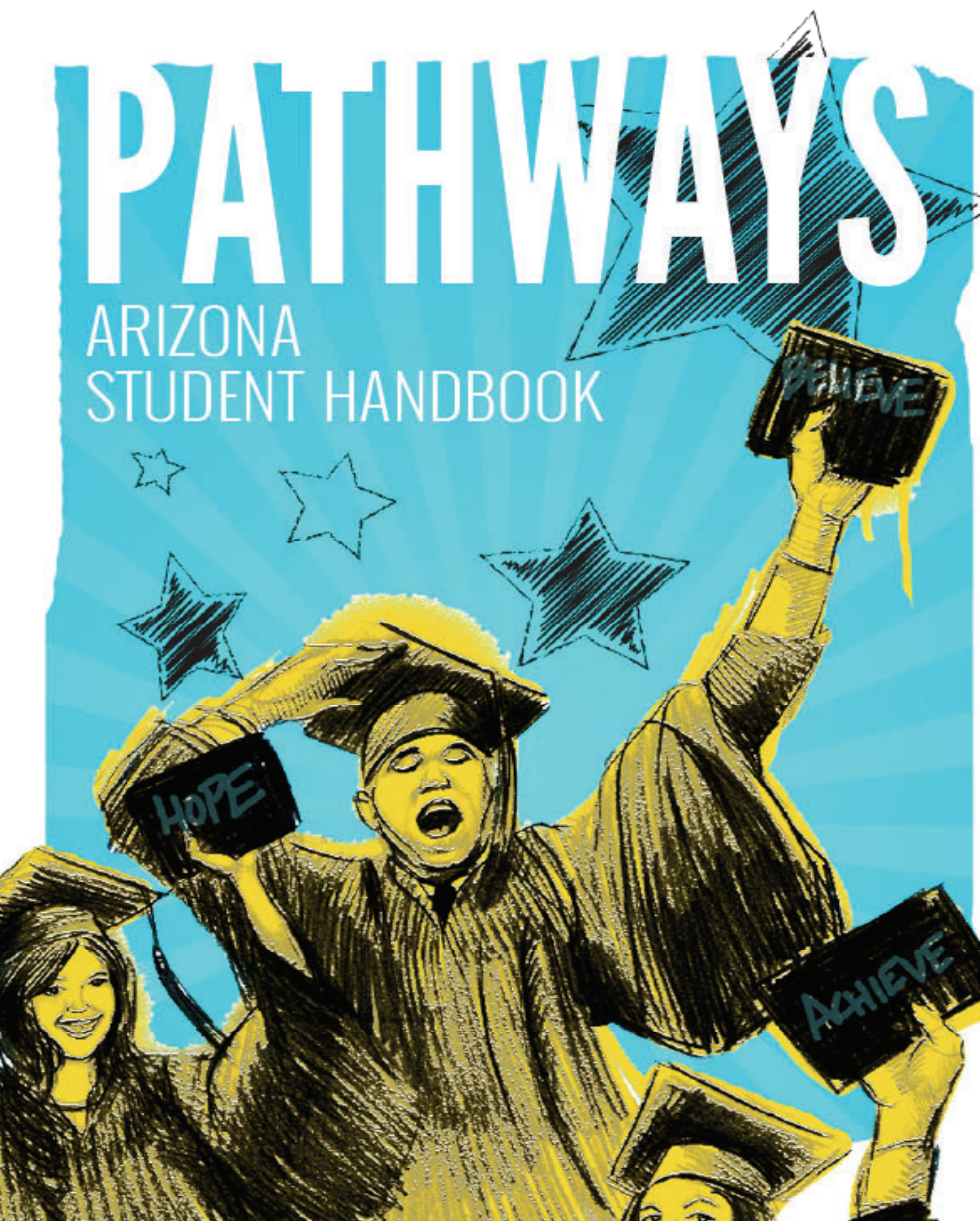
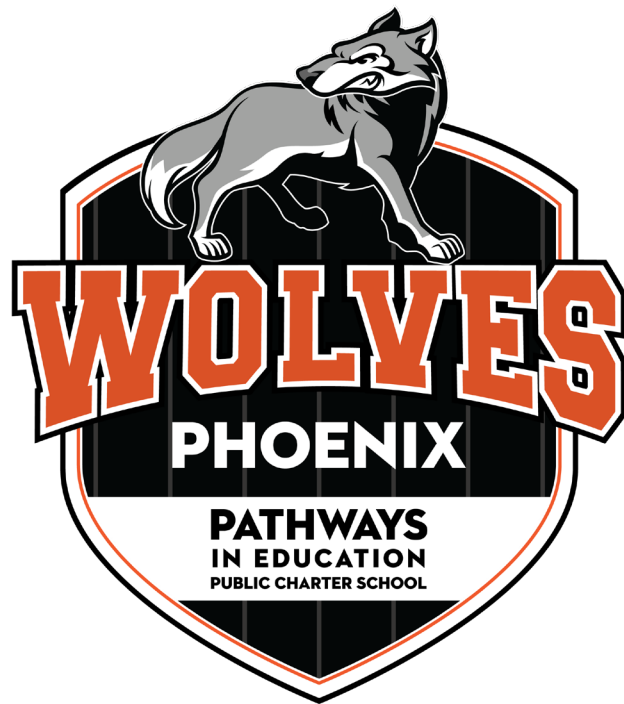


PATHWAYS

ARIZONA
STUDENT HANDBOOK



PATHWAYS IN EDUCATION ARIZONA



Student Handbook
2025-2026





2025-2026 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,

Elizabeth Pfeiffer
Interim Principal
Pathways In Education–Arizona

Kristi Duenas
Associate Superintendent
Pathways In Education

Wendy Gillespie
Senior Director of Schools
Pathways In Education

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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 Cognia®.

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. After completing all registration paperwork, all students will sit for a mandatory orientation with school staff prior to officially beginning the program.
- ❖ *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 under-served students by unlocking their passions and dreams and moving them daily toward graduation and creating lifelong learners.

Mission Statement

The mission of Pathways In Education - Arizona is to equip our students with academic and personal skills necessary to graduate with a high school diploma prepared for secondary education in a 21st century workforce. We accomplish our mission by providing a safe, nurturing, and equitable environment for our students and by offering individualized instruction, 1:1 support, blended learning, flexible scheduling, dual enrollment, experiential learning, postsecondary counseling, and multiple curriculum modalities aligned to Arizona State Standards. Our school is designed to serve an alternative population including students who are considered at-risk youth, disconnected or truant, academically behind their peers, pregnant or parenting, full-time workers, foster or homeless youth, or dealing with behavioral challenges, mental health issues, or bullying. We serve students who were not successful in a traditional school setting and who need an alternative approach to achieve their goals and dreams.

Anti-Discrimination Policy

Pathways In Education Schools do not discriminate against any person on the basis of gender, gender identity, gender expression, race, color, religion, disability, and/or any other status protected by law, including immigration status, in any of its policies, procedures, or practices in compliance with, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, section 505 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, 34 CFR Section 104.4(b)(3), and the ADA Amendments Act of 2008.

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 lifelong learners in the 21st Century. To that end, the program seeks to teach students how to be

Responsible Learners

- ❖ 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 high school diploma
- ❖ Acquire gainful employment, 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. Student progress is assessed by the following methods:

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

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 certified 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 coursework 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.

PIE Arizona recognizes the unique challenges faced by foster children during school transfers and will adopt flexible policies to ensure their academic success. Transfer credits for applicable courses with grades “A” to “D” will be accepted from accredited schools. (Credits from unaccredited schools will be evaluated on an individual basis). Additionally, PIE will review graduation plans and educational records to accommodate the individual needs of foster children in accordance with best interest educational placement determinations.

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.

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

Students are classified as follows:

Grade 9 (Freshman)	0–5.9	credits earned
Grade 10 (Sophomore)	6–11.9	credits earned
Grade 11 (Junior)	12–17.9	credits earned
Grade 12 (Senior)	18–22	credits earned

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's transcript.

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, they may retake the course for credit. If a student has earned a "D" grade, they 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 individuals 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 for all students related to special education is available by contacting the school administrator.

English Language Learners. English Language Learners (ELL) are students with a first language or primary language other than English whose level of oral, reading, listening, and written proficiency in English does not allow them to fully access the curriculum and creates difficulty in regular classroom curriculum without specially designed accommodations or instruction. 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 and federal law.

Homeless and Migrant Students. In accordance with Every Student Succeeds ACT (ESSA), educational services will be provided for homeless or migrant students. A homeless child (defined

in ESSA) lacks fixed, regular, and adequate residence or has a primary residence in a supervised publicly- or privately-operated shelter for temporary accommodations or a public or private place not designated for use as regular sleeping accommodations for humans.

PIE Arizona recognizes the unique challenges faced by foster children during school transfers and will adopt flexible policies to ensure their academic success. Transfer credits for applicable courses with grades “A” to “D” will be accepted from accredited schools. (Credits from unaccredited schools will be evaluated on an individual basis). Additionally, PIE will review graduation plans and educational records to accommodate the individual needs of foster children in accordance with best interest educational placement determinations.

McKinney-Vento Homeless Assistance Act

This federal legislation guarantees homeless children youth the following:

- ❖ The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
- ❖ The right to attend school in their school of origin (if this is requested by the parent or unaccompanied children and youth is feasible) or in the school in the attendance area where the family or youth is currently residing.
- ❖ The right to receive transportation to their school of origin, if this is requested by the parent or unaccompanied youth.
- ❖ The right to services comparable to those received by housed schoolmates, including transportation and supplemental educational services.
- ❖ The right to attend school along with children not experiencing homelessness. Segregation based on a student’s status as homeless is strictly prohibited.
- ❖ The posting of homeless students’ rights in all schools and other places around the community.

The term “homeless children and youths” - means individuals who lack a fixed, regular and adequate nighttime residence and includes:

- ❖ Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting formal care placement.
- ❖ Children and youths who have a primary nighttime residence that is a public or private place not designed or ordinarily used as a regular sleeping accommodation for human beings.
- ❖ Children and youths who are living in cars, parks, public spaces or abandoned buildings; substandard housing, bus or train stations, or similar settings.
- ❖ Migratory children who qualify as homeless because the children are living in circumstances described above.

- ❖ The term “homeless children and youths” – means individuals who lack a fixed, regular and adequate nighttime residence and includes:

Per the McKinney-Vento Homeless Assistance Act (42 U.S.C § 11431-11435), PIE-Arizona provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students. Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison, Ellen Mari, at emari@pathwaysedu.org to access referrals to locally available services. Additionally, please visit <https://www.azed.gov/homeless/> for more information about PIE-Arizona’s homeless student program.

Attendance/Truancy/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. Students may request an excused absence for religious observances, provided they give advance notice.

Student attendance is entered by the student in the presence of their teacher when they attend school, and their attendance is then verified by their legal guardian.

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.

2025-2026 Student Holidays

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

Independence Day: July 4, 2025

Dr. Martin Luther King, Jr. Day: Jan. 19, 2026

Labor Day: September 1, 2025

Presidents' Day: February 16, 2026

Veterans Day: November 11, 2025

Spring Break: March 9-13, 2026

Thanksgiving Break: November 25-28, 2025

Memorial Day: May 25, 2026

Winter Recess: Dec. 22, 2025- Jan. 2 2026

President's Appreciation: June 17-30, 2026

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 their 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 username 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 websites. 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, believes 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 their 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 their 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 Arizona applicable to the agreements executed and wholly performed within the State of Arizona.
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.

AI Guidance

Pathways in Education – Arizona believes that artificial intelligence (AI) is a powerful tool for education when used ethically and responsibly. As AI becomes an integral part of education and the workforce, Pathways in Education – Arizona is committed to preparing students for a future in which technology plays a central role. AI has the potential to enhance learning, foster creativity, and improve critical thinking skills when used responsibly. It can personalize learning experiences and promote students’ agency in driving their own learning. We encourage students to explore AI as a tool for growth, whether for research, problem-solving, language translation, or concept reinforcement. However, academic integrity remains paramount, and all students must ensure that their work reflects their own understanding and effort.

Students may use AI to supplement their learning, but it should never replace the development of their own skills and ideas. While AI-generated content can serve as a valuable resource, the use of AI to misrepresent one’s knowledge such as generating essays, solving problems without comprehension, or submitting AI-created work as original, is considered academic dishonesty. It is a best practice that students cite the AI tool used and indicate which portions of the work were generated by AI. Teachers may require students to submit drafts, explain their work process, or engage in discussions to demonstrate their understanding. The misuse of AI, in a way that compromises academic integrity, will result in appropriate consequences in accordance with the school’s academic policies.

Teachers and staff play a critical role in guiding students toward ethical AI use. Teachers will provide clear expectations regarding AI use for specific assignments and incorporate AI literacy into instruction to help students understand both its potential and its limitations.

This guidance will be reviewed annually to reflect advancements in AI and evolving best practices in education.

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:

- ❖ Cheating, defined as the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. This includes, but is not limited to, copying from another student or knowingly allowing another to copy.
- ❖ 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 discipline as determined by Pathways In Education- Arizona at its sole discretion.

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 worn below 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 cyberbullying. 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 cyberbullying 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

Expulsion 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

Suspension 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 them; the student shall be given the opportunity to present their version and evidence in support of their 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 their 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 they 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 the following:

- 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
 - 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(s) 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 they, 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 their 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.
 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 coursework, 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.

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 their 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 and school site committee when developing a rehabilitation plan for an expelled student with disability.

Procedural Safeguards/Manifestation Determination

A Manifestation Determination will be conducted within 10 school days of any of the following involving a child with a disability and a violation of the code of student conduct: a recommendation for expulsion, a change in placement resulting in removal from their educational program for more than 10 consecutive school days, or a series of suspensions totaling more than 10 cumulative school days within the school year. Pathways In Education, the parent, and the relevant member of the IEP/504 Team shall review all relevant information to determine

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability
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
- 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
- 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, 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: Kristi Duenas, 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 their 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 they are 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: Kristi Duenas, Designee
Complaint Form
Pathways In Education Public Charter Schools
320 N. Halstead Street, Suite 280
Pasadena, CA 91107

Section V: Study Requirements

Planning a Course of Study

An instructor will be available to advise and assist the student with their 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 required 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.

2025-2026 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) U.S. History U.S. Government (0.5) World History or World Geography
Science (3 Credits)	Biology Physical Science 3rd Science: Chemistry Earth Science Environmental Science Physics
Fine Arts or CTE (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	
U.S. History A		U.S. History B	
Elective		Elective	

Grade 12

English 12A		English 12B	
Mathematics 12A		Mathematics 12B	
U.S. Government		Economics	
Elective		Elective	
Elective		Elective	

External Credits

Additional Requirements

Senior Portfolio	
Civics Exam	
10 hrs of Approved Community Service	

2025-2026 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) U.S. History U.S. 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	
U.S. 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 courses, online courses, and small group instruction (SGI) courses in order to allow students the flexibility to work at their own pace in an independent format.

Online School 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, parent(s)/guardian(s), and school staff. There must be acknowledgment and agreement of the responsibilities belonging to each person involved.

Students accept responsibility for the following:

- ❖ Logging in to the online course for a minimum of five (5) hours per week, and completing all course assignments. Failure to do so will result in the student being required 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 pasting 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 the following:

- ❖ Keeping regularly informed of the student’s online learning activities and promptly informing 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 encouraging 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 the student's progress in the course.
- ❖ Establishing clear goals and course expectations.
- ❖ Assisting students in mastering the curricula.

Section VI: Course of Study

• English Language Arts •

ENGLISH 9 A/B CP

HS1120/ HS1121, SGI1111/SGI1112

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Novels: *No Fear Shakespeare: Romeo and Juliet* (SparkNotes) and *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 author's 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 in their own writing.

ENGLISH 10 A/B CP

HS1081/ HS1082

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the authors' purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative non-fiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real – world issues. In English 10B, students will differentiate between fiction and informational texts and identify author's techniques such as rhetorical devices and text structure. Guided instruction and modeling will cause students to identify an author's perspective and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is a drama with relatable characters and plot that will be incorporated as additional reading material for the course to allow the students to analyze an author's techniques. An additional nonfiction text was chosen for this course to compare and contrast fiction and nonfiction.

ENGLISH 10 A/B CP

HS1081A/HS1082A, SGI1121/SGI1122

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Textbook: *Prentice Hall Literature* (Pearson), **Novel:** *Kindred: A Graphic Novel Adaptation* by Octavia Butler. In this course, students will gain reading and writing skills through the practice and acquisition of new thinking skills, including critical and oral responses to a variety of fiction and nonfiction literary texts. This course exposes students to fictional stories and nonfiction texts, both print and digital. This course enhances students' ability to comprehend, develop, and analyze the content of the reading assignments. It exposes students to author's intent and literary concepts. Each lesson develops and increases students' fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel accompanies this course and stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. In English 10B, students will elevate their writing, reading, and critical thinking skills by building off of the foundational reading, writing, speaking, listening, and analysis skills gained in English 10A. The goal of this course is to transform students into independent thinkers who can write, read, listen, and speak more closely to collegiate and real-world expectations. English 10B will move through three major styles of writing and several different genres for reading. Throughout the course, students will read a graphic novel representation of Octavia Butler's science fiction novel, *Kindred*. Students will show their understanding of the novel and its themes through a summative project. This course is designed to develop analytical skills, as students are thinking about and evaluating good writing.

ENGLISH 11 A/B CP

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 nonfiction 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 11 A/B GR

HS1184/HS1185

Credit: 0.5 credits each semester

Graduation Requirement: ELA

The purpose of English 11 GR is to develop critical literary thinkers and effective writers. Through the use of Essential Questions, you will analyze and evaluate a wide variety of fiction and nonfiction selections. You will be challenged to improve your skills in a variety of writing assignments, refining your knowledge of grammar, proofreading, and revision rules. You will learn to use higher-level thinking skills to go beyond simple comprehension of the assigned texts. You will grow in your ability to analyze and evaluate information in literary and informational texts.

ENGLISH 12 A/B CP

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 nonfiction selections in their textbook and novel. 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.

ENGLISH 12 A/B GR

HS1186/HS1187

Credit: 0.5 credits each semester

Graduation Requirement: ELA

Textbook: Skrocket Reader. The goal of the English 12 GR course is to equip students with important reading comprehension, analytical, critical thinking, and writing skills through studies of various fictional and non-fictional works. Each workbook aims to grow a student's understanding of a literary concept, skill, or genre. In Semester A, the student will study Medieval literature (looking at the features of an epic and epic hero, characterization, Medieval warrior culture, etc.), 14th century literature (understand Chaucer and Canterbury Tales, rhyme, rhythm, the role of the church, etc.), Renaissance literature (how language and arts evolved during this time, features of poetry, figurative language, sound devices, etc.), and satirical literature (understand the purpose and features of satire, irony types, diction, etc.). For the final unit, the student will dive deeper into their semester reading of Macbeth via deep analysis of its themes, the figure of Macbeth as a tragic hero, the role of fate and ambition, and so forth. In Semester B, the student will explore the Romantic Movement (the impact of Industrialism, how Romantic ideals acted as a reaction to this change, poetry features, etc.), Victorian period (intro into Gothic literature style, role of monologues, etc.), 20th Century (going over the qualities of Modernism, analyzing Modernist works, etc.), and the World Wars (historical context and impacts of both World Wars on society, literature, etc.). In the final unit, students will bring everything they learned together through a culminating project. Within the unit, the lessons provide students the foundations for growth via teaching of relevant vocabulary, grammar and punctuation rules, background context, guided practice, performance tasks, checks for understanding, and more.

• **ONLINE COURSES** •

ENGLISH 9 A/B

Credit: 0.5 credits each semester

HSED1001/ HSED1002

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 A/B

Credit: 0.5 credits each semester

HSED1003/ HSED1004

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 9 are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of the course. Topics include grammar, sentence and paragraph structure, organizing compositions, and writing a research paper.

ENGLISH 11 A/B

Credit: 0.5 credits each semester

HSED1005/ HSED1006

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 A/B

Credit: 0.5 credits each semester

HSED1007/ HSED1008

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 CP

Credit: 0.5 credits each semester

HS2040/HS2041, SGI1102/SGI1103

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 1 A/B CP

Credit: 0.5 credits each semester

HS2075/HS2076

Graduation Requirement: Mathematics

In Algebra 1A students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and

reason abstractly about real-world situations. Finally, students study two variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation. In Algebra 1B, students begin with the study of functions. They represent, interpret, and communicate about functions—using function notation, domain and range, average rate of change, and other features of their graphs. They encounter several families of functions, including linear, exponential, quadratic, piecewise-defined, and absolute value. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. Students investigate real-world and mathematical contexts, examine the structural attributes of the function, and express the function using multiple representations.

ALGEBRA 2 A/B CP

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.

BUSINESS MATH

HS2007

Credit: 0.5 credits

Graduation Requirement: Mathematic, Elective

Textbook: *Mathematics with Business Applications* (McGraw-Hill). This course is designed to strengthen students' 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 CP

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.

PERSONAL FINANCE

HS2030

Credit: 0.5 credits

Graduation Requirement: Mathematics, 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.

• ONLINE COURSES •

ALGEBRA 1 A/B CP

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 A/B CP

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 A/B CP

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 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 A/B CP

HSED2024/ HSED2025

Credit: 0.5 credits each semester

Graduation Requirement: Elective

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.

PRECALCULUS A/B CP

HSED2007/ 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 CP

HSED2023

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.

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• Social Science •

ECONOMICS CP

HS3058

Credit: 0.5 credits

Graduation Requirement: Social Science

Textbook: *Common Sense Economics*, Certell Digital Textbook certell.org The goal of studying economics is to ensure that students make reasoned judgments about both personal and economic questions and understand economic policy. The course objective is to develop an economic way of thinking and problem solving in order to understand and apply basic economic principles to decisions made by consumers, businesses, our federal government, and participants in the global marketplace. Unit 1 will introduce students to the basic concepts of economics, while Units 2 and 3 will cover micro and macroeconomics, looking at individuals, businesses, and the national economy as whole. Unit 4 will introduce students to the Federal Reserve's Invest in What's Next: Life After High School program. Students will research potential degrees and training in their post-secondary lives. Unit 5 takes a look at the world's economic globalization. Each unit has performance tasks related to current events by topic. Students will complete two economic projects throughout this course.

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ECONOMICS GR

HS3051

Credit: 0.5 credits

Graduation Requirement: Social Science

Textbook: *Understanding Economics*, McGraw Hill This course provides an introduction to economics, a social science that studies the workings of an economy and people's role within it. It covers economic systems, choices available within those systems, and their importance in understanding the changing world. It explores various global economies in comparison to the American economy, emphasizing the free enterprise system. The laws of supply and demand are examined, along with their influence on competition, prices, and consumer behavior. The study of businesses highlights their contribution to the economy and how supply and demand laws affect worker wages and skills. The course also covers money, including its history, transfer, and impact, as well as monetary policy and the role of the Federal Reserve System in maintaining stability. Personal finance is integrated throughout to connect these topics to individual financial situations and goals. Lastly, banking, financial intermediaries, saving, and investing are explored, along with the importance of government spending, taxes, and investment in supporting federal programs. The course provides guidance on becoming a smart consumer and making sound financial decisions.

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U.S. GOVERNMENT

HS3070

Credit: 0.5 credits

Graduation Requirement: Social Science

Textbook: *Civics: Participating in Government* (Prentice Hall). In this course, students will survey the scope of our government from its beginnings in early America, to its development, adaptation, structure, functions, and ultimately, its relevance in our democratic society. Students will learn about the foundations and unique characteristics of our democracy through reading original and transcribed founding documents, including, but not limited to: The Declaration of Independence, Articles of Confederation, and the US Constitution. Students will examine the branches of the federal government and how they uphold the ideals regarding separation of powers and checks and balances. Influenced by Enlightenment philosophers, students will also analyze how the authors of the Constitution, a living document, drafted it in such a way as to allow for its adoption and application throughout the centuries. Students will also review key important Supreme Court cases and how they changed or helped create legislation protecting Americans' civil rights. Different levels of national, state and local governments along with the public services provided and public interests of their constituents will also be examined more closely, by students. They will also trace the election process and learn how public opinion can influence the government and its officials. Throughout this academic undertaking, students should be able to better comprehend the importance of active civic participation in this representative republic, the United States. In finishing this course, students will compare "American" democracy with other democracies/ governments around the world, in the hope that they can distinguish similarities and differences, as well as understand United States engagement in foreign affairs.

U.S. GOVERNMENT CP**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.

U.S. HISTORY A/B CP**HS3043/HS3044**

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

Textbook: *United States History: Post-Reconstruction to the Present* (Pearson). 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 GEOGRAPHY A/B CP**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.

WORLD HISTORY A/B CP**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 have impacted the world.

WORLD HISTORY A/B CP (2022)**HS3060/HS3061**

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

Semester A begins with a recap of ancient civilizations, the rise of religions and the creation of empires. This starts with a review of early Asian, African, and European cultures along with explorations of the Americas, the influences of the Renaissance and Enlightenment (1500s), and its ideals that caused social and political shifts in thought worldwide. The course looks at the rise of imperialism and colonialism, the nations' struggles with growing pains (1600s) and individual rights, conflicts and revolutions (1700s), and it concludes with the world rise of industrialization, civil wars, labor issues, and capitalism's influence on countries' and territories' growth and expansion (1800s). Each unit's background and task information and activities will attempt to connect the past to the present through a series of current event "quick writes" and engaging tasks. Through this interactive component, students should gain a better understanding of how countries' past decisions and actions have led to present situational accomplishments and crises around the world. Semester B begins with a view of continued imperialism and expanding capitalism as global trade further helps countries develop their empires in the 19th and 20th centuries. The review of the -isms that caused WWI, the global depression of the 20s and 30s, and its lead-in to rising nationalism in Germany, Japan, and Italy shifts power structures and politics towards a second World War. The course looks at the rise of communism and its satellite nations in the void left after WWII, then the change in ideologies and nuclear buildup of arsenals in the Cold War aftermath. Students will note the rise of communist and democratic tensions in varied parts of the world as it leads to the examination of geopolitics, globalization, and the rise of technology in the 21st century. Each unit's

background and task information and activities will attempt to connect the past to the present through a series of current event “quick writes” and engaging tasks. Through this interactive component, students should gain a better understanding of how countries’ past decisions/actions have led to present situational accomplishments and crises around the world. Ultimately, World History B’s multimedia project will be a topic concerning a world problem/issue (student choice) and its proposed solutions.

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• *ONLINE COURSES* •

ECONOMICS CP

HSED3006

Credit: 0.5 credits

Graduation Requirement: Social Science, Financial Education

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 U.S. economy and analyzes the role of the government and the Federal Reserve System.

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U.S. GOVERNMENT CP

HSED3005

Credit: 0.5 credits

Graduation Requirement: Social Science

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.

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U.S. HISTORY A/B CP

HSED3003/HSED3004

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

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 encourages a holistic perspective of U.S. history.

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WORLD HISTORY A/B CP

HSED3001/HSED3002

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

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.

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WORLD GEOGRAPHY A/B CP

HSED9014/HSED9015

Credit: 0.5 credits each semester

Graduation Requirement: Social Science

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.

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• Science •

BIOLOGY A/B CP

HS4036/HS4037

Credit: 0.5 credits each semester

Graduation Requirement: Science

Textbook: *The Living Earth Biology* (Miller & Levine). In this course students focus on the knowledge and skills required to master the concepts of the relationships between organisms and their environment. Students will demonstrate their understanding and evaluation skills by using evidence, that is either gathered through lab investigations or researched, to explain their arguments with the support of models and mathematical representation. Performance tasks, labs, and summative assessments will evaluate how well students mastered the learning targets that focus on key processes and functions in the interdisciplinary relationships between core concepts in biology, physical science, chemistry, earth and space science, and engineering. The goal upon completing this course is for students to exercise their newly developed reasoning and analytical skills to achieve in their current and post-secondary academic coursework into any science or non-science discipline and to become a more science-minded, conscientious model for others to positively impact their community.

PHYSICAL SCIENCE A/B CP

HS4026/HS4027

Credit: 0.5 credits 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 A/B CP

HSED4001/HSED4002

Credit: 0.5 credits each semester

Graduation Requirement: Science

Course Provider: Edmentum. 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 CP

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 Next Generation Science 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 A/B CP

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 Next Generation Science 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 A/B CP

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 A/B CP

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 A/B CP

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 A/B CP

HSED4011/HSED4012

Credit: 0.5 credits each semester

Graduation Requirement: Science

Course Provider: Edmentum. Physics introduces students to the physics of motion and to the 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 CP

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. Students who enroll in this course will receive an art material kit.

INTRODUCTION TO PLAYS AND THEATER CP

HS6031

Credit: 0.5 credits

Graduation Requirement: Fine Arts

Drama: *A Raisin in the Sun* by Lorraine Hansberry, *Cyrano de Bergerac* by Edmond Rostand, *The Miracle Worker* by William Gibson, *Pygmalion* by George Bernard Shaw. **Film:** *Roxanne* (1987), *The Miracle Worker* (1962), *My Fair Lady* (1964). Introduction to Plays and Theater is the study of drama, a story that is written to be performed in front of an audience. In this course, students will learn the techniques involved in writing drama, including setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

VISUAL ARTS A/B CP

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 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 CP

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 CP

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 CP

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 as well as 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 A/B CP

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. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as students explore digital photography as an enriching activity or a career.

THEATER, CINEMA, AND FILM PRODUCTION CP

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 as well as 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* •

• *ONLINE COURSES* •

AMERICAN SIGN LANGUAGE 1 A/B CP

HSED6025/HSED6026

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. American Sign Language (ASL) is the third most commonly used language in North America. Course 1A will introduce students to vocabulary and simple sentences, so they can start communicating right away. Course 1B will cover more signing to introduce students to more of the language and its grammatical structures. Students will expand their vocabulary by exploring interesting topics like Deaf education and Deaf arts and culture.

AMERICAN SIGN LANGUAGE 2 A/B CP

HSED6027/HSED6028

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. Explore the vocabulary students need for shopping, making purchases, and dealing with emergencies. Building upon the prior prerequisite course, students will progress their communication skills and foster their understanding of deaf culture. Students will learn about classifiers, glossing, and mouth morphemes, as well as how to give directions and descriptions. Students will learn how to tell a story and ask questions.

AMERICAN SIGN LANGUAGE 3 A/B CP**HSED6029/HSED6030**

Credit: 0.5 credits each semester

Graduation Requirement: World Language

Course Provider: Edmentum. As students dive into more advanced ASL signing, including unique grammar features and advanced classifiers and locatives, students will learn, compose and present their new-found vocabulary and narratives by immersing themselves in Deaf culture and community. From opinions, slang, and idioms, to using technology and media that offers authentic Deaf perspectives. Explore how travel, cultural differences, and geography affect sign language. Students will gain a better understanding of Deaf culture by learning important events and examining topics such as education, science, and literature.

FRENCH 1 A/B CP**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 A/B CP**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 courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

GERMAN 1 A/B CP**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 overreliance on grammatical analysis. German 1A focuses on communicating basic and practical greetings and personal information.

GERMAN 2 A/B CP**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 A/B CP**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.

SPANISH 2 A/B CP**HSED6003/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 A/B CP

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 •

ACT PREP COURSE

SGI9106

Credit: 0.5 credits

Graduation Requirement: Elective

Students are meeting for 2 hours each week for 10 weeks and being assigned roughly 2-3 hours a week of homework which equals roughly 40-50 hours total. Students will be better prepared to earn a proficient rating in Math and English on the ACT test.

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. Students will also learn the vital components for a research paper (e.g. gathering resources, citing work, and proofreading) as they create one themselves.

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.

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. Students 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 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.

DRIVER EDUCATION

HS80DE

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Responsible Driving* (McGraw-Hill). This course covers the material listed in the Driver Education course but also includes driver awareness and safety films that cover information on automobile safety, maintenance and operation. This course provides only the in-class portion; the behind-the-wheel training must be taken in an outside program. Through this course, the student should develop a strong sense of personal and social responsibility, effective habits of cooperation and pride in high standards of performance. First aid, public safety, accident prevention, narcotics, and alcohol are all studied in relation to driver education.

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FILM ANALYSIS A/B CP (2024)**HS6103/HS6104**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

The Film Analysis course will offer students the opportunity to become familiar with the film industry of both past and present. Students will analyze a diversity of cinematic films through a unique lens - movies that have had impacts in various ways. Through very specific categorical designations, students will watch various types of films while analyzing the social, business, and ethical impact of these films and the film industry. In each designated category, students will engage in scholarly and analytical reading, reflect on said reading, and write critically about how each of their viewed films fit these social, business, and ethical norms. Additionally, students will learn both broad and specific film and film business vocabulary and will be expected to use this language in all of their writings and projects. Students will watch a total of 20 films in 10 designated categories. Students will be assessed on their completed "film maps" and the performance tasks they must complete for each category. Rubrics will be used to ensure that students relate their written, audio, and other creative content back to the theme exploration and newly learned vocabulary.

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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.

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HEALTH A/B**HS7045/HS7046**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Textbook: *Health* (Prentice Hall). Health A will concentrate on the concepts of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures which have occurred. Also explored in this course are human reproduction, heredity, and human development. This course shall conclude with lessons in nutrition, malnutrition, diet planning, and being a wise consumer regarding food choices. In Health B, 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.

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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 and Nubia, India, China, Greece, and Rome.

INDEPENDENT LIVING**HS801L**

Credit: 0.5 credits

Graduation Requirement: Elective

Textbook: *Discovering Life Skills* (McGraw-Hill), *7 Habits of Highly Effective Teens* (Franklin Covey). This course will examine some of the obstacles faced when living on your own. Students will face housing decisions, feeding decisions, and creating an atmosphere and life for themselves. This course will cover responsibility, making good decisions, and understanding financial and career choices. Students will learn the basics of childcare, money management, and responsible citizenry as well as easy sewing stitches and the way around a kitchen.

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 students 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. Students can complete five modules per semester and can complete each module only once.

MY MATH PATH A/B/C/D/E/F**HS90169/HS90170/HS90171/HS90172/HS90173/HS90174**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. My Math Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each student's specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

MY READING PATH A/B/C/D/E/F**HS90175/HS90176/HS90177/HS90178/HS90179/HS90180**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. My Reading Path is a digital course that is a part of the Edmentum Learning platform. Utilizing diagnostic data, the program creates a unique learning path that targets each student's specific instructional level, academic needs, and growth goals. The coursework includes individualized tutorials, practice, mastery quizzes, and progress checks. Students complete a set of skills to earn a unit. The goal is to provide support and help to increase student's math, testing, and technology skills.

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 children's health and safety, challenges in a family, childcare and early education, and careers that deal with children.

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.

PHYSICAL EDUCATION 1 (2024)**HS5080**

Credit: 0.5 credits

Graduation Requirement: Elective

Physical Fitness is one of the most crucial core concepts to building a healthy life. Most of the time physical fitness is seen as hard and rigorous physical activities such as running, doing push ups, crunches or other widely recognized workout activities, when in reality these are only components of it. By the end of this class, you will be able to recognize that physical activity is everywhere and many daily activities can be considered physical activity. This class is meant to show you how taking small steps towards a healthier lifestyle can benefit yourself in the long run significantly.

PHYSICAL EDUCATION 2 (2024)**HS5081**

Credit: 0.5 credits

Graduation Requirement: Elective

Physical Fitness II will help you strengthen skills learned in Physical Fitness I as well as create a solid foundation role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. All units will encourage you to identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

PSYCHOLOGY A/B CP**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 following: 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. In this course students will read five novels. Each unit will look at the important events in the novel that shape the characters, theme, and setting. Students will also relate the themes of the novels to their lives.

STUDENT COUNCIL A/B**HS9025/HS9026**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

This course is designed to help engage students into becoming respectable leaders in and out of the school community. Students are guided in the exploration to many opportunities of community service in the city. Students are instructed on the fundamentals of personal values, responsibility, leadership, teamwork, meeting etiquette, activity planning, and more.

WORK STUDY A/B**HS90289/HS90290**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Work Study class offers students the opportunity to gain real-world experience while still in school. Students can work part-time in a job related to their career interests, allowing them to develop essential skills and build a professional network. Our class helps students apply classroom knowledge in practical settings, preparing them for future employment or further education. Additionally, it can provide valuable insight into potential career paths and help students explore their passions while gaining elective credit(s). Work Study class offers students the opportunity

to gain real-world experience while still in school. Students can work part-time in a job related to their career interests, allowing them to develop essential skills and build a professional network. Our class helps students apply classroom knowledge in practical settings, preparing them for future employment or further education. Additionally, it can provide valuable insight into potential career paths and help students explore their passions while gaining elective credit(s).

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• **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.

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CONSUMER MATHEMATICS CP

HSED9138

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit.

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CREATIVE WRITING CP

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 well as 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.

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DIGITAL AND INTERACTIVE MEDIA A/B CP

HSED9058/HSED9059

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This is an effective and comprehensive introduction to careers in the rapidly expanding world of digital art. The course covers creative and practical aspects of digital art in 15 lessons that are enhanced with online discussions and a variety of activities. Beginning with a history of digital art, the course goes on to issues of design, color, and layout. While students will experience creation of digital art, they will also learn about converting traditional art to digital formats.

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ENGLISH FOUNDATIONS 1/2

HSED9060/HSED9061/HSED9062/HSED9063

Credit: 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.

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FOUNDATIONS OF GREEN ENERGY A/B CP

HSED9171/HSED9172

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This two-semester course designed to help students learn about the science, technologies, and careers in the rapidly growing and evolving energy industry, with special emphasis on electrical energy and new

emerging energy technologies. The course is designed to address state standards related to STEM studies in energy. The course content is aligned to the Energy Industry Fundamentals Certificate Program (EIFCP) standards developed by the Center for Energy Workforce Development (CEWD).

GOTHIC LITERATURE CP

HSED9167

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course explores different conventions, themes and elements of Gothic literature through the analysis of representative literary works, such as Emily Dickinson's poems about mortality and spirituality Robert Luis Stevenson's classic Gothic novella Strange Case of Dr. Jekyll and Mr. Hyde, Edgar Allen Poe's Gothic short stories, Bram Stoker's Dracula, Robert Browning's Gothic poems, Percy Bysshe Shelley's Gothic drama, The Cenci, Marry Shelley's classic Gothic novel, Frankenstein, Gothic parodies and Gothic subgenres, and modern Gothic literature.

HEALTH A/B

HSED7003/HSED7004

Credit: 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 CP

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 CP

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 CP

HSED9022

Credit: 0.5 credits

Graduation Requirement: Elective, Career Ed

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 CP

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 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 CP

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.

INTRODUCTION TO WORLD RELIGIONS CP

HSED9168

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This one-semester course is intended to help students understand the origin, beliefs, and practices related to various world religions.

LITERACY ADVANCEMENT A/B

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 essay writing skills while incorporating the use of technology. The goal is to provide support and help to increase literacy skills and comprehension, test-taking skills, and technology skills.

NETWORKING FUNDAMENTALS A/B CP

HSED9173/HSED9174

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Semester A introduces students to careers and basic concepts in networking. Students will describe two types of networks, network topologies, software defined networking, private and public networks, as well as intranets and extranets. They will learn about the Internet of Things (IOT) technologies. Students will learn about networking models, networking protocols, IP addresses and subnetting. Students will identify networking devices, cables, media and connectors. They will learn to install a network operating system and set up a small wired network. Finally, they will identify common network security threats and preventive measures to secure a network. Semester B focuses on network planning, administration, troubleshooting, and maintenance. Students will learn about the different phases of project management and identify important skills needed to manage a project. Students will plan, design, and document a network. They will learn about wireless networking standards and access methods. Students will learn to set up and secure a wireless network. Students will learn about virtual private networks and cloud computing. They will also learn to troubleshoot issues related to wired and wireless networks. Finally, students will identify disaster recovery methods and describe how to maintain a network.

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

Credit: 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

Credit: 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.

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PRINCIPLES OF GOVERNMENT & PUBLIC ADMINISTRATION A/B CP **HSED9161/
HSED9162**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Semester A is intended to help with the foundations and functioning of governmental functions within the United States. This course covers the history and development of the U.S. Constitution and the functions of government and public administration in the United States. Semester B is intended to help students understand the personal, professional, and technological skills required by professionals working in the field of government and public administration. This course covers career opportunities in the field of government and public administration and the necessary interpersonal and technological skills required at the workplace. It also covers the role and impact of geography, science and technology on governmental and public administrative functions.

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PSYCHOLOGY A/B **HSED9007/HSED9008**

Credit: 0.5 credits each semester

Graduation Requirement: Elective, Career Ed

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.

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REVOLUTIONARY IDEAS IN SCIENCE CP **HSED9170**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is a guide to help students understand the history of science from prehistoric to modern times. Students will learn about inventions and discoveries in various fields of science, such as physics, chemistry, biology, genetics, computer science, Earth sciences, and astronomy.

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SAT MATH **HSED9202**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. The SAT Mathematics course focuses on the study of algebraic problem solving skills and concepts related to geometry, probability, and statistics.

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SAT READING **HSED9203**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. The SAT Reading course focuses on the study of different reading strategies and vocabulary skills for fictional, informational, and persuasive texts.

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SOCIOLOGY CP **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.

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WOMEN'S STUDIES CP **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.

• *Career-Focused Electives* •

CRIMINAL JUSTICE CP

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.

• **ONLINE COURSES** •

ACCOUNTING A/B CP

HSED9089/HSED9090

Credit: 0.5 credits each semester

Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers students with the essential skills they need to understand accounting basics. Lessons include account types (assets, liabilities, expenses, etc.), fundamentals of bookkeeping, financial statements, and careers in accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation and those in need of an overview of essential accounting principles.

AUDIO VIDEO PRODUCTION 1 A/B CP

HSED9142/HSED9143

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students at the high school level to learn the basics of audio video production. The course will help students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. The course is based on Career and Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry.

AUDIO VIDEO PRODUCTION 2 A/B CP

HSED9144/HSED9145

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students to learn the basics of audio video production. The course will help students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. The course is based on Career and Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry.

AUDIO VIDEO PRODUCTION 3 A/B CP

HSED9146/HSED9147

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable all students to learn the basics of audio video production. The course will help students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. The course is based on Career and Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the audio video production industry.

BUSINESS COMMUNICATIONS A/B CP

HSED9139/HSED9140

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable students to develop communication skills they will need to be successful in a profession. Students learn about the key aspects of the communication process. They learn to apply communication protocol and appropriate language skills in professional and social communication. Students also explore effective strategies to address diversity in communication.

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BUSINESS INFORMATION MANAGEMENT A/B CP

HSED9148/HSED9149

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable students to develop information management skills that they can use during in their careers in business organizations. This course discusses career opportunities available in Business Information Management, computing technology for business, connecting through the internet, working with documents, working with spreadsheets, working with a presentation program, working with databases, web page design, and project management.

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CAREER EXPLORATIONS

HSED9127

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that students need as they prepare to embark on their chosen careers.

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COMPUTING FOR COLLEGE AND CAREERS A/B CP

HSED9010/HSED9011

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is intended as a practical, hands-on guide to help you understand the basic computer skills required during your college education and when pursuing a career. This course will cover basic computer hardware and software and productivity applications such as word processing software, spreadsheet software, and presentation software. This course also covers the Internet and emerging technologies. This course is intended as a practical, hands-on guide to help you understand some of the advanced computer skills required during your college education or when pursuing a career.

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CULINARY ARTS A/B CP

HSED9002/HSED9003

Credit: 0.5 credits each semester

Graduation Requirement: Elective/CTE

Course Provider: Edmentum. This course is designed to enable all students at the high school level to learn the basics of culinary arts. Students will trace the origin and development of the culinary arts; they will also discuss important contributions made by chefs, notable culinary figures, and entrepreneurs. They'll analyze how trends in society influence trends in the food service industry. In addition, they'll examine the social and economic significance of the food service industry and cover topics in health, sanitation, culinary skills, and more. 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 the culinary industry.

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ENTREPRENEURSHIP A/B CP

HSED9051/HSED9052

Credit: 0.5 credits each semester

Graduation Requirement: Elective/CTE

Course Provider: Edmentum. This course is based on Career Technical Education (CTE) standards designed to help students understand the roles and attributes of an entrepreneur, marketing and its components, selling process, and operations management. This course discusses entrepreneurship and the economy, marketing fundamentals, managing customers, production and operations management, money, and business law and taxation.

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FOOD HANDLER AND FOOD MANAGER CERTIFICATIONS CP

HSED9178

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. Course Provider: Edmentum. This course is designed to help students learn what they need to know to be successful in competency examinations for certified food handlers and food managers. The five units of the course arm students with the knowledge and skills to provide safe food to customers as food handler of food manager.

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GAME DEVELOPMENT CP**HSED9038**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. In this course, students will learn the ins and outs of game development to prepare them for a career in the field. Whether it is the history of video games, character development, mobile game design, user interface design, social gaming, or the principles of development design and methodologies, this 20-lesson course covers it all.

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INTERNATIONAL BUSINESS CP**HSED9095**

Credit: 0.5 credits

Graduation Requirement: Elective, Career Ed

Course Provider: Edmentum. International Business is a one-semester course that covers the fundamentals of international business, international business transactions, and how a business can go global. In this course, students will learn about what international business is and how globalization has impacted it. They will learn about global trade and investment policies as well as politics and laws that impact international business. Students will also learn about the International Monetary Fund, foreign exchange and global capital markets, key world economies, and economic cooperation across countries. The course also covers strategies to enter the international market along with factors like strategic planning, marketing, global sourcing, and logistics, human resource management, and employability skills. Students also learn about the cultural elements involved in conducting international business. 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.

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INTRODUCTION TO ANDROID MOBILE APP DEVELOPMENT CP**HSED9199**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is intended to familiarize students with the knowledge and skills required for a career in Android mobile app development. By the end of this course, students will be able to identify career options in mobile app development, create a new project in Android Studio, and create an interactive app.

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INTRODUCTION TO FINANCE CP**HSED9141**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is intended to help familiarize students with the basic and essential concepts of finance. This course will cover the fundamental concepts of finance, including the importance of finances and financial planning in personal life and business, ways to manage finances, different investment strategies, and various career options available in the field of finance.

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INTRODUCTION TO IOS MOBILE APP DEVELOPMENT CP**HSED9200**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This course is intended to familiarize students with the knowledge and skills required for a career in iOS mobile app development. By the end of this course, students will be able to identify career options in mobile app development, create a new project in Xcode, and create an interactive app.

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INTRODUCTION TO MILITARY CAREERS CP**HSED9031**

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This one-semester course introduces the U.S. military and describes each of its branches, which include the National Guard, Army, Navy, Marine Corps, Coast Guard, and Air Force. Students also learn about the relationship of the military reserve to the branches of the military. The course covers non-combat careers in the military, such as military intelligence, information technology, healthcare, legal services, logistics, aviation, and transportation, and other specialized careers. This course also covers enlistment and fitness requirements for military careers and personal traits that are essential for success in the military.

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PRINCIPLES OF AGRICULTURE A/B CP**HSED9132/HSED9133**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Students will learn about some topics related to agriculture, such as international agriculture and world trade, sustainability, environmental management, research, development, and future trends in the industry. The course helps students navigate the rising demand for sustainable food sources while also meeting the challenge of producing higher yields to feed a growing world.

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PRINCIPLES OF EDUCATION & TRAINING A/B CP**HSED9159/HSED9160**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Semester A is intended to help students familiarize themselves with career opportunities in the education and training career cluster. This course covers career opportunities in the three pathways in education and training cluster- administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary for a career in the field. Semester B is intended to help familiarize students with teaching strategies as well as the importance of child growth and development for educators. This course explains child development, health, nutrition, and safety requirements for children. In addition, the course covers teaching strategies as well as technologies that can aid teachers.

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PRINCIPLES OF HOSPITALITY AND TOURISM A/B CP**HSED9043/HSED9044**

Credit: 0.5 credits each semester

Graduation Requirement: Elective/CTE

Course Provider: Edmentum. The hospitality and tourism industry offers a dynamic career path that will pique the interest of students. This course emphasizes learning the practical aspects of the industry and promotes the development of critical-thinking skills required in real-world situations.

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PRINCIPLES OF HUMAN SERVICES A/B**HSED9128/HSED9129**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. This course is designed to enable students to develop the critical skills and knowledge necessary in the human services industry. Students will learn about various personal characteristics that they need to demonstrate in the workplace, such as integrity and positive work ethics. This course covers topics such as employability skills, counseling and mental health services, and consumer services.

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**PRINCIPLES OF LAW, PUBLIC SAFETY,
CORRECTIONS & SECURITY A/B CP****HSED9163/HSED9164**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Semester A is intended as a practical, hands-on guide to help students understand the functioning of law enforcement agencies, courts, the correctional system, and security and emergency agencies. This course covers the history and development of criminal law in the United States, court procedures, the role of law enforcement agencies and private security in public safety, and the role of firefighters and emergency responders. It also covers the ethical and legal responsibilities and working conditions in law enforcement and security. Semester B is intended as a practical, hands-on guide to help students understand the personal, professional, and technological skills required by professionals working in the field of law, public safety, corrections, and security. This course covers communication skills, math skills, and work ethics. It also covers job acquisition skills, career advancement skills, and other important professional skills and qualities required at the workplace.

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PRINCIPLES OF MANUFACTURING A/B CP**HSED9116/HSED9117**

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Principles of Manufacturing helps students understand various manufacturing processes, concepts, and systems and introduces them to the various career paths available to them in manufacturing. This course emphasizes STEM principles while also covering practical aspects of manufacturing such as marketing and regulatory issues, as well as issues related to launching and managing a manufacturing business.

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TRANSPORTATION, DISTRIBUTION, AND LOGISTICS A/B CP

HSED9098/HSED9099

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. In an increasingly interconnected world, this course will introduce your students to an industry that delivers what people want, when and how they want it. The TDL industry is essential to creating global economic growth through increasingly more efficient delivery of goods and services. This course will help to develop both the quantitative and qualitative skills and knowledge required for students to prepare themselves for a successful TDL career. The course addresses the relevant logistical and geopolitical issues that impact global trade.

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PROFESSIONAL COMMUNICATIONS CP

HSED9165

Credit: 0.5 credits

Graduation Requirement: Elective

Course Provider: Edmentum. This one-semester course is intended as a practical, hands-on guide to help students familiarize with the communication skills required in a profession. This course covers the communication overview including the communication process, elements of effective communication, and barriers to communication. This course familiarizes students with reading, writing, speaking, and listening skills needed for general communication. Professional communications also familiarizes students with communication skills required in business organizations. These skills equip students with the ability to appear for job interviews, participate in group discussions, and solve workplace problems. Students will also learn about the use of technology in communication.

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ROBOTICS 1 A/B CP

HSED9179/HSED9180

Credit: 0.5 credits each semester

Graduation Requirement: Elective

Course Provider: Edmentum. Semester A explains various concepts related to robotics. This course begins by describing the evolution and applications of robotics. This course helps identify career opportunities and important employability skills in robotics. Students will apply safety procedures and construct a simple robot. Semester B addresses more advanced concepts related to robotics. This course begins by describing the importance of project management in the success of a project. Students will describe the steps of the engineering design process. Students will identify the use of software to control robots. Students will create a robotic arm. They will describe the ethics and laws related to robotics. Students will create a robot using programming. This course covers how to test and maintain a robotic system. This course also covers how to create and present a proposal for a robot.

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STRUCTURE OF WRITING CP

HSED1021

Credit: 0.5 credits

Graduation Requirement: Elective

Structure of Writing is the study of principles of grammar and effective writing, and application of these principles to writing. In Structure of Writing, you will learn about the types of sentences, punctuation marks and grammar rules such as subject verb agreement and tenses; you will also learn about different parts of speech and their correct usage; examine the concept of parallel structure in sentences as well as identify and correct run-on sentences. Finally, you will learn about developing paragraphs and essays.

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• Pathways Trips •

*Students may be required to attend a small group instruction class while taking any of the following classes.
All classes may not be offered each semester.*

PATHWAYS: BLACK HISTORY AND CULTURE

HS90197

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways Black History and Culture tour, students will explore multiple southern states and learn about black history from slavery till present day. Through the student's exploration of museums, historical sites, worksheets,

workshops, and special speakers, group discussion/assignments, Pathways Black History and Culture Tour will allow students the opportunity to understand and explore the history of the black culture and the connection with current day events.

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PATHWAYS: CAREER EXPLORATION AT BLACKBIRD FARM **HS9097**

Credit: 0.5 credits

Graduation Requirement: Elective

Students will learn about multiple careers in the fields of construction, engineering, animal husbandry, marketing, farming, and design. Students will be able to communicate and set personal goals. Students will reflect and be able to connect personal strengths to career opportunities in various career industries.

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PATHWAYS: CHINA **HS90106**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways China Program, students will be fully immersed in the Chinese culture as they explore multiple cities within China. This program will be a mixture of tours led by highly qualified guides and hands-on activities. During this trip, the students will participate in a variety of activities such as, but not limited to, individual and group team building, leadership development activities, historical and cultural tours, interactions/activities with people of different cultures and backgrounds and self-reflections.

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PATHWAYS: CREW (9TH AND 10TH GRADE) **HS90238**

Credit: 0.5 credits

Graduation Requirement: Elective

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

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PATHWAYS: CREW (11TH GRADE) **HS90239**

Credit: 0.5 credits

Graduation Requirement: Elective

The objective of the CREW scholarship program is to create a classroom in which students may take an active role in pursuing their college education. The topics covered include: college systems, goal planning, entrance and placement exams, applications, financial aid, college course selection, budgets, interview preparation, and teamwork. The knowledge gained will come from attendance at monthly meetings, active participation, and successful completion of all assigned tasks. Additionally, students will leave feeling prepared, well informed and ready to begin college with confidence.

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PATHWAYS: CSI **HS90144**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways: CSI program, students will be exploring and learning about the history and significance of forensic science field. The class will be a balanced mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group team building, science labs (fingerprint analysis, blood splatter analysis, body decay analysis, etc.) local tours/excursions related to the forensic science field (morgue, police department, labs, etc.), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

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PATHWAYS: CUBA **HS9047**

Credit: 0.5 credits

Graduation Requirement: Elective

Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that

of life in the U.S.

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PATHWAYS: EAST COAST COLLEGE TOUR

HS90208

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways East Coast College Tour, students will explore multiple East Coast college campuses, admissions, and financial aid options. Through the student's collection of schools attended, worksheets, workshops, and group discussion/assignments, Pathways East Coast College Tour will allow students the opportunity and resources to map out their future after graduation.

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PATHWAYS: FARM FORENSICS

HS90281

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways: Farm Forensics program, students will be exploring and learning about the history and significance of forensic science field. The class will be balanced mixture of social emotional learning, hands on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group teambuilding, science labs – finger print analysis, blood splatter analysis, body decay analysis, etc, local tours/excursions related to the forensic science field (morgue, police department, labs, etc), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections, CSI job exploration, museum visits and related tours/activities.

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PATHWAYS: ITALY

HS9050

Credit: 0.5 credits

Graduation Requirement: Elective

Students will explore Italian history and culture, exploring contextual clues found in architecture, crafts and music and lifestyle.

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PATHWAYS: IRELAND

HS9050

Credit: 0.5 credits

Graduation Requirement: Elective

On Pathways Ireland students will discover why Ireland's culture, geography and history has been capturing imaginations and inspiring writers for centuries. Not only will students see and experience incredible sights, they will also learn about the amazing history of the island's economic and political powers. Through meeting local community members and Irish teenagers students will learn about Ireland's history of internal and external conflict and the power of conflict resolution and communication. Students will come home with an appreciation of culture, history, and human connection and understanding.

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PATHWAYS: LEADERSHIP CAMP

HS90282

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways Leadership Camp students will be exploring and learning about leadership skills and how to apply them to their daily lives and in service to others. The class will be a balanced mixture of social emotional learning, hands-on activity planning and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; planning an activity for their fellow students, learning team building activities, reading and processing a leadership book, and growing in their leadership skills.

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PATHWAYS: RMPR LEADERSHIP

HS8060

Credit: 0.5 credits

Graduation Requirement: Elective

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include Native American history and traditions, animals of the ranch and Colorado and history and landscape of Colorado. The skills developed include work and post-secondary skills, team building, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with the understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

PATHWAYS: WASHINGTON D.C.**HS90125**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways Washington, D.C. program, students will explore our nation's capitol. During the trip, students will visit various historical and influential sites while learning about the impact D.C. has had on our nation's past and present and the impact it can have on our future. Students will partake in tours and visit monuments, museums and government buildings to learn about our government processes and identify how they can create their own impact on the world they live in.

PATHWAYS: WWII**HS90131**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways WWII program, students will be exploring and learning about the history and significance of second world war. The class will be balanced mixture of social emotional learning and hands on activities in county. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group team-building, leadership development activities, local tours/excursions, cultural immersion activities, self-reflection, various history lessons, history reenactments, museum/memorial visits, etc.

• ONLINE COURSES •**PATHWAYS: VIRTUAL COLLEGE TOUR****HS90162**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Virtual Pathways College Tour course, students will virtually explore college campuses, admissions and financial aid options. Through various online tours, worksheets, workshops attended, and group assignments, Pathways: College Tour allows students to map their future after high school graduation

PATHWAYS: VIRTUAL CSI**HS90161**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Virtual Pathways: CSI program, students will be exploring and learning about the history and significance of the forensic science field. The class will be a mixture of social emotional learning, hands-on science labs and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to; individual and group team building, science labs (finger print analysis, blood splatter analysis, body decay analysis, etc.), lectures from forensic science professionals (detectives, arson experts, dentistry), self-reflections and CSI job exploration.

PATHWAYS: VIRTUAL DC**HS90163**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Virtual Pathways Washington, D.C. program, students will learn about our nation's capital. During the program, students will virtually explore various historical and influential sites while learning about the impact D.C. has had on our nation's past and present and the impact it can have on our future. Students will partake in virtual tours and virtually visit monuments, museums and government buildings to learn about our government's processes and identify how they can create their own impact on the world they live in.

PATHWAYS: VIRTUAL INTERNATIONAL**HS90164**

Credit: 0.5 credits

Graduation Requirement: Elective

In this Pathways: International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new

recipes they can share with their friends and families.

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PATHWAYS: VIRTUAL MENTORSHIP

HS90160

Credit: 0.5 credits

Graduation Requirement: Elective, Career Ed

In this Virtual Pathways: Mentorship Program, students will identify and develop key goals for their life and future as well as the steps needed to achieve them. During the program, students will explore and apply the concepts of self-empowerment, resilience, advocacy, social justice, stress management, self-care, community and compassion. Students will learn healthy tools and techniques for processing their thoughts and feelings, build a support system through experiential connection, and virtually participate in service projects and community engagement projects. By the end of the program, students will know who their most influential mentors are, how to most effectively employ them as resources, and how to be mentors to others in their own lives.

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PATHWAYS: VIRTUAL RMPR X NATIONAL PARKS

HS9100

Credit: 0.5 credits

Graduation Requirement: Elective

In this Virtual Pathways: National Parks program, students will be exploring and learning about the history and significance of U.S. National Parks, specifically the National Parks of the Western United States. The class will be a balanced mixture of social emotional learning, hands-on science/nature labs, wilderness safety and prevention, history of native people and discussions/lectures from experts in the field. During the program, the students will participate in a variety of activities such as, but not limited to, individual and group team building, nature labs, animal/wildlife identification/protection, flora/fauna identification, fire safety, erosion, archaeology, lectures from wilderness professionals (firefighters, EMTs), self-reflections and park/recreation job exploration

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PATHWAYS: VIRTUAL SERVICE LEARNING

HS90165

Credit: 0.5 credits

Graduation Requirement: Elective

In this Virtual Pathways: Service Learning Program, students will be given the opportunity to learn about the many ways to contribute through acts of service. This includes learning the process of starting up your own cause, contributing to an already established cause and understanding the social and emotional concepts of community for both themselves and their communities. During this course, students will participate in group activities, discussions, various community service projects and have the opportunity to become CPR/first aid certified.

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Section VII: Appendix

Academic Recovery (AR)

A student in academic recovery has only completed 0 or 1 unit during the 21 school day learning period (LP) and as a result is not on track to graduate on time. If students remain in academic recovery for more than a couple learning periods, the students will significantly delay their anticipated date of completion.

Credit Attainment (CA)

The school minimum is 5 units or 0.5 credits per learning period.

Edmentum (EDM)

Our online system for completing independent study courses. Students are able to login remotely to complete work at any time throughout the week. Completion of Edmentum work does not excuse a student from physical attendance during the school day. All students are expected to have physical in-person attendance in the school building every day.

Free Application for Federal Student Aid (FAFSA.gov)

To apply for federal student aid, such as federal grants, work-study, and loans, students need to complete the FAFSA. This is a free service, provided by the government, and awards students with need-based funds for college that do not have to be repaid.

Independent Study Teacher (IS)

This is the student's main teacher who assigns courses for your individualized learning plan, monitors progress, meets with you at appointments, tutors you and grades assessments and tests, takes attendance and reaches out if you are absent. The IS teacher is your support system at our school and can connect you with other resources needed for your academic and personal success.

Individual Learning Plan (ILP)

Because our program is individualized for each student's needs and progress, each student is on their own plan with personalized support. At enrollment and throughout the year, the IS teacher will regularly meet with the student to discuss their ILP and accompanying goals and progress throughout the year.

Individualized Education Program (IEP)

Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document.

Learning Period (LP)

There are 11 Learning Periods in the year. There are about 21 school days in each LP. Students are expected to turn in at least 5 - 6 units each LP. This means students should be turning in at least 1, if not 2 units per week to stay on pace. Work with your teacher to create a plan!

Post Secondary and Student Services Counselor (PSSSC)

The PSSSC works with students in order to find internships, jobs, visit colleges, and plan for the future.

Regular Work Assigned (RWA)

Report in Studenttrac showing all current classes assigned to the student and the days the student was present in a specific month.

Small Group Instruction (SGI)

An SGI teacher provides a more traditional classroom experience in English, Math, and Science labs, as well as some electives. Small group instruction is offered at each campus and classes are limited to 15 students or less to provide more individualized instruction. Students appreciate the direct-instruction, support, and pacing provided by SGI teachers. If there is a subject that a student has struggled with in the past, we recommend trying an SGI course to help guide them through the curriculum.

Student Activity Workbook (SAW)

Curriculum for each semester course is divided into 5 units. In a SAW class, each workbook is 1 unit or equivalent to .1 credit. During each 21 school day learning period, a student is expected to complete 5 SAWs or units. The SAWs are also aligned with an accompanying textbook and often employ the internet.

504 Plan

A 504 plan is a legal document and instrument developed to provide accommodations and assistance that ensures a child with a disability has access to public educations and services.

Section VIII: Addendum

Parent Engagement Policy

1. The school will hold an annual meeting at a time convenient during the first month of school, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and their right as parents to be involved.

Invitations will be sent home with students on the targeted assistance list.

Pathways In Education will have at least two parent representatives sit on the Parent Advisory Committee (PAC) meetings of Pathways in order to gain parent/guardian insight and opinion to developments within the school's curriculum, programmatic offerings, and general curricular and extracurricular events. At least one PAC meeting will be dedicated to reviewing and revising the parental involvement plan. A PAC nomination letter is sent home with all students each semester, and re-distributed at school-wide events such as Open House and Parent Conference scheduled days. During remote learning, the nomination letter is posted in each teacher's Google Classroom.

2. The school will also offer a flexible number of engagement meetings at convenient times for families.

Pathways will incorporate parent-relevant Title I information into the student/parent orientation process and within the Annual Title I informational meeting held on campus. This informational process is in effect during every enrollment and involves all parents/guardians of incoming students. In our continuing, post-enrollment efforts to keep parents informed of Title I programs, Pathways will incorporate pertinent information into bi-annual open houses and conferences. In addition we will host family engagement events such as: College/FAFSA night Senior Night, Awards Night, etc.

3. Schools must involve parents of participating children in the planning, review, and improvement of ESSA Title I programs, including the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114.

Pathways will recruit and form a PAC annually which will meet quarterly with school leadership. Time will be given during monthly staff meetings to discuss the validity and possible implementation of parent suggestions for programmatic and other student related issues. Pathways will incorporate parent engagement opportunities (PAC meetings, Training, Workshops, Engagement Events) throughout the school year with the help of the parent representatives who participate in the PAC. This team will prioritize topics & subject areas pertaining to the relevance of parent outreach and staff-parent cooperation/communication.

4. Schools will provide parents information in a timely manner about Title I programs, including a description and explanation of the curriculum; the forms of academic assessment used to measure student progress; and the achievement levels of the challenging State academic standards; and, if requested by parents, schools will provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

Once achievement reports have been received from the state, Pathways will send home reports and opportunities will be provided to discuss student achievement data in all subject areas. During remote learning, Title I presentations are posted in each teacher's Google Classroom.

5. If the school-wide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent Classroom Visits, Tours Or Observations

Parents of Enrolled Students. In accordance with Arizona law, parents of students enrolled at the school may request to visit, tour, or observe their child's classroom (a "campus visit"), subject to the following parameters:

- All campus visit requests must be received by the school at least 24 hours in advance of the proposed visit, provided that the school, in its sole discretion, may waive the 24-hour advance notice requirement on a case-by-case basis.
- Campus visit requests will be promptly reviewed by school leadership, with input from the teacher when applicable.
- Campus visit requests will be approved unless they threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

During any approved campus visit, parents will be subject to all policies applicable to campus visitors generally, including safety requirements for providing identification, signing in and out of the campus, and if applicable, being accompanied by school staff.

Parents of Potential Students. In accordance with Arizona law, parents who wish to enroll their child in the school may request a campus visit, subject to the same parameters set forth above for parents of enrolled students. In addition, parents of potential students will be required to be accompanied

at all times during any campus visit by a current staff member.

Scheduling. Approved campus visits will be scheduled at a mutually convenient time for the school and the parents, and may be limited to a specific time frame, at the school's discretion.

Health and Safety Parameters. For purposes of this policy, the following requests threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff, and are therefore not allowed:

- Requests for campus visits during state testing, other testing periods, or at other times that would clearly interfere with educational instruction or disrupt the educational environment.
- Requests for campus visits by parents who have demonstrated failure to abide by Parent Behavioral Expectations (set forth below), or who have otherwise failed to abide by campus visitation policies of the school
- Requests that, for other reasons, threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

Parent Behavioral Expectations. During any campus visit, parents are expected and required to comply with all campus visitor procedures and to comport themselves at all times with appropriate decorum and in a manner that is respectful and conducive to an environment in which the educational objectives of the school can be effectively administered. Consistent with this expectation, any parental behavior that constitutes harassment, bullying, or verbal or physical abuse of staff or students, or that otherwise disrupts the educational environment is expressly prohibited.

In addition, parents may not interfere with instruction or distract from the instructional environment, nor may parents help their child with their schoolwork during a campus visit, unless specifically allowed by the classroom teacher.

Parents who disregard these behavioral expectations while on school grounds will be ejected from campus; may be prohibited from future campus visits or subject to other limitations on future campus visits; and may be subject to other consequences under applicable law or policy.

Homeless Student Policy

Purpose: The purpose of this policy is to ensure that homeless students have equal access to the same free and appropriate public education provided to students attending Pathways In Education Public Charter Schools.

Pathways In Education Public Charter Schools provides open-enrollment to all students grades 9-12 who reside in the county of or an adjoining county of the charter's authorizing school district regardless of nighttime residency. Pathways In Education will provide homeless students as defined below with equal access to appropriate education and support services necessary to meet the same academic standards as all other students.

This includes but is not limited to:

- Assistance in obtaining pertinent educational and health records from previous schools
- Enrollment at requested Pathways In Education school site when space permits
- Access to the designated Homeless Education Liaison
- Independent study, direct instruction and online course offerings
- Subject specific tutoring when available
- Education for English Learners*
- Individualized Education Programs*
- Workforce pathways when applicable
- Post-Secondary and Student Services counseling
- Career and Technical Education if applicable
- Experiential Learning
- Parent Conferences and Achievement Chats
- Available transportation services
- Referrals to outside agencies for additional services when applicable

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise.

When making a placement decision, the Principal or Assistant Principal may consider the following:

- Age of the student
- Distance of the commute and the impact it may have on the student's education
- Personal safety issues
- Student's need for special instruction if applicable
- Length of anticipated stay in the temporary shelter or other temporary location
- Anticipated area of future housing
- School placement of siblings
- Time remaining in the school year.

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing.

In the case of an unaccompanied youth, the Principal or Lead Teacher shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights.

If the student is placed at a school site other than his/her school of origin or the school requested by his/her parent/guardian, the Principal or Lead Teacher shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision.

Homeless Education Liaison

The Principal designates the following staff person as the Homeless Education Liaison for homeless students:

Name of Homeless Education Liaison: Ellen Mari

Phone Number: (602) 626-7057

E-mail: emari@pathwaysedu.org

The Homeless Education Liaison shall ensure that:

- Homeless students are promptly identified by school staff at the time of enrollment or during meetings with Post-Secondary and Student Services Counselor and have a full and equal opportunity to succeed in Pathways In Education Public Charter Schools.

- Homeless families and students receive educational services for which they are eligible including support services available to all students.
- Parents/guardians are informed of the educational and related opportunities available to their child and are provided with meaningful opportunities to participate in the education of their child.
- Students and their families experiencing homelessness receive referrals to health care, dental, mental health, substance abuse, housing and other appropriate services.
- Notice of the educational rights of homeless children are posted in areas of public view such as bulletin boards and visual media displays at all school sites.
- Staff is provided with professional development trainings regarding McKinney-Vento processes and rights.
- Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation.

Enrollment Dispute Resolution Process

In compliance with the federal McKinney-Vento Homeless Assistance Act, Title IX-A, as amended by the Every Student Success Act, and Section 33-1404, of Arizona Code, the following procedures are established to promptly resolve disputes regarding the educational placement of students experiencing homelessness, and shall be implemented in all school district/LEAs in this state, including charter schools. A student is considered homeless under the McKinney-Vento Homeless Assistance Act if the student lacks a fixed, regular, and adequate nighttime residence.

School enrollment of a homeless child or youth will be determined based on the best interest of the student and the request of the parent/guardian or unaccompanied youth. To the extent feasible, the student shall be immediately enrolled or continue enrollment in the school of origin, defined as:

- The school last attended by the student when permanently housed; or
- The last school in which the child was enrolled.

If there is a dispute regarding the educational placement of a homeless student, or if a school denies a child, youth, or unaccompanied youth homeless status, then a written notice of explanation of such decision shall be promptly provided to the parent/guardian of the child, or to the youth, if unaccompanied by a parent/guardian. Such notice shall be in language the parent/guardian or unaccompanied youth can understand, shall include a description of how to dispute the decision, and shall include a summary of the dispute resolution process.

In addition, the school shall promptly refer the parent/guardian or unaccompanied youth to

the homeless liaison, who shall carry out the dispute resolution process within ten (10) business days. The parent/guardian shall be referred to the homeless liaison who shall advise the parent/guardian of the child's rights, assist in and carry out the dispute resolution process. With respect to unaccompanied youth, the liaison shall ensure the same access to the dispute resolution process.

During the pendency of the dispute resolution process, the child, youth, or unaccompanied youth shall be immediately enrolled or continue enrollment in the school of choice (school of origin or local attendance area). Enrollment shall include all educational services for which the student is eligible, such as attending classes and full participation by such student in all school activities.

If agreement cannot be reached between the parties regarding the educational placement or enrollment status of the student, then the school shall promptly seek further assistance from the State Coordinator of Homeless Education to review and determine within ten (10) business days how the student's best interests will be served. All interested parties will be expeditiously informed of the State's determination in writing. The decision of the State Department of Education shall constitute final resolution.

If a dispute arises over school selection or enrollment in a particular school site, the student shall be immediately admitted to the school site in which enrollment is sought pending resolution of the dispute. The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the Principal and the Homeless Education Liaison.

The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the school Principal, a description of the Principal's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities.

The Principal or Lead Teacher shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute.

The Principal or Lead Teacher shall provide the parent/guardian a copy of the school's decision, dispute form, and a copy of the outcome of the dispute.

If a parent/guardian disagrees with the Principal, he/she may appeal the decision to the Director of Schools. The Director of Schools shall make a determination within five working days.

Definitions

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes:

1. *Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement*
2. *Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings*
3. *Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings*
4. *Migratory children who qualify as homeless because the children are living in conditions described in (1)-(3) above*

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled

Best interest means, to the extent feasible, continuing a student's enrollment in the school of origin for the duration of his/her homelessness, except when doing so is contrary to the wishes of his/her parent/guardian.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian.

*Indicates programs in which students must qualify based on educational and/or psychological testing

The McKinney-Vento Act: Parent-Student Rights

All public schools shall provide an educational environment that treats all students with dignity and respect. Every student experiencing homelessness or transition shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

In temporary shared housing, a shelter, or transitional living program

In a hotel/motel, campground, or similar situation due to lack of alternatives

At a bus station, park, car, or abandoned building

According to the McKinney-Vento Act, eligible students have rights to:

- **Immediate enrollment:** *Documentation and immunization records cannot serve as a barrier to the enrollment in school.*
- **School Selection:** Eligible students have a right to select from the following schools:
 - The school he/she attended when permanently housed (School of Origin)
 - The school in which he/she was last enrolled (School of Origin)
 - The school in the attendance area in which the student currently resides (School of Residency)
- **Remain enrolled** in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.
- **Participate in programs** for which they are eligible, including Title I tutoring programs, Free Lunch in schools with the, National School Lunch Program, Head Start & Even Start Preschool Programs.
- **Transportation Services:** A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.
- **Dispute Resolution:** If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The McKinney Vento Liaison will assist you in making decisions, providing notice of any appeal process, and filling out dispute forms.

MCKENNY-VENTO STUDENT REFERRAL

TEACHER: _____ DATE OF REFERRAL: _____

STUDENT: _____ GRADE: _____

REASON FOR REFERRAL: _____

What evidence have you gained through conversation and observation identifying why you believe the student is not at a permanent residence: _____

PLEASE CHECK THE THREE MOST PREVALENT INDICATORS CONCERNING STUDENT REFERRAL:

- Gaps in skill development
- Acting out, behavior issues
- Chronic hunger
- Fatigue, tired, can't focus
- Poor organization skills
- Unmet medical/dental needs
- Erratic attendance/tardiness
- Inability to pay fees
- Lack of participation in afterschool activities
- Poor hygiene

COUNSELOR FOLLOW UP: _____



Homeless Education

ADE Caregiver's Authorization Affidavit

The information on this form is required to meet The Education for Homeless Children and Youth (EHCY) program, authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), also known as the McKinney-Vento Act. There are situations when a child or youth who is homeless may not be able to reside with their parent or guardian; however, this fact does not nullify the child's/youth's right to receive a free, appropriate public education. This form is not a legal document and solely for school contact only.

The adult "caregiver" requesting enrollment for a minor student presenting him/herself for enrollment and educational services while not in the physical custody of a parent or legal guardian shall complete this form.

By signing below, I acknowledge the following:

- I am 18 years of age or older and have agreed to fulfill the role of caregiver for the minor student named below, who is unaccompanied by a parent or legal guardian.
- I agree to make a good faith effort to encourage the minor student named below to attend school.
- I will attempt to contact the school office if I become aware that the minor student named below will not be attending school on that day(s) and share whether the absence is with or without my approval.
- I have provided the school district with proof of my residence and personal identification.
- I understand that signing this document does not make me the legal guardian of the minor student listed below or make me financially responsible for the minor student, even if I am providing financial support to the student.
- I understand that I may choose to make educational decisions on behalf of the minor and in all other ways stand in for the authorizing party with respect to federal, state and district educational policy, including, but not limited to, accessing the minor's educational records, representing the minor in enrollment, disciplinary, curricular, special education or other matters, signing permission slips for school activities, and any other decision that facilitates the minor's educational experience.

Student Information

Name of the minor student: _____ Date of birth: _____

Last school or district the student attended: _____

Caregiver Information

Name: _____ Date of birth: _____

Home address: _____

Telephone number(s): _____ Email address: _____

General Information

Please check one and provide additional information if it is available:

☐ The student is staying at my home address, as listed above.

☐ The student is staying at the following location: _____

Please check any that apply:

☐ While I am currently helping with the care of the minor student, I do not wish to assist school officials with making education-related decisions.

☐ I have notified the parent(s) or other person(s) having legal guardianship of the minor of my intent to assist school officials with making education-related decisions in the best interest of the student and have received no objection.

Please provide the name and phone number for the parent: _____

☐ I am unable to contact the parent(s) or legal guardian(s).

Caregiver Signature: _____ Date: _____

For School Use Only

This form should accompany the Student Residency Questionnaire. Send the original forms to the LEA Homeless Liaison. The student's cumulative file should not include a copy of this form and you should not make copies under any circumstances.

Name of school site personnel who enrolled the student: _____

Revised 8/2023



Homeless Education

ADE Sample Student Residency Questionnaire (SRQ)

Section B

Name of the parent/guardian/adult caring for the student: _____

Relationship to the student: _____

If the address you provided in section A is based on a temporary living arrangement, is it due to loss of housing or economic hardship? Yes ☐ No ☐

Please place an "X" in each box that best describes where the student sleeps at night.

- ☐ In a place that does not have windows, doors, running water, heat, electricity, or overcrowded
- ☐ Staying with a friend or relative because of loss of housing, economic hardship, or similar reason
(Example: eviction, foreclosure, fire, flood, lost job, divorce, domestic violence, kicked out by parents, ran away from home)
What date did you begin staying here? _____
- ☐ In a shelter/transitional housing program (name of agency): _____
What date did you begin staying here? _____
- ☐ In an unsheltered location (e.g. tent, vehicle, abandoned building, streets, campground, park, bus/train station, or similar place)
Provide the main cross streets of this unsheltered location: _____
- ☐ In a hotel/motel (name of hotel/motel & address) _____
What date did you begin staying here? _____
- ☐ With an adult that is not a parent or court appointed legal guardian
- ☐ Alone, not in the care of a parent or court appointed legal guardian
- ☐ None of the above (Please explain): _____

The following signature certifies that the information provided above is accurate. False claims about living situations may affect enrollment.

Signature of Person Providing Information
Parent/Legal guardian/Caregiver/Student

Date

For School Use Only

Please note, the student's cumulative file should not include a copy of this form. **Do not make copies of this form.** If Section B is filled out, please notify the LEA Homeless Education Liaison, and provide the original form to them.

Name of school site personnel who enrolled the student: _____

Please check the housing types that apply:

Sheltered ☐ Doubled-up ☐ Unsheltered/FEMA/Substandard ☐ Hotel/Motel ☐

Unaccompanied youth: Yes ☐ No ☐ Transportation to school of origin needed: Yes ☐ No ☐

Date received
by Homeless
Liaison

ADE Sample Student Residency Questionnaire 8/2023



Homeless Education

ADE Sample Student Residency Questionnaire (SRQ)

Information contained on this form is confidential and used to determine whether a child or youth meets the definition of homeless under the McKinney-Vento Act. The Education for Homeless Children and Youth (EHCY) program as authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq. Please note, false claims about living situations may affect enrollment.

Section A

Today's date: _____

Name of individual completing this form: _____

Your telephone number: _____ Your email address: _____

Student name: _____

Last school attended: _____ Current grade: _____ Birth date: _____

Do you have additional children attending school in our district? Yes ☐ No ☐

Do you have children of the preschool age? Yes ☐ No ☐

Please provide information about additional children attending school in our district or of preschool age.

Last Name	First Name	Grade	School	District

Address of where the student slept last night: _____

Is this address based on a temporary living arrangement? Yes ☐ No ☐

(Examples: hotel; shelter; transitional housing; sharing the housing of others due to loss of housing, economic hardship, or similar reason; car; park; campsite.)

NOTE: If you checked "No" to the temporary living arrangement, you may STOP here. If you checked "Yes", please continue to the next section.



**Homeless
Education**

Written Notification of McKinney-Vento Eligibility Decision

(Date)

This letter shall serve as written notification of the decision made regarding McKinney-Vento eligibility, school selection and enrollment determination, in compliance with the McKinney-Vento Act (42 U.S.C. §11432(g)(3)(E)(ii)).

Name of Parent(s)/Guardian(s): _____

Name of Student(s): _____

☐ It has been determined that your situation does qualify the student noted in this letter as McKinney-Vento Eligible based on the following:

☐ The student(s) qualify for McKinney-Vento services, and it is in the best interest of the student(s) to remain in the School of Origin: (Enter the school district and school name in this section.)

☐ The district will provide transportation. The McKinney-Vento Homeless Liaison will arrange this.

☐ The district will not provide transportation based on the following: (Provide details surrounding the decision.)

☐ The student(s) qualify for McKinney-Vento services, and they are not in the physical care of a parent or legal guardian due to hardship. Furthermore, the student meets the definition of an Unaccompanied Youth.

☐ The student(s) qualify for McKinney-Vento services, but it may not be in the best interest of the student(s) to remain at their School of Origin (Enter the school district and school name) and will be supported in enrolling in their new Local Attendance Area School (Enter the school district and school name). This determination was based upon: (Provide an explanation of the decision. If it was based on the outcome of a BID meeting provide those details in this section, including the date.)

☐ It has been determined that your situation does NOT qualify the student(s) noted in this letter as McKinney-Vento eligible. If your living situation changes, you may re-apply. You also have the right to appeal this decision. Contact the McKinney-Vento Homeless Liaison for assistance. The student(s) listed above has/have the right to enroll or remain enrolled in the requested school pending the resolution of the dispute. The decision was based on the following:

☐ The current primary nighttime residence is considered fixed, regular, and adequate.

☐ The current living situation reported is considered a choice or preference and not due to hardship.

☐ The student is in the company of a parent or legal guardian.

☐ Other: (Provide an explanation of the decision.)

Please see the accompanying document, ***Rights of Homeless Students***, for additional information regarding our commitment to the educational rights of homeless children, youth, and unaccompanied youth.

Thank you,

McKinney-Vento Homeless Liaison Name
LEA/Charter District Name
Email address
Phone

Enclosure: Rights of Homeless Students

Written Notification of Eligibility and/or School Placement Decision

In compliance with the McKinney-Vento Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): _____

Name of Student(s): _____

After reviewing the current living situation of the student(s) listed above, a team comprised of administrator(s), interventionist(s) and teacher(s) have determined thatw:

- **The student(s) qualify for McKinney-Vento services and it is in the best interest of the student(s) to remain in the School of Origin** _____
- *The District Liaison will meet with you to determine the level of need required, if any, and how help can be coordinated for the following areas of support: Basic Individual/Family, Educational/Academic, and/or Social/Emotional.*
- *If your living situation changes, it is the responsibility of the Parent/Guardian/Student to inform the school of changes to your living situation. If a more permanent situation occurs, McKinney-Vento services may still be provided for the remainder of the school-year.*
- **The student(s) qualify for McKinney-Vento services, but it may not be in the best interest of the student(s) to remain at their School of Origin** _____ **and will be supported in enrolling in their new Local Attendance Area School** _____

This determination was based upon: _____

The District Liaison will work with you to ensure this process/transition is as smooth as possible.

The student(s) do NOT qualify for McKinney-Vento services, but may be supported by other district services. This determination was based upon: _____

- _____

- *If your living situation changes, you may re-apply.*
 - *You have the right to appeal this decision by completing the attached page or by contacting the District Liaison. Additional written or verbal communication to support your position regarding your request may be required to determine McKinney-Vento status and/or the student's enrollment or continued enrollment in the requested school.*
 - *The student(s) listed above has/have the right to enroll or continue enrollment in the requested school pending the resolution of the dispute.*

District Liaison Signature: _____

Date _____

McKinney-Vento Homeless Education Program Caregiver Authorization Form

This form is intended to address the McKinney-Vento Homeless Assistance Act requirement that homeless children have access to education and other services for which they are eligible. The McKinney-Vento Homeless Assistance Act states specifically that barriers to enrollment must be removed. In some cases, a child or youth who is homeless may not be able to reside with his/her parent or guardian; however, this fact does not nullify the child's/youth's right to receive a free, appropriate public education.

Instructions:

Complete this form for a child/youth presenting himself/herself for enrollment while not in the physical custody of a parent or guardian.

- To authorize the enrollment in school of a minor, complete items 1 through 4 and sign the form.
- To authorize the enrollment and school-related medical care of a minor, complete all items and sign the form.

I am 18 years of age or older and have agreed to fulfill the role of caregiver for the minor named below.

1. Name of minor: _____

2. Minor's date of birth: _____

3. My name (adult giving authorization): _____

4. My home address: _____

5. Check one or both (for example, if one parent was advised and the other could not be located):

- I have advised the parent(s) or other person(s) having legal custody of the minor as to my intent to authorize medical care and have received no objection.
- I am unable to contact the parent(s) or legal guardian(s) at this time to notify them of my intended authorization.

6. My date of birth: _____

7. My state driver's license or identification card number: _____

I declare under penalty of perjury under the laws of this state that the foregoing information is true and correct.

Signature: _____ Date: _____

ITEM: PIEAZSHB25-26

PIE Arizona Student Handbook 2025-2026