

# PATHWAYS

STUDENT HANDBOOK





# PATHWAYS IN EDUCATION NAMPA



Student Handbook  
2019-2020





2019-2020 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,

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Principal  
Pathways In Education–Nampa

Lisa Schwartz  
Cluster Director  
Pathways In Education

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Assistant Superintendent  
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## Table of Contents

### Section I: Introduction

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

### Section II: General Information

Age of Enrollment	4
Grading System	4
Credit	4
Grade Level Classification	4
Withdrawal Credits	5
Repeating Courses	5
Special Populations	5
Attendance/Truancy/Assigned Activities	5
2019–2020 Student Holidays	6
Emergency or Weather Shutdown	6
Internet Access Policy	7

### Section III: Student Behavior

Academic Honesty	14
Dress Standard	14
Code of Conduct	15

### Section IV: Complaint Policy

Pathways In Education Public Charter Schools Complaint Form	27
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### Section V: Study Requirements

Planning a Course of Study	28
Acceptance of External Credits	28
Standardized Testing	28
Dual Enrollment	28
College Admissions Information	28
2019–2020 Graduation Requirements- Nampa	29
Graduation Planning Guide- Nampa	30
Coursework	31

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**Section VI: Course of Study**

English-Language Arts & Communications	33
Mathematics	35
Social Science	38
Science	40
Humanities	42
Health/Wellness	45
Technology	46
Electives	47



## 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](http://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 partner with local school districts to reengage at-risk youth. Managed by Pathways Management Group (PMG), Pathways utilizes a blended learning model to connect students to a wide variety of instructional modalities, helping those who have previously struggled find success in high school and beyond. Pathways In Education programs are accredited by AdvancEd®.

### Description of the Program

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

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

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

### Vision Statement

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

## Mission Statement

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

## Core Values

Mutual Trust

Mutual Respect

Compassion

Integrity

Resilience

## Expected Student Outcomes (ESOs)

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

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

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

### Responsible

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

### Independent Achievers

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

**Good Citizens**

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

**Good Communicators**

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

**Methods of Measuring Student Progress**

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

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

## Section II: General Information

### Age of Enrollment

Pathways In Education may only enroll students who are between grades 9–12.<sup>1</sup>

### Grading System

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

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

### Credit

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades “A” to “C” in all courses (grades 9–12). The school may accept transfer credits for grades “A” to “D” in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) Standard credit is 1 unit for each semester course passed.

### Grade Level Classification

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

Students are classified as follows:

- Grade 9 (Freshman)      0–13    credits earned
- Grade 10 (Sophomore) 14–26   credits earned
- Grade 11 (Junior)      27–39   credits earned
- Grade 12 (Senior)      40–51   credits earned

<sup>1</sup> These requirements are in effect unless changed or modified by the State of Idaho.

## **Withdrawal Credits**

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

## **Repeating Courses**

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

## **Special Populations**

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

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

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

## **Attendance/Tuancy/Assigned Activities**

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

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

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

### **Disclosure of Information**

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

In addition, Pathways In Education periodically provides information to parents regarding their children's school performance in compliance with the Family Education Rights and Privacy Act (FERPA).

### **2019-2020 Student Holidays**

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

*President's Appreciation:* June 24-28, 2019

*Independence Day:* July 4, 2019

*Labor Day:* Sept. 2, 2019

*Veterans Day:* Nov. 11, 2019

*Thanksgiving Break:* Nov. 27-29, 2019

*Winter Recess:* Dec. 24, 2019 - Jan. 3, 2020

*Dr. Martin Luther King, Jr. Day:* Jan. 20, 2020

*President's Day:* Feb. 17, 2020

*Spring Recess:* April 6-10, 2020

*Memorial Day:* May 25, 2020

### **Emergency or Weather Shutdown**

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

## Internet Access Policy

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

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

3. *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–Nampa and will be under the supervision of Pathways In Education–Nampa school staff. Use of the e-mail for any illegal or commercial activities is prohibited. Students will use language that is considered appropriate, be polite, send information that other users will not find offensive and never reveal personal information about any user such as address, telephone number, credit card numbers, social security number, etc. Student is aware that Use of the school e-mail system is a PRIVILEGE, not a RIGHT; e-mail is not guaranteed to be private; violation of this Policy will result in the possible loss of e-mail privileges; and persons issued an e-mail account are responsible for its use at all times.

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

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

4. *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–Nampa 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–Nampa 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–Nampa. Pathways In Education–Nampa 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.
5. *Educational Use Only.* Student's use of the Network must be consistent with Pathways In Education–Nampa's primary educational goals. All information services and features contained on Pathways In Education–Nampa 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.
  6. *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.
  7. *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.
  8. *Right to Monitor Network Activity.* Pathways In Education–Nampa 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–Nampa staff, in its sole discretion, believe violates the above standards, and terminate the Network accounts of any persons violating the conditions set forth in this agreement.
  9. *Right to Amend Policy & Service Availability.* Pathways In Education–Nampa shall have the sole 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–Nampa’s sole discretion.
10. *No Warranties.* Pathways In Education–Nampa makes no warranties with respect to the network service, and it specifically assumes no responsibilities for: (i) the content of any advice or information received by a student from a source outside the school, or any costs or charges incurred as a result of seeing or accepting such advice; (ii) any costs, liability or damages caused by the way the student chooses to use his/her network access; and (iii) any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Network. Pathways In Education–Nampa makes no warranties with respect to availability of service or access to the Network.
  11. *Indemnification.* By using the Network, I agree to defend, indemnify, and hold harmless Pathways In Education–Nampa 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.
  12. *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–Nampa, the Network, its operators and administrators, and any institutions with which they are affiliated from any and all claims of any nature arising from his/her use, or inability to use, the Network.
  13. *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 Nampa applicable to the agreements executed and wholly performed within the State of Nampa.
  14. *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.

## Student Data Privacy and Security

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, each school district and public charter school shall adopt, implement and electronically post this policy. It is intended to provide guidance regarding the collection, access, security and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties.

### Definitions

**Administrative Security:** consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures insure that authorized users know and understand how to properly use the system in order to maintain security of data.

**Aggregate Data:** is collected or reported at a group, cohort or institutional level and does not contain PII. **Data Breach:** is the unauthorized acquisition of PII.

**Logical Security:** consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

**Personally Identifiable Information (PII)** includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place or birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

**Physical Security:** describes security measures designed to deny unauthorized access to facilities or equipment.

**Student Data:** means data collected at the student level and included in a student's educational records.

**Unauthorized Data Disclosure:** is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

### **Student Data Collection, Access, Security and Use Collection**

The public charter school shall follow applicable state and federal laws related to student privacy in the collection of student data.

#### **Access**

Unless prohibited by law or court order, the public charter school shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.

Access to PII maintained by the school district or public charter school shall be restricted to:

- (1) the authorized staff of the public charter school who require access to perform their assigned duties; and
- (2) authorized employees of the State Board of Education and the State
- (3) vendors who require access to perform assigned duties

#### **Security**

The Public Charter School shall have in place Administrative Security, Physical Security and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.

#### **Use**

Publicly released reports shall not include PII and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.

The Public Charter School contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:

Requirement that the vendor agree to comply with all applicable state and federal law.

- ❖ Requirement that the vendor agree to comply with all applicable state and federal law.
- ❖ Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.
- ❖ Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties.

- ❖ Prohibition against the vendor’s secondary use of PII including sales, marketing or advertising.
- ❖ Requirement for data destruction and an associated time frame.
- ❖ Penalties for non-compliance with the above provisions.

The Public charter schools shall clearly define what data is determined to be directory information.

If the Public charter school chooses to publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

### **Policy History**

Adopted: 3/7/19      Effective: 3/7/19

### **Legal Reference:**

20 U.S.C. § 1232g Family Education Rights and Privacy Act

34 C.F.R. 99 Family Education Rights and Privacy Act

I.C. § 33-133 Idaho Student Data Accessibility, Transparency, and Accountability Act

## Section III: Student Behavior

### Academic Honesty

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

Academic dishonesty includes but is not limited to the following:

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

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

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

### Dress Standard

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

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

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

and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

## **Code of Conduct**

- 1. Student Conduct Expectations**
- 2. Harassment, Intimidation, and Bullying Policy**
- 3. Prohibition of Weapons**
- 4. 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.

Pathways In Education 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.

## **Harassment, Intimidation, and Bullying Policy**

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

educational environment, and substantially disrupt the operation of school.

No student or minor present on school property or at school activities shall intentionally commit, or conspire to commit, an act of harassment, intimidation or bullying against another student.<sup>1</sup>

“Harassment, intimidation or bullying” means any intentional gesture, or any intentional written, verbal or physical acts or threats by a student that:

1. A reasonable person under the circumstances should know will have the effect of:
  - a. Harming a student.
  - b. Damaging a student’s property.
  - c. Placing a student in reasonable fear of harm to his or her person.
  - d. Placing a student in reasonable fear of damage to his or her property.
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

An act of harassment, intimidation or bullying may also be committed through the use of a landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.<sup>2</sup>

Harassment, intimidation, or 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.
5. Conspiring with another individual to commit any act of harassment, intimidation, or bullying against another student.

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 harassment, intimidation, or bullying. The pattern of behavior as provided in 1-5 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

1. Idaho Code § 18-917A(1)

2. Idaho Code § 18-917A(2)

operation of the school.

Harassment, intimidation, or bullying 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 Directors. Threats of any kind and hate crimes will be reported to local law enforcement officials. Any student who violates any provision of Idaho Code §18-917A may be guilty of an infraction.<sup>1</sup>

Pathways In Education will take prompt and effective steps reasonably calculated to end the harassment, intimidation, or bullying; eliminate any hostile environment, and its effects; and prevent the harassment from recurring. Appropriate steps to end harassment may include separating the victim and perpetrator, or providing counseling for the victim and perpetrator.

Harassment, intimidation, or bullying includes any act that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, use of the district Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

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

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

Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. Personnel are required to report, in a timely and responsive manner, any incident of harassment, intimidation, or bullying they witness or are aware of to the school principal or designee. The school principal or designee will promptly investigate any allegations of misconduct that are reasonably characterized as harassment, intimidation, or bullying. 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 by calling the toll-free *We Want to Know* HOTLINE® (800) 990-8384. Pathways In Education prohibits reprisal or retaliation against any person who reports and act of harassment, intimidation, or bullying; or cooperates in an investigation. Annually, Pathways In Education shall report bullying incidents to the state department of education in a format as set forth in rule by the same state board as required by Idaho Code § 33-512.

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1. Idaho Code §18-917A(3)

**Prohibition of Weapons**

Pathways In Education is committed to providing a safe environment for all students and staff when they are at school or attending any school-sponsored event. This commitment includes the prohibition against any weapons or other objects/substances which may pose a threat to the health and safety of other students or staff members, or could be used to disrupt the educational process.

Idaho Code Section 18-3302D addresses possession of weapons or firearms on school property and provides:

- (a) It shall be unlawful and is a misdemeanor for any person to possess a firearm or other deadly or dangerous weapon while on the property of a school or in those portions of any building, stadium or other structure on school grounds which, at the time of the violation, were being used for an activity sponsored by or through school in this state or while riding school provided transportation.
- (b) The provisions of this section regarding the possession of a firearm or other deadly or dangerous weapon on school property shall also apply to students of schools while attending or participating in any school-sponsored activity, program or event regardless of location.

Authorized district personnel have the right to search all students and minors, as well as their belongings and lockers when it is reasonably believed that the student or minor is carrying a deadly or dangerous weapon.

The provisions of Idaho Code § 33-205 require a board of trustees to expel a student for not less twelve (12) calendar months, whenever a student brings a weapon or firearm on school property

Idaho Code § 33-205 allows the board of trustees, on a case-by-case basis, to waive the expulsion requirement or authorize less than a full year expulsion if circumstances warrant.<sup>41</sup> It also allows the school to reconcile the expulsion requirement with the IDEA and Section 504 of the Rehabilitation Act of 1973 (“Section 504”),<sup>42</sup> which restrict expulsion of a student with a disability for misconduct that is a manifestation of the student’s disability. (See Questions 161-170 and 211-216.)

<https://legislature.idaho.gov/statutesrules/idstat/title18/t18ch33/sect18-3302d/>

## Discipline Policy

### Due-Process Statement

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

### Definition of Expulsion

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

### Definition of Suspension

Suspensions shall be defined as a temporary removal of a student from the student's regular school program.

- ❖ 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.

### Suspension Procedure

The superintendent or the principal of Pathways In Education may temporarily suspend any student for the following reasons:

1. Disciplinary reasons, including student harassment, intimidation, or bullying, or for any other conduct disruptive of good order or of the instructional effectiveness of the school.
2. Failure of the parent/guardian to furnish, or to request of a previous administration, out-of-state records for a student transferring into this district. The parent/guardian of a student transferring from out-of-state to a school in this district is required, if requested, to furnish the district accurate copies of the student's school records, including records containing information concerning violent or disruptive behavior, student harassment, intimidation, or bullying, or disciplinary action involving the student.

The temporary suspension by the principal will not exceed five (5) school days in length. The superintendent may extend the temporary suspension an additional ten (10) school days. If the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare, or safety, the board may extend the temporary suspension for an additional five (5) school days.

Prior to suspending any student, the superintendent or principal will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the superintendent or the principal who suspended him or her upon such reasonable conditions as the superintendent or principal

may prescribe. The Board of Directors will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

### **Denial of School Attendance**

The Pathways In Education Board of Directors may deny a student enrollment, or may deny a student attendance at any of its schools by expulsion, for the following reasons:

1. The student is a habitual truant, is incorrigible, or whose conduct, in the judgment of the board, is such as to be continually disruptive of school discipline or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students.
2. The student has been expelled from another school district in this state or any other state.
3. The parent/guardian fails to furnish, or to request of the out-of-state school from which the student is transferring, school records for a student transferring into Pathways In Education. The parent/guardian of a student transferring from out-of-state to a school in this district is required, if requested, to furnish Pathways In Education accurate copies of the student's school records, including records containing information concerning violent or disruptive behavior or disciplinary action involving the student.

Any student having been denied enrollment or expelled may be enrolled or readmitted to school by the Board of Directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission will not prevent the board from subsequently expelling such student for cause.

The Board of Directors will expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board will report such student and incident to the appropriate law enforcement agency.

No student will be expelled or denied enrollment without first receiving the following due process rights:

1. The Board of Directors, through the superintendent or designee(s), will give written notice to the parent/guardian of the student;
2. The notice will state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent/guardian may appear to contest the action of the board to deny school attendance;
3. The notice will also state the right of the student to be represented by counsel, to produce witnesses, and submit evidence on his or her own behalf, and to cross-examine any adult witnesses who may appear against him or her.
4. Within a reasonable period of time following such notification, the board will grant the student and his or her parent/guardian a full and fair hearing on the proposed expulsion or denial of enrollment.

1. The board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and the parent/guardian to prepare their response to the charge.
2. Any student who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, will come under the purview of the Juvenile Corrections Act, and an authorized representative of the board will provide, within five (5) days, written notice of the expulsion to the prosecuting attorney of the county of the student's residence in such form as the court may require under the provisions of the Juvenile Corrections Act.

### **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 Pathways In Education policies and regulations and IDEA shall be observed in considering the suspension of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, Pathways In Education shall comply with federal and state law.

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

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

Pathways In Education shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who Pathways In Education or District would be deemed to have knowledge that the student had a disability. All students with disabilities who have been suspended or expelled for more than ten (10) school days in a school year retain the right to a free appropriate public education.

### **Services During Expulsion**

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting--Interim Alternative Education Setting (-"IAES"), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an IAES.

### **Procedural Safeguards/Manifestation Determination**

A change of placement is a removal from the student's current educational placement for more than ten (10) consecutive school days or a series of removals that constitute a pattern when they total more than ten (10) cumulative school days in a school year. Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Pathways In Education, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

If there were grounds to place a student in an IAES, the student may remain in the IAES even if there was a manifestation.

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. Pathways In Education will forward special education and disciplinary records for consideration to the board of trustees, which makes the final decision regarding the disciplinary action.

### **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 Idaho Department of Education Dispute Resolution Office, 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**

Pathways In Education personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

### **Interim Alternative Educational Setting**

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

### **Procedures for Students Not Yet Eligible for Special Education Services**

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

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

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



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

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

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

John C. Hall, Superintendent  
Attn: Jessica Ray, Designee  
Complaint Form  
Pathways In Education Public Charter Schools  
320 N. Halstead Street, Suite 280  
Pasadena, CA 91107  
(626) 685-9300

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

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

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

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

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

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

Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

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

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



## **Section V: Study Requirements**

### **Planning a Course of Study**

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

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

### **Acceptance of External Credits**

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

### **Standardized Testing**

As required by Idaho Code 08.02.03.04, Pathways in Education will administer the comprehensive assessment program approved by the Idaho State Board of Education. This program will include, but is not limited to, the Idaho Language Assessment, the Idaho Standards Achievement Tests (ISAT), End of Course exams, and a college entrance exam. More information concerning required assessments can be obtained from a teacher or principal.

### **Dual Enrollment**

According to Idaho Code 33-203 a student who is enrolled at Pathways In Education–Nampa shall be allowed to enroll in a public school for dual enrollment purposes. Dual enrollment shall include the option of joint enrollment in a regular public school. College preparatory courses (or others) not offered by the school can be taken at the district school for high school credit. Pathways In Education–Nampa has established additional enrollment options for its students in the form of a Dual Enrollment Agreement with Nampa School District to meet this requirement. Parents must complete a Dual Enrollment form and submit it with proof of address prior to enrollment in district courses or activities. Additionally, Dual Enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements. In order to qualify for Dual Enrollment, students must be deemed in good standing (satisfactory attendance, monthly unit completion, and behavior) and there must be space available for the student in whichever district or college course/program selected. Eligible students may take a maximum of one class and one sport per semester.

### **Idaho Distance Learning Academy**

According to Idaho Code Title 33, Chapter 55, 2002, Idaho students shall have access to the Idaho Digital Learning Academy. A student in good academic standing (satisfactory attendance, monthly unit completion, and behavior) may be granted permission from Pathways In Education's principal to take one IDLA advanced opportunity digital class per semester. Permission will not be granted for core classes already offered at Pathways In Education. Payment for all Idaho Digital Learning Academy courses shall be paid directly through the student's Fast Forward Funds for each semester class and any associated costs.

### **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.

## 2019-2020 Graduation Requirements- Nampa

<b>English-Language Arts &amp; Communications</b> (9 Credits)	English 9 English 10 English 11 English 12 Speech & Voice (1)
<b>Mathematics</b> (6 Credits)	Algebra I or Integrated Math I Geometry or Integrated Math II 3rd Math Financial Math Mathematics of Personal Finance Algebra II Pre-Calculus or Integrated Math III
<b>Science</b> (6 Credits [4 must be lab based])	Physical Science Biology 3rd Science Earth Science Environmental Science Human Anatomy Chemistry Physics
<b>Social Science</b> (7 Credits)	World History US History American Government Economics (1)
<b>Technology</b> (3 Credits)	Technology Literacy Computing for College and Careers Computer Programming 1 Digital and Interactive Media
<b>Health &amp; PE</b> (1 Credit Each)	Health A PE I
<b>Humanities</b> (2 Credits)	Multiple courses are available, discuss options with your teacher.
<b>Electives</b> (16 Credits)	Multiple courses are available, discuss options with your teacher.
<b>TOTAL 51 Credits</b>	

## Graduation Planning Guide- Nampa

Grade 9				Grade 10			
English 9A		English 9B		English 10A		English 10B	
Mathematics 9A		Mathematics 9B		Mathematics 10A		Mathematics 10B	
Physical Science A		Physical Science B		Biology A		Biology B	
Health		PE		World History A		World History B	
Technology		Technology		Technology		Speech	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective		Elective	

Grade 11				Grade 12			
English 11A		English 11B		English 12A		English 12B	
Humanities		Humanities		Mathematics 12A		Mathematics 12B	
3rd Science A		3rd Science B		US Government		Economics	
US History A		US History B		Elective		Elective	
Elective		Elective		Elective		Elective	
Elective		Elective		Elective			

External Credits	Additional Requirements
	Senior Project
	Civics Exam
	ACT or SAT
	10 hrs of Approved Community Service

## Coursework

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

Students also have the option to enroll in Small Group Instruction (SGI) courses to receive classroom style instruction to receive support in their independent courses. The small group instruction courses are aligned with common core state standards. A syllabus will be made available on the first day of class by the instructor. Course codes designated with SGI (*ex: SGI-11-121*) indicates that these courses are available for students.

## Online School Policy

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

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

Students accept responsibility for:

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

Parents or guardians accept responsibility for:

- ❖ Keeping regularly informed of the student’s online learning activities and to promptly inform Pathways In Education–Nampa staff of any circumstances actually or potentially interfering with the student’s ability to learn.
- ❖ Encouraging the student to log in to the online course a minimum of five hours per week. Failure to login to the course for ten (10) consecutive school days will result in the removal of the student from the course.

- ❖ Supporting student learning by providing adequate time and access to an Internet-accessible computer at home in order to complete coursework, or allow extra time for the student to spend at school or a library to complete necessary coursework.
- ❖ Being aware of the student's computer use, and encourage them to use all available technology for schoolwork.

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

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

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

## Section VI: Course of Study

### • English–Language Arts & Communications •

#### ENGLISH 9 A/B

HS1120/ HS1121, SGI-11-11/SGI-11-12

Credit: 1 credit each semester

Graduation Requirement: ELA & Communications

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

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#### ENGLISH 10 A/B

HS-10-81A/HS-10-82, SGI-11-21/SGI-11-22

Credit: 1 credit each semester

Graduation Requirement: ELA & Communications

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

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#### ENGLISH 11 A/B

HS-10-85/HS-10-86, SGI-11-31/SGI-11-32

Credit: 1 credit each semester

Graduation Requirement: ELA & Communications

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

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#### ENGLISH 12 A/B

HS-10-89/HS-10-90, SGI-11-41/SGI-11-42

Credit: 1 credit each semester

Graduation Requirement: ELA & Communications

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

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**SPEECH AND VOICE**

**HS-90-115**

**Credit:** 1 credit

**Graduation Requirement:** ELA & Communications

In this course, students will learn to: initiate and participate effectively in group discussions. Students will learn how to propel conversations by clarifying, verifying, or challenging ideas and conclusion; respond thoughtfully to diverse perspectives; engage in effective and clear oral, written, and digital communication; evaluate the reasoning and evidence a speaker uses; use digital media to demonstrate understanding of findings, reasoning, and evidence; adapt their speech to a variety of audiences; and, use textual evidence to support their ideas. Incorporate appropriate vocabulary into various modes of communication. Students will show mastery of these skills through a variety of reading, writing, speaking, and listening activities.

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**• ONLINE COURSES •**

**ENGLISH 9 SEM A/B**

**HSED1001/ HSED1002**

**Credit:** 1 credit each semester

**Graduation Requirement:** ELA & Communications

**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

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**ENGLISH 10 SEM A/B**

**HSED1003/ HSED1004**

**Credit:** 1 credit each semester

**Graduation Requirement:** ELA & Communications

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

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**ENGLISH 11 SEM A/B**

**HSED1005/ HSED1006**

**Credit:** 1 credit each semester

**Graduation Requirement:** ELA & Communications

**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.

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**ENGLISH 12 SEM A/B**

**HSED1007/ HSED1008**

**Credit:** 1 credit each semester

**Graduation Requirement:** ELA & Communications

**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.

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## • *Mathematics* •

### ALGEBRA 1 A/B

HS-20-40/HS-20-41, SGI-11-01/SGI-11-02

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

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

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### ALGEBRA 2 A/B

HS-20-45/HS-20-46, SGI-11-09/SGI-11-10

**Credit:** 1 credit 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.

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### FINANCIAL MATH A/B

HS-20-61/HS-20-62

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

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

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### GEOMETRY A/B

HS-20-38/HS-20-39, SGI-11-05/SGI-11-06

**Credit:** 1 credit 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.

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**INTEGRATED MATH 1 A/B**

HS-20-42/HS-20-43

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

**Textbook:** *Integrated Math, Course 1* (McGraw-Hill). In this course, Integrated Math 1, students will investigate topics from Algebra and Geometry. The first semester will focus on Algebra 1. The second semester will begin with Statistics and Probability and move on to topics found in Geometry. This course will help students develop a basic understanding of linear functions and geometric transformations. The first semester will have a primary focus on linear functions, equations and inequalities. Students will learn the various forms of linear equations (standard form, slope-intercept form and point-slope form) and represent these functions through different means: equation, table, graph, and real life situation. Students will make connections between these representations and decide which approach is best when encountering various types of problems. The second semester will begin with connecting linear functions to linear models, with the use of “lines of best-fit” and “regression lines” when analyzing data that have a linear correlation. Students will learn the basics of probability and how to apply probability to real-life situations. The course will then move on to geometry topics. The focus will be on transformations of figures, congruence through rigid motions, and properties of triangles. Students will construct proofs using what they learn from rigid motions and use coordinates to prove geometric theorems algebraically.

**INTEGRATED MATH 2 A/B**

HS-20-55/HS-20-56

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

**Textbook:** *Integrated Math, Course 2* (McGraw-Hill). This Integrated Math 2 course covers algebra, geometry and probability topics such as: performing operations on polynomials, graphing and solving quadratic and exponential functions/inequalities, using postulates and theorems to create two-column proofs to explore properties of angles, triangles and similar shapes, volume and surface area and calculating probabilities. Throughout the course, students will use close reading skills to make sense of problems and apply critical thinking to construct arguments and justify reasoning. Each unit will require students to apply the skills they have learned to model real world mathematical phenomena and create multiple representations of key concepts. By the end of the course students will have developed mastery in the core topics and will have further developed skills in quantitative reasoning, constructing viable arguments and choosing appropriate tools to make sense of and model mathematical concepts.

• **ONLINE COURSES** •

**ALGEBRA 1 SEM A/B**

HSED2001/ HSED2002

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

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

**ALGEBRA 2 SEM A/B**

HSED2005/ HSED2006

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

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

**GEOMETRY SEM A/B**

HSED2003/ HSED2004

**Credit:** 1 credit 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.

**INTEGRATED MATH 1 SEM A/B**

HSED2013/ HSED2014

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Course Provider:** Edmentum. Integrated Math 1 is designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

**INTEGRATED MATH 2 SEM A/B**

HSED2015/ HSED2016

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Course Provider:** Edmentum. Integrated Math 2 is based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

**INTEGRATED MATH 3 SEM A/B**

HSED2017/ HSED2018

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

**Course Provider:** Edmentum. Integrated Math 3 begins with the simplification of rational and polynomial expressions. Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

**MATHEMATICS OF PERSONAL FINANCE SEM A/B**

HSED2024/ HSED2025

**Credit:** 1 credit each semester**Graduation Requirement:** Mathematics

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

**PRE-CALCULUS SEM A/B**

HED2007/ HSED2008

**Credit:** 1 credit each semester

**Graduation Requirement:** Mathematics

**Course Provider:** Edmentum. Pre-Calculus 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. Pre-Calculus 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.

• **Social Science** •

**AMERICAN GOVERNMENT A/B**

HS3050C/ HS3050D

**Credit:** 1 credit each semester

**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.

**ECONOMICS**

HS-30-08

**Credit:** 1 credit

**Graduation Requirement:** Social Science

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

**US HISTORY A/B**

HSED3043/ HSED3044

**Credit:** 0.5 credits each semester

**Graduation Requirement:** Social Studies

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

**WORLD HISTORY A/B**

HS-30-40/HS-30-41

**Credit:** 1 credit each semester

**Graduation Requirement:** Social Science

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

• **ONLINE COURSES** •

**AMERICAN GOVERNMENT SEM A/B**

**HSED3005A/ HSED3005B**

**Credit:** 1 credit each semester

**Graduation Requirement:** Social Science

**Course Provider:** Edmentum. The interactive, problem-centered, and inquiry-based units in American 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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**ECONOMICS**

**HSED3006**

**Credit:** 1 credit

**Graduation Requirement:** Social Science

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

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**US HISTORY SEM A/B**

**HSED3003/ HSED3004**

**Credit:** 1 credit 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 promotes a holistic perspective of U.S. History.

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**WORLD HISTORY SEM A/B**

**HSED3001/ HSED3002**

**Credit:** 1 credit 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.

• *Science* •

**PHYSICAL SCIENCE A/B**

HS4026/ HS4027

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

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

• **SMALL GROUP INSTRUCTION** •

**BIOLOGY A/B (LAB)**

SGI-11-80/SGI-11-81

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

**Textbook:** *Biology* (McDougal-Little). Biology A/B is an exploration into the unifying themes of Biology. With a focus on big ideas, students are given a deeper comprehension of what exactly it means for something to be “alive.” Students will finish this course with an understanding of cells, including how they use energy, replicate, and differentiate through gene expression. Students will study the probability of inheritance on a genetic level and continue that learning as it develops into a clearer understanding of evolutionary patterns. Students will be able to get a clear view of the bigger picture by seeing that something as small as a cell can be directly related to diversity within our biosphere.

**HUMAN ANATOMY**

SGI-11-106/SGI-11-107

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

Students will develop and use the process of scientific inquiry. Students will gain and develop knowledge of the impact we all have on our own human bodies by what we choose to expose it to. Students will be able to explain how the human body is structured from the simplest cell, to tissues, to organs, to organ systems, to the full organism by studying different types of cells and tissues, and be able to identify, name and give their various functions. Students will be able to identify and locate all the major organs in the body, name all the bones of the body as well as identify specific parts of each bone. Students will learn the proper anatomical terminology used in the medical field. Students will research various disorders that occur within the body. Students will meet professionals in the medical field through class visits, Skype opportunities, and field trips. Students will perform various animal dissections.

• **ONLINE COURSES** •

**BIOLOGY SEM A/B**

HSED4001/ HSED4002

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

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

**BIOLOGY WITH VIRTUAL LABS A/B**

HSED4007/ HSED4008

**Credit:** 1 credit each semester**Graduation Requirement:** Science

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

**CHEMISTRY SEM A/B**

HSED4009/ HSED4010

**Credit:** 1 credit each semester**Graduation Requirement:** Science

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

**EARTH SCIENCE SEM A/B**

HSED4005/ HSED4006

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

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

**ENVIRONMENTAL SCIENCE SEM A/B**

HSED4019/ HSED4020

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

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

**PHYSICAL SCIENCE SEM A/B**

HSED4017/ HSED4018

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

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

**PHYSICS SEM A/B**

HSED4011/ HSED4012

**Credit:** 1 credit each semester

**Graduation Requirement:** Science

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

• *Humanities* •

**COMPARATIVE RELIGIONS**

HS-30-CR

**Credits:** 1 credit

**Graduation Requirement:** Elective

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

**ART HISTORY AND APPRECIATION**

HSED6018

**Credits:** 1 credit

**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.

• **ONLINE COURSES** •

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**INTRODUCTION TO FASHION DESIGN**

**HSED9009**

**Credits:** 1 credit

**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.

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**MUSIC APPRECIATION**

**HSED9055**

**Credits:** 1 credit

**Graduation Requirement:** Fine Arts

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

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**SPANISH 1 SEM A/B**

**HSED6001/ HSED6002**

**Credits:** 1 credit each semester

**Graduation Requirement:** World Language

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

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**SPANISH 2 SEM A/B**

**HSED003/ HSED6004**

**Credits:** 1 credit 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.

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**SPANISH 3 SEM A/B**

**HSED6005/ HSED6006**

**Credits:** 1 credit 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.

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• *Health/Wellness* •

**HEALTH A/B**

HS-70-20/HS-70-21

**Credit:** 1 credit each semester

**Graduation Requirement:** Health/Wellness (A), Elective (B)

**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.

**PHYSICAL EDUCATION I, II**

HS-50-01, HS-50-12

**Credit:** 1 credit each semester

**Graduation Requirement:** Health/Wellness (I), Elective (II)

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.

• *ONLINE COURSES* •

**HEALTH SEM A/B**

HSED7003/ HSED7004

**Credit:** 1 credit each semester

**Graduation Requirement:** Health/Wellness (A), Elective (B)

**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.

**PHYSICAL EDUCATION 1**

HSED5001

**Credit:** 1 credit

**Graduation Requirement:** Health/Wellness

**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.

• *Technology* •

• *ONLINE COURSES* •

**COMPUTING FOR COLLEGE AND CAREERS  
SEM A/B**

HSED9010/ HSED9011

**Credit:** 1 credit each semester

**Graduation Requirement:** Technology

Course Provider: Edmentum. This course is designed to enable students at the high school level to develop basic computer skills that they can use during their college education and also in their careers. This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives.

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**COMPUTER PROGRAMMING 1 SEM A/B**

HSED9075/ HSED9076

**Credit:** 1 credit each semester

**Graduation Requirement:** Technology

Course Provider: Edmentum. Computer Programming combines engaging online and offline activities in a rigorous one-semester course for your high school students who may be aspiring to technical careers. Building on lessons covering the software development lifecycle and software development methodologies, the course uses online discussions, activities, and lessons to lead your students through additional key topics such as quality control, system implementation, and maintenance and the increasingly important issue of system security.

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**DIGITAL AND INTERACTIVE MEDIA SEM A/B**

HSED9058/ HSED9059

**Credit:** 1 credit each semester

**Graduation Requirement:** Technology

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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**TECHNOLOGY LITERACY SEM A/B**

HS90133/ HS90134

**Credit:** 1 credit each semester

**Graduation Requirement:** Elective

**Materials:** *Course website bit.ly/techlitclass.* This course offers students a comprehensive, interactive tour through Google's G Suite applications. Students will be given multiple opportunities to display creativity using Google tools including Drive, Docs, Slides, Gmail and Meet. Throughout the course, students will also be learning about and practicing good Digital Citizenship. At the completion of the second semester of this course, students will be prepared to successfully complete Google's G Suite industry certification examination.

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• *Electives* •

**ACCELERATED MATH A/B**

HS-20-47/HS-20-48

**Credit:** 1 credit each semester

**Graduation Requirement:** Elective

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

**AMERICAN LITERATURE**

HS-10-AL

**Credit:** 1 credit

**Graduation Requirement:** Elective

**Textbook:** Early American Literature Parallel Text (Perfection Learning); **Novels:** *Of Mice and Men* by John Steinbeck; *The Great Gatsby* by F. Scott Fitzgerald. This course is designed to expose students to American literature from the colonial period through the 1930s. Students will study the writing styles of a variety of authors and analyze how the time period in American history influenced the writers of the time. The students will learn about the major movements in American literature from the revolutionary period to the Age of Romanticism. Students will write their own poetry and essays as well as critiques of the writers they read. They will read two novels, *The Great Gatsby* and *Of Mice and Men*, which will give a stark contrast of the 1920s, which was the decade of decadence, to the 1930s era of The Great Depression. Upon completing the course, students will have learned the history of American literature and better understand how it influences the writers of today.

**CHARACTER EDUCATION**

HS-80-42

**Credits:** 1 credit

**Graduation Requirement:** Elective

**Textbook:** *The Success Principles for Teens: How to Get Where You Are to Where You Art 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**

HS-10-23

**Credit:** 1 credit

**Graduation Requirement:** Elective

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

**FOOD AND NUTRITION**

**HS-80-21**

**Credits:** 1 credit

**Graduation Requirement:** Elective

**Textbook:** *Adventures in Food & Nutrition* (Goodheart-Willcox). This course will discuss health issues and concerns of students. Students will examine topics such as the impact and influence of food choices, and practices of good nutrition; Dietary Guidelines for Americans; the impact and importance of calories; the dangers, effects, and treatments of eating disorders; safety issues; and basic first aid in the kitchen. Students will also explore the different parts of any given recipe, which includes language and the methods of measuring out ingredients. Students will expand on the notion of creating a meal that has appeal, limited to resources available to students and the luxury of convenience foods. Students will learn smart shopping, shopping with a plan, creating a shopping list, ways to save money, reading the labels on the food products, and understanding the Universal Product Code. They will also discuss food groups and the four food groups from the Food Pyramid Guide. Students will also study the types of dairy products, cultured products, frozen dairy desserts, cheeses, and butter. Lastly, the students will discuss and explore how to buy, store, prepare, and cook meats, fish, poultry and desserts.

**HISTORY OF THE ANCIENT WORLD**

**HS-85-02**

**Credits:** 1 credit

**Graduation Requirement:** Elective

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

**INDEPENDENT LIVING**

**HS-80-IL**

**Credits:** 1 credit

**Graduation Requirement:** Elective

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

**MATH READINESS A/B/C/D**

**HS-MM-01/HS-MM-02/HS-MM-03/HS-MM-04**

**Credit:** 1 credit each semester

**Graduation Requirement:** Elective

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

**PARENTING/CHILD DEVELOPMENT A/B**

HS-80-40/HS-80-41

**Credits:** 1 credit each semester

**Graduation Requirement:** Elective

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

**PSYCHOLOGY A/B**

HS-30-16/HS-30-17

**Credit:** 1 credit each semester

**Graduation Requirement:** Elective

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

**READING FICTION**

HS-10-RF

**Credit:** 1 credit

**Graduation Requirement:** Elective

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

**WORLD GEOGRAPHY A/B**

HS3046/ HS3047

**Credit:** 1 credit each semester

**Graduation Requirement:** Social Science

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

• **ONLINE COURSES** •

**ACCUPLACER READING**

**HSED9056**

**Credit:** 1 credit

**Graduation Requirement:** Elective

**Course Provider:** Edmentum. ACCUPLACER tests provide information about academic skills and, in conjunction with a student’s academic background, are used by advisors to provide guidance on course selection.

**ACCUPLACER SENTENCE SKILLS**

**HSED9057**

**Credit:** 1 credit

**Graduation Requirement:** Elective

**Course Provider:** Edmentum. ACCUPLACER tests provide information about academic skills and, in conjunction with a student’s academic background, are used by advisors to provide guidance on course selection.

**ACT TEST PREP**

**HSED9064**

**Credit:** 1 credit

**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.

**CREATIVE WRITING**

**HSED9053**

**Credit:** 1 credit

**Graduation Requirement:** Elective

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

**HEALTH SEM A/B**

**HSED7003/ HSED7004**

**Credits:** 1 credit 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.

**LITERACY ADVANCEMENT**

**HS-ES-274/HS-ES-275**

**Credit:** 1 credit each semester

**Graduation Requirement:** Elective

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

**PHYSICAL EDUCATION 1**

**HSED5001**

**Credit:** 1 credit

**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.

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**PHYSICAL EDUCATION 2**

**HSED5002**

**Credits:** 1 credit

**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.

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**PHYSICAL EDUCATION 3**

**HSED5003**

**Credits:** 1 credit

**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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**PSYCHOLOGY SEM A/B**

**HSED9007/ HSED9008**

**Credit:** 1 credit each semester

**Graduation Requirement:** Elective

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

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**SAT TEST PREP**

**HSED9103**

**Credit:** 1 credit

**Graduation Requirement:** Elective

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

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**SOCIOLOGY****HSED9016****Credit:** 1 credit**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.

**WORLD GEOGRAPHY SEM A/B****HSED9014/ HSED9015****Credit:** 1 credit each semester**Graduation Requirement:** Elective

**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.





ITEM: PIEID3SHB19-20

PIE Idaho Student Handbook 2019-2020 rev. 3

\*PIEID3SHB19-20\*

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