.

LATIN AMERICAN HISTORY

HS30LH

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *World Studies Latin America* (Prentice Hall). This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area’s geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

MATH READINESS A/B/C/D

HSMM01/HSMM02/HSMM03/HSMM04

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Math Readiness is a standards and concepts-based modular course designed to remediate the student on various levels of math standards. These modules are designed to be assigned as needed where the instructor is able to detect a deficiency with a student’s particular skill set. Each module focuses on one or two math concepts and will greatly increase the student’s ability to comprehend and master each concept. All work is done in the workbook, with some use of the Internet to reinforce certain concepts. A student can complete five modules per semester and can complete each module only once.

PARENTING AND CHILD DEVELOPMENT A/B

HS8040/HS8041

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Textbook: *The Developing Child* (McGraw-Hill). Parenting and Child Development is an introduction to stages of child development and how to aid the developing child. The course begins with an introduction to child psychology, observing child development, parenting, and teen parenthood. Students will then go through a detailed step by step of the stages of childhood and adolescence. The course will end with the children’s health and safety, challenges in a family, childcare and early education, and careers that deal with children.

PERSONAL FINANCE

HS2030

Credit: 0.5 credits**Graduation Requirement:** Elective

Textbook: *Mathematics with Business Applications* (McGraw-Hill). Students in this course will learn and apply mathematical skill to the areas of employment, banking, credit, transportation, housing, personal finance, insurance, shopping, taxes and investments. The main purpose of this course is to provide opportunities for students to develop those skills necessary to function in practical and real-life situations. This course also prepares students for success in the Business Math course.

PHYSICAL EDUCATION I/II

HS5001/HS5012

Credit: 0.5 credits each semester**Graduation Requirement:** Elective

This course allows students to select activities that will familiarize them with activities suitable for lifelong recreation and physical fitness. Students must perform at least 30 minutes of an activity for it to count and no more than two hours may be claimed per day. A total of 50 hours must be performed to complete the course. As well as the hours of activity, the course requires the completion of a research report and 10 sport- or nutrition-related articles. Students must write summaries on each article. This course can only be taken once a semester.

PSYCHOLOGY A/B

HS3016/HS3017

Credit: 0.5 credits each semester**Graduation Requirement:** Elective

Textbook: *Understanding Psychology* (McGraw-Hill). Students taking Psychology A/B will be engaged in a rigorous course, aligned to Common Core Reading and Writing Standards for Literacy in History/Social Science, that is designed to create college- and career-ready thinkers and writers. This course is designed to teach the fundamental concepts of psychology, including: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would.

READING FICTION

HS10RF

Credit: 0.5 credits**Graduation Requirement:** Elective

Novels: *The Catcher in the Rye* by J.D. Salinger; *The Westing Game* by Ellen Raskin; *To Kill a Mockingbird* by Harper Lee; *Harry Potter and the Sorcerer's Stone* by J.K. Rowling; *House of the Scorpion* by Nancy Farmer; *The Halloween Tree* by Ray Bradbury. This course is designed to expose students to American literature from the colonial period through the 1930s. Students will study the writing styles of a variety of authors and analyze how the time period in American history influenced the writers of the time. The students will learn about the major movements in American literature from the revolutionary period to the Age of Romanticism. Students will write their own poetry and essays as well as critiques of the writers they read. They will read two novels, *The Great Gatsby* and *Of Mice and Men*, which will give a stark contrast of the 1920s, which was the decade of decadence, to the 1930s era of The Great Depression. Upon completing the course, students will have learned the history of American literature and better understand how it influences the writers of today.

• *ONLINE COURSES* •

ACT TEST PREP

HSED9064

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. The ACT assesses high school students' general educational development and their ability to complete college-level work. This course prepares students to take the test by learning the content ideas they will be tested on. This course may include content from two or more of the following sections: English, mathematics, reading, and science.

.....

AFRICAN AMERICAN STUDIES

HSED9119

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. African American Studies traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture. Although the course proceeds in chronological order, lessons are also grouped by themes and trends in African American history.

.....

CREATIVE WRITING

HSED9053

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in creative writing fields.

.....

ENGLISH FOUNDATIONS 1/2

HSED9060/HSED9061/HSED9062/HSED9063

Credits: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

ESSENTIAL CAREER SKILLS

HSED9033

Credits: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills.

HEALTH SEM A/B

HSED7003/ HSED7004

Credits: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

INTRODUCTION TO ANTHROPOLOGY

HSED9027

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. In this course students will explore the evolution of anthropology as a distinct discipline, learn about anthropological terms, concepts and theories, and discuss the evolution of humans and human society and culture. Students will also learn about social institutions, such as marriage, economy, religion, and polity.

INTRODUCTION TO ASTRONOMY

HSED9026

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. Introduction to Astronomy is a one-semester course with 17 lessons that cover a wide range of topics, such as the solar system, planets, stars, asteroids, comets, galaxies, space exploration, and theories of cosmology.

INTRODUCTION TO FORENSIC SCIENCE

HSED9022

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to introduce students to the importance and limitations of forensic science and explore different career options in this field. They also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA samples. Moreover, they learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.

INTRODUCTION TO SOCIAL MEDIA

HSED9012

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping your high school students succeed in today’s economy. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.

INTRODUCTION TO VETERINARY SCIENCE

HSED9028

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to introduce all students at the high school level to the fundamentals of veterinary science, measures to control diseases in animals, and the impact of toxins and poisons on animal health. The students will explore the history of veterinary science and the skills and requirements for a successful career in the veterinary industry.

LITERACY ADVANCEMENT

HSES274/ HSES275

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Achieve3000®. Literacy Advancement is a class that utilizes the TeenBiz3000 program that offers differentiated instruction tailored to each student’s Lexile reading level to improve their core literacy skills, and content-area knowledge. Students follow a simple 5-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency as well as writing skills. During the Literacy Routine, students receive reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of the five steps will aid in enhancing the students essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase the student’s literacy skills and comprehension, test-taking skills, and technology skills.

NATIVE AMERICAN STUDIES SEM A/B

HSED9029/HSED9030

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. By providing historical perspectives, this course provides a comprehensive understanding of the roots of Native American culture. The topics addressed include an exploration of the Native American history in the arctic and subarctic, various regions of the U.S., and the development of Native American life.

PHYSICAL EDUCATION 1

HSED5001

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. Physical Education 1 includes Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students’ self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources.

PHYSICAL EDUCATION 2

HSED5002

Credits: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly, while participating in physical activities and applying principles they’ve learned. Basic anatomy, biomechanics, physiology, and sports nutrition are all integral parts of this course. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

PHYSICAL EDUCATION 3

HSED5003

Credits: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course gives the student an in-depth view of physical fitness by studying subjects such as: biomechanics, nutrition, exercise programming, and exercise psychology. Students will apply what they learn by participating in a more challenging exercise requirement. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

PSYCHOLOGY SEM A/B

HSED9007/ HSED9008

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course gives students an overview of the history of psychology while also giving them the resources to explore career opportunities in the field. Students will learn how psychologists develop and validate theories and will examine how hereditary, social, and cultural factors help form an individual's behavior and attitudes. Students will also evaluate the effectiveness of different types of psychological counseling and therapy. Highly interactive content includes online discussions that help develop critical thinking skills.

SAT TEST PREP

HSED9103

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century. This course prepares students to take the test by learning the reading content ideas they will be tested on.

SOCIAL ISSUES

HSED9032

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, etc.

SOCIOLOGY

HSED9016

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as they discover sociology as a subject and as a career.

WOMEN'S STUDIES

HSED9106

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. Women's Studies is a one-semester course with 14 lessons that introduce students to women's studies, gender studies, and gender roles. The course traces the history of feminism, analyzes feminist theories, and examines intersectionality. Students will learn about social and political movements for the rights of women and other vulnerable groups.

ITEM: PIEAZSHB20-21

PIE Arizona Student Handbook 2020-2021

PIEAZSHB20-21

WHSE: 001