

# PATHWAYS

STUDENT HANDBOOK

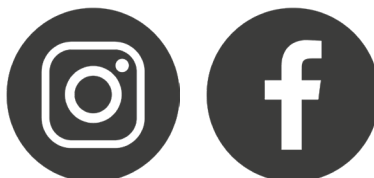




# PATHWAYS IN EDUCATION NAMPA



Student Handbook  
2025-2026







2025-2026 School Year

Dear Student:

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

We are here to help facilitate your goals. 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,

Leslie Lehnertz  
Principal  
Pathways In Education–Nampa

Kristi Duenas  
Associate Superintendent  
Pathways In Education

Wendy Gillespie  
Senior Director of Schools  
Pathways In Education

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## Section I: Introduction

### About the Student Handbook

This handbook is intended to provide students, teachers, aides and parents with a guide to academic and program requirements. It is our hope that every student and parent will read all of the information carefully and discuss it before enrolling in Pathways In Education. Planning a school program is very important, and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local school or supervising teacher or log on to the Pathways In Education website at [www.pathwaysedu.org](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. Please visit the school's website for the most up-to-date information related to COVID-19.

### 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 Cognia®.

### 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. After completing all registration paperwork, all students will attend a mandatory orientation with their parent/guardian and school staff prior to officially beginning the program.
- ❖ *Continuous Learning* – Pathways In Education operates year round. No long vacations to interrupt the learning process.
- ❖ *Flexible Self-Paced Rate of Learning* – Students set their own time and pace for learning. They do not have to sacrifice family or work commitments to meet educational schedules.
- ❖ *Criterion Based Learning* – In core subjects, only material that has not been mastered is required. Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- ❖ *Subject Matter Concentration* – Enrollment in one to two courses at a time allows for greater in-depth learning and results in less confusion.

**Vision Statement**

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

**Mission Statement**

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.

**Anti-Discrimination Policy**

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

**Core Values**

Mutual Trust

Mutual Respect

Compassion

Integrity

Resilience

**Expected Student Outcomes (ESOs)**

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

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

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

**Responsible Learners**

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

**Independent Achievers**

- ❖ Earn a high school diploma
- ❖ 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. Student progress is assessed by the following methods:

- ❖ Weekly review of work
- ❖ Oral and written tests
- ❖ Portfolios of student work product
- ❖ Teacher observation
- ❖ State mandated assessment testing
- ❖ Student demonstrations
- ❖ 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 certified teacher's considered judgment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional judgment of the quality of the student's work and the student's degree of mastery. The teacher may consult with the primary caregiver in order to obtain additional insight into the quality and mastery of the work considered. No grade may be changed by an administrator unless a clerical or mechanical mistake, fraud, bad faith or incompetence can be identified.

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

### Credit

Students earn credit by completing the coursework based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades “A” to “C” in all courses (grades 9–12). The school may accept transfer credits for grades “A” to “D” in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) Standard credit is 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)	0–12	credits earned
Grade 10 (Sophomore)	13–24	credits earned
Grade 11 (Junior)	25–36	credits earned
Grade 12 (Senior)	37–46	credits earned

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

## **Withdrawal Credits**

Pathways In Education is able to award withdrawal credits for courses partially completed at their previous school for classes that Pathways in Education offers, and not already recorded on the previous school's 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, they may retake the course for credit. If a student has earned a "D" grade from transfer credit, they may retake the course, but only for the purpose of achieving a higher grade – no further credit can be awarded. Consult your instructor regarding individual situations.

## **Special Populations**

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

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

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

## **McKinney-Vento Homeless Assistance Act**

This federal legislation guarantees homeless children youth the following:

- ❖ The right to immediate enrollment in school, even if lacking paperwork normally

required for enrollment.

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

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

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

Per the McKinney-Vento Homeless Assistance Act (42 U.S.C § 11431-11435), PIE-Nampa provides homeless students with equal access to free and appropriate education and support services necessary to meet the same academic standards as all other students. Students experiencing homelessness are advised to contact the Homeless & Foster Education Liaison, Marie Ward, at [marieward@pathwaysedu.org](mailto:marieward@pathwaysedu.org) to access referrals to locally available services. Please see additional forms and resources on the PIE-Nampa website. Additionally, please visit [sde.idaho.gov/federal-programs/homeless/](http://sde.idaho.gov/federal-programs/homeless/) for more information about PIE-Nampa's homeless student program.

### **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, they 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 their 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).

### **2025-2026 Student Holidays**

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

*Independence Day:* July 4, 2025

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

*Labor Day:* September 1, 2025

*Presidents' Day:* February 16, 2026

*Veterans Day:* November 11, 2025

*Spring Break:* March 16-20, 2026

*Thanksgiving Break:* November 25-28, 2025

*Memorial Day:* May 25, 2026

*Winter Break:* December 22, 2025- Jan 2, 2026

*President's Appreciation:* June 17-30, 2026

### **Emergency or Weather Shutdown**

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

### **Internet Access Policy**

Pathways In Education–Nampa is committed to providing a safe, secure, and educational online environment for all students in accordance with Idaho Code § 33-132. This policy governs the acceptable and responsible use of the school's Internet and digital resources, known collectively as the Pathways In Education Computer Network ("Network"). It applies to all students, staff, and any

individual who accesses the Network through school-owned devices, facilities, or services.

To protect students and ensure compliance with state and federal regulations, Pathways In Education–Nampa will maintain an Internet filtering and monitoring system that is applied to all school devices and network access points, including wireless connections. These protection measures are designed to block or filter materials that are obscene, harmful to minors, or depict the sexual exploitation of a minor as defined by law. The filtering tools are configured to reflect local policy decisions and age-appropriate access standards, and they include features such as custom blocklists and allowlists, real-time monitoring, filtering reports, and activity logs. All administrative functions are securely managed by designated technology staff.

Internet safety and digital citizenship are integrated into the school's instructional program. These educational efforts are paired with supervision by school staff during school hours and reinforced by encouraging family involvement in monitoring internet use at home.

All students and their parent(s) or legal guardian(s) are required to review and sign this policy prior to the student's use of the Network. By signing, all parties acknowledge their understanding of and agreement to the terms set forth herein.

1. **Network.** Pathways In Education–Nampa utilizes internet programs, computers, browsers, accounts, e-mail systems, and other technologies, 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 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-notices/internet-safety-tips>

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

4. *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.
5. *Supervision.* Students and parents should be aware that the Internet, like television, telephone service, and other forms of mass media, provides access to information and people, representing many different countries, cultures, political/philosophical/moral/religious views and lifestyles. Students using Internet in the classroom shall be closely supervised by the teacher. The responsibility for supervision of students accessing or using the Network from home or anywhere else outside the classroom shall be that of their parent(s) or guardian(s). Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the Network are responsible for supervising their child's use of the Network. Although great care will be taken to reduce the possibility of objectionable materials being accessible through the Network, it is impossible to guarantee that no student will ever be able to obtain access to materials considered objectionable by school and community standards. Therefore, students and their parents are ultimately responsible for the materials accessed through the use of student Network accounts.
6. *Shared Resource.* The Network is a shared resource with finite capacities. Students should be considerate when transferring or storing large files on Network resources. Network users shall not engage in any use of the Network which disrupts other users or seriously degrades performances of the system and Network. Any use determined to be disruptive by the Network administrators will result in appropriate action taken against the user.
7. *Right to Monitor Network Activity.* Pathways In Education–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, believes violates the above standards, and terminate the Network accounts of any persons violating the conditions set forth in this agreement.
8. *Right to Amend Policy & Service Availability.* Pathways In Education–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.

9. **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 their network access; and (iii) any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the Network. Pathways In Education–Nampa makes no warranties with respect to availability of service or access to the Network.
10. **Indemnification.** By using the Network, I agree to defend, indemnify, and hold harmless Pathways In Education–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.
11. **Release of Liability.** In consideration for the privilege of using the Network and in any consideration for having access to the information contained on it, students, parents and guardians agree to release the Pathways In Education–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 their use, or inability to use, the Network.
12. **Governing Law.** This Consent and Waiver form and the Rules and Regulations shall, in all respects, be governed by the laws of the State of Idaho applicable to the agreements executed and wholly performed within the State of Idaho.
13. **Attorneys’ Fees.** In the event any action is instituted by a party to enforce any of the terms and provisions of this Consent and Waiver form or the Rules and Regulations, the prevailing party in such action shall be entitled to such reasonable attorneys’ fees, costs, and expenses as may be fixed by the court or trier of facts, whether or not such action is prosecuted to final judgment.

## AI Guidance

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

Students may use AI to supplement their learning, but it should never replace the development of their own skills and ideas. While AI-generated content can serve as a valuable resource, the use of AI to misrepresent one’s knowledge such as generating essays, solving problems without compre-

hension, or submitting AI-created work as original, is considered academic dishonesty. It is a best practice that students cite the AI tool used and indicate which portions of the work were generated by AI. Teachers may require students to submit drafts, explain their work process, or engage in discussions to demonstrate their understanding. The misuse of AI, in a way that compromises academic integrity, will result in appropriate consequences in accordance with the school's academic policies.

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

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

### **Distraction-Free Learning**

Research shows that implementing a cell phone policy in schools has a positive effect on academic performance, social interactions, and student well-being. To ensure the best learning environment possible, students must turn in their phones upon arrival at the center. Students must place their phones in the Cell Motel at their teachers desk for the entirety of their appointment. If you need to get in contact with your student please call the Center at 208-505-4800.

## 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:

- ❖ Cheating, defined as the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. This includes, but is not limited to, copying from another student or knowingly allowing another to copy.
- ❖ Plagiarizing work, defined as the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work. This definition includes electronic media such as the Internet.
- ❖ Counterfeit work, including turning in as one's own work that which was created, researched, or produced by another.
- ❖ Theft or the altering of grades, records (written or electronic) and/or teaching materials (written or electronic).

Any student found to have broken the academic honesty policy is subject to discipline as determined by Pathways In Education-Nampa at its sole discretion.

### Dress Standard

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

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

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

**Code of Conduct**

- 1. Student Conduct Expectations**
- 2. 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 cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall

educational environment, and substantially disrupt the operation of school.

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

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

Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. 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**

Expulsion 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**

Suspension 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 them 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 their parent/guardian a full and fair hearing on the proposed expulsion or denial of enrollment.

5. 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.
6. 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.

**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
- 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
- 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, mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The Policy shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Special Education Programs.

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

John C. Hall, Superintendent  
Attn: Kristi Duenas, Designee  
Complaint Form  
Pathways In Education Public Charter Schools  
320 N. Halstead Street, Suite 280  
Pasadena, CA 91107  
(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 their designee.

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

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

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

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

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys.

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

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

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

## Pathways In Education Public Charter Schools Complaint Form

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

Response requested: ☐ Yes ☐ No

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Daytime Phone Number: \_\_\_\_\_

Evening Phone Number: \_\_\_\_\_

\*Date of Problem: \_\_\_\_\_

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

\*Course or Grade Level and Teacher Name: \_\_\_\_\_

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

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*\*Required Fields*

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

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

## **Section V: Study Requirements**

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

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

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

### **Acceptance of External Credits**

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

### **Standardized Testing**

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.

**2025-2026 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 U.S. History American Government Economics (1)
<b>Health &amp; Wellness</b> (1 Credit)	Health A
<b>Humanities</b> (2 Credits)	Multiple courses are available, discuss options with your teacher.
<b>Electives</b> (15 Credits)	Financial Literacy (required), multiple other courses are available, discuss options with your teacher.
<b>TOTAL 46 Credits</b>	

## Graduation Planning Guide- Nampa

### Grade 9

English 9A		English 9B	
Mathematics 9A		Mathematics 9B	
Physical Science A		Physical Science B	
Health		Speech	
Elective		Elective	
Elective		Elective	

### Grade 10

English 10A		English 10B	
Mathematics 10A		Mathematics 10B	
Biology A		Biology B	
World History A		World History B	
Elective		Elective	
Elective		Elective	

### Grade 11

English 11A		English 11B	
Humanities		Humanities	
3rd Science A		3rd Science B	
U.S. History A		U.S. History B	
Elective		Elective	
Elective		Elective	

### Grade 12

English 12A		English 12B	
Mathematics 12A		Mathematics 12B	
U.S. Government A		U.S. Government B	
Elective		Financial Literacy/ Elective	
Economics		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. SGI 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: SGI1112*) indicates that these courses are available for students.

## Online School Policy

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

Students accept responsibility for the following:

- ❖ Logging in to the online course for a minimum of five (5) hours per week, and completing all course assignments. Failure to do so will result in the 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 pasting directly from the online curriculum into other sources will not be considered “notes” because they are not student-generated. Use of translation software for foreign language classes is also a form of plagiarism.

Parents or guardians accept responsibility for the following:

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

## Section VI: Course of Study

### • English Language Arts •

#### ENGLISH 9 A/B CP

HS1120/ HS1121, SGI1111/SGI1112

Credit: 1 credit each semester

Graduation Requirement: ELA

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

#### ENGLISH 10 B CP

HS1082

Credit: 1 credit

Graduation Requirement: ELA

In English 10B, students will differentiate between fiction and informational texts and identify author's techniques such as rhetorical devices and text structure. Guided instruction and modeling will cause students to identify an author's perspective and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is a drama with relatable characters and plot that will be incorporated as additional reading material for the course to allow the students to analyze an author's techniques. An additional nonfiction text was chosen for this course to compare and contrast fiction and nonfiction.

#### ENGLISH 10 A/B CP

HS1081A/HS1082A, SGI1121/SGI1122

Credit: 1 credit each semester

Graduation Requirement: ELA

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

#### ENGLISH 11 A/B CP

HS1160/HS1161, SGI1131/SGI1132

Credit: 1 credit each semester

Graduation Requirement: ELA

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

**ENGLISH 11 A/B GR****HS1184/HS1185**

Credit: 1 credit each semester

Graduation Requirement: ELA

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

**ENGLISH 12 A/B CP****HS1162/HS1163, SGI1141/SGI1142**

Credit: 1 credit each semester

Graduation Requirement: ELA

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

**ENGLISH 12 A/B GR****HS1186/HS1187**

Credit: 1 credit each semester

Graduation Requirement: ELA

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

• **ONLINE COURSES** •

**ENGLISH 9 A/B CP**

Credit: 1 credit each semester

**HSED1001/ HSED1002**

Graduation Requirement: ELA

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

**ENGLISH 10 A/B CP**

Credit: 1 credit each semester

**HSED1003/ HSED1004**

Graduation Requirement: ELA

**Course Provider:** Edmentum. English 10 focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English 9 are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of the course. Topics include grammar, sentence and paragraph structure, organizing compositions, and writing a research paper.

**ENGLISH 11 A/B CP**

Credit: 1 credit each semester

**HSED1005/ HSED1006**

Graduation Requirement: ELA

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

**ENGLISH 12 A/B CP**

Credit: 1 credit each semester

**HSED1007/ HSED1008**

Graduation Requirement: ELA

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

• **Mathematics** •

**ALGEBRA 1 A/B CP**

Credit: 1 credit each semester

**HS2040/HS2041, SGI1101/SGI1102**

Graduation Requirement: Mathematics

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

**ALGEBRA 1 A/B CP**

Credit: 1 credit each semester

**HS2075/HS2076**

Graduation Requirement: Mathematics

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

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

## ALGEBRA 2 A/B CP

HS2045/HS2046, SGI1109/SGI1110

Credit: 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.

## FINANCIAL MATH A/B CP

HS2061/HS2062

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.

## GEOMETRY A/B CP

HS2038/HS2039, SGI2105/SGI2106

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.

## INTEGRATED MATH 1 A/B CP

HS2081/HS2082, SGI2203/SGI2204

Credit: 1 credit each semester

Graduation Requirement: Mathematics

In Integrated Math, students begin their study by exploring one-variable statistics. They gather and display data, and interpret statistical results. From here, students transition to expanding their understanding of linear equations, inequalities, and systems. They write rearrange, evaluate, and solve equations and inequalities fluently; explain or validate their reasoning; use multiple representations to model relationships and constraints; write and graph equations in different forms; and reason abstractly about real-world situations. Finally, students study two variable statistics. They create scatter plots and their lines of best fit, use residuals and the correlation coefficient, interpret data, and differentiate between correlation and causation.

**INTEGRATED MATH 2 A/B CP**

HS2055/HS2056, SGI2205/SGI2206

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.

**INTEGRATED MATH 3 A/B CP**

HS2057/HS2058, SGI2207/SGI2208

Credit: 1 credit each semester

Graduation Requirement: Mathematics

**Textbook:** *Integrated Math, Course 3* (McGraw-Hill). Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. During the first semester students will revisit and expand on the following topics: systems of linear equations and inequalities, polynomial operations, factoring, properties of polynomial functions, exponential functions, and radical functions. Additionally students will explore discover new concepts such as: nonlinear systems, linear programming, factoring third- and fourth-degree polynomial, divide polynomials, Fundamental Theorem of Algebra, logarithms, radical and rational functions.

• **ONLINE COURSES** •

**ALGEBRA 1 A/B CP**

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 A/B CP**

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 A/B CP**

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 A/B CP****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 A/B CP****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 A/B CP****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.

**INTRODUCTORY ALGEBRA****HSED2011/ HSED2012**

Credit: 1 credit each semester

Graduation Requirement: Mathematics

**Course Provider:** Edmentum. Semester A, students will explore transformations and solve linear equations. Students will also solve real-world problems with two linear equations. In this course students will study and interpret functions that can help them solve problems they encounter in everyday life. Semester B, students will study the use of scientific notation and learn to use roots appropriately. Students will also plot and compare irrational numbers and simplify expressions with irrational numbers. Students will explore the Pythagorean Theorem and probability, which they can use to solve real-world problems.

**PRECALCULUS A/B CP****HSED2007/ HSED2008**

Credit: 1 credit each semester

Graduation Requirement: Mathematics

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

**PROBABILITY AND STATISTICS CP****HSED2023**

Credit: 1 credit

Graduation Requirement: Mathematics

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

## • Social Science •

### AMERICAN GOVERNMENT A/B CP

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.

### DUAL CREDIT: AMERICAN GOVERNMENT A/B CP

HSDC3050A/HSDC3050B

Credit: 1 credit each semester

Graduation Requirement: Social Science

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 CP

HS3058

Credit: 1 credit

Graduation Requirement: Social Science

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

### ECONOMICS GR

HS3051

Credit: 1 credit

Graduation Requirement: Social Science

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

### U.S. HISTORY A/B CP

HS3043/HS3044

Credit: 1 credit each semester

Graduation Requirement: Social Science

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

**WORLD HISTORY A/B CP****HS3040/HS3041**

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 help to affect the rest of the world.

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

Credit: 1 credit each semester

Graduation Requirement: Social Science

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

**• ONLINE COURSES •****AMERICAN GOVERNMENT A/B CP****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.

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

**U.S. HISTORY A/B CP****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 encourages a holistic perspective of U.S. history.

## WORLD HISTORY A/B CP

HS4036/HS4037

Credit: 1 credit each semester

Graduation Requirement: Social Science, Elective

**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 •

### BIOLOGY A/B CP

HS4036/HS4037

Credit: 1 credit each semester

Graduation Requirement: Science

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

### PHYSICAL SCIENCE SEM A/B CP

HS4026/HS4027, SGI1186/SGI1187

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 CP

SGI1180/SGI1181

Credit: 1 credit each semester

Graduation Requirement: Science

**Textbook:** *Biology* (McDougall-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 A/B CP**

SGI11106/SGI11107

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.

**ENVIRONMENTAL SCIENCE A/B CP**

SGI1193/SGI1194

Credit: 1 credit each semester

Graduation Requirement: Science

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.

**• ONLINE COURSES •****BIOLOGY A/B CP**

HSED4003/ HSED4004

Credit: 1 credit each semester

Graduation Requirement: Science

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

**BIOLOGY WITH VIRTUAL LABS A/B CP**

HSED4007/ HSED4008

Credit: 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 Next Generation Science Standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation. Lab materials note: None of the virtual labs require specialized 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 A/B CP**

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 Next Generation Science Standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities.

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**EARTH SCIENCE A/B****HSED4005/ HSED4006**

Credit: 1 credit 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.

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**ENVIRONMENTAL SCIENCE A/B CP****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.

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**PHYSICAL SCIENCE A/B CP****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.

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**PHYSICS A/B CP****HSED4011/ HSED4012**

Credit: 1 credit each semester

Graduation Requirement: Science

**Course Provider:** Edmentum. Physics introduces students to the physics of motion and to the properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

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• *Humanities* •

• *ONLINE COURSES* •

**ART HISTORY AND APPRECIATION CP****HSED6018**

Credit: 1 credit

Graduation Requirement: Humanities

**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.

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**DIGITAL AND INTERACTIVE MEDIA A/B CP****HSED9058/HSED9059**

Credit: 1 credit each semester

Graduation Requirement: Humanities

**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.

## FUNDAMENTALS OF MULTIMEDIA CP

HS90124

Credit: 1 credit

Graduation Requirement: Technology

**Materials:** *Course website of yitm.weebly.com*. This course offers students a comprehensive, interactive tour of multimedia design skills. Students will be able to use these skills immediately in both their school work and daily lives. Developing a foundation in multimedia design will help students should they seek more advanced courses in graphic design.

## HISTORY OF THE ANCIENT WORLD

HS8502

Credit: 1 credit

Graduation Requirement: Humanities

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

## INTRODUCTION TO FASHION DESIGN CP

HSED9009

Credit: 1 credit

Graduation Requirement: Humanities

**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.

## MUSIC APPRECIATION CP

HSED9055

Credit: 1 credit

Graduation Requirement: Humanities

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

## MYTHOLOGY AND FOLKLORE CP

HSED9169

Credit: 1 credit

Graduation Requirement: Humanities

**Course Provider:** Edmentum. This course is intended for students to familiarize themselves with various myths, legends, and folklore from around the world. In Mythology and Folklore, students will describe myths related to the creation of the world, the natural elements, and the destruction of the world. Students will identify the main characters of various dynastic dramas, love myths, and epic legends and describe their journeys. Students will trace the evolution of folklore and describe folktales from around the world.

## SPANISH 1 A/B CP HSED6001/HSED6002

Credit: 1 credit each semester

Graduation Requirement: Humanities

**Course Provider:** Edmentum. Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning.

## SPANISH 2 A/B CP

HSED6003/HSED6004

Credit: 0.5 credits each semester

Graduation Requirement: World Language

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

**SPANISH 3 A/B CP****HSED6005/HSED6006**

Credit: 1 credit each semester

Graduation Requirement: Humanities

**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****HS7020**

Credit: 1 credit

Graduation Requirement: Health/Wellness

**Textbook:** *Health* (Prentice Hall). In Lifetime Wellness A, students will 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 will also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures 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 will also explore the elements of physical fitness and the design of suitable exercise programs.

**HEALTH A****HS7045**

Credit: 1 credit

Graduation Requirement: Elective

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

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**• *ONLINE COURSES* •**

**HEALTH A****HSED7003**

Credit: 1 credit

Graduation Requirement: Health/Wellness

**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.

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**• *Technology* •**

**• *ONLINE COURSES* •**

**COMPUTING FOR COLLEGE AND CAREERS A/B CP****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.

**COMPUTER PROGRAMING 1 A/B CP****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 high school students who may be aspiring to technical careers. Building on lessons covering the software development life cycle and software development methodologies, the course uses online discussions, activities, and lessons to lead 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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**• Electives •**

**BASIC STUDY SKILLS****HS1034**

Credit: 1 credit

Graduation Requirement: Elective

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

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**CHARACTER EDUCATION****HS8042**

Credit: 1 credit

Graduation Requirement: Elective

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

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**CONTEMPORARY COMPOSITION****HS1023**

Credit: 1 credit

Graduation Requirement: Elective

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

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**DRIVER EDUCATION****SGIDE80**

Credit: 1 credit

Graduation Requirement: Elective

This course is designed to give students a broad understanding of the laws and practices they will need to drive a vehicle safely. By the end of the course, students will be familiar with how weather conditions, other drivers, and different traffic situations can be navigated safely and efficiently. In addition to general rules that govern all drivers in the United States.

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

Credit: 1 credit each semester

Graduation Requirement: Elective

The Film Analysis course will offer students the opportunity to become familiar with the film industry of both past and present. Students will analyze a diversity of cinematic films through a unique lens - movies that have had impacts in various ways. Through very specific categorical designations, students will watch various types of films while analyzing the social, business, and ethical impact of these films and the film industry. In each designated category, students will engage in scholarly and analytical reading, reflect on said reading, and write critically about how each of their viewed films fit these social, business, and ethical norms. Additionally, students will learn both broad and specific film and film business vocabulary and will be expected to use this language in all of their writings and projects. Students will

watch a total of 20 films in 10 designated categories. Students will be assessed on their completed “film maps” and the performance tasks they must complete for each category. Rubrics will be used to ensure that students relate their written, audio, and other creative content back to the theme exploration and newly learned vocabulary.

## FOOD AND NUTRITION

HS8033

Credit: 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; 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.

## HEALTH B

HS7021

Credit: 1 credit

Graduation Requirement: Elective

**Textbook:** *Health* (Prentice Hall). An area of emphasis in Lifetime Wellness B is the use and abuse of prescription and illegal drugs. Students will 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 will conclude with lessons about environmental pollution and the healthcare system.

## HEALTH B

HS7046

Credit: 1 credit

Graduation Requirement: Elective

**Textbook:** *Health* (Prentice Hall). 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.

## INDEPENDENT LIVING

HS801L

Credit: 1 credit

Graduation Requirement: Elective

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

## MATH READINESS A/B/C/D

HSMM01/HSMM02/HSMM03/HSMM04

Credit: 1 credit each semester

Graduation Requirement: Elective

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

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

Credit: 1 credit each semester

Graduation Requirement: Elective

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

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

Credit: 1 credit each semester

Graduation Requirement: Elective

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

**PARENTING/CHILD DEVELOPMENT A/B** HS8040/HS8041

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

**PERSONAL FINANCE** HS2030

Credit: 1 credit

Graduation Requirement: Elective

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

**PHYSICAL EDUCATION I** HS5001

Credit: 1 credit each semester

Graduation Requirement: Elective

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

**PHYSICAL EDUCATION 1 (2024)** HS5080

Credit: 1 credit

Graduation Requirement: Elective

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

**PHYSICAL EDUCATION 2 (2024)****HS5081**

Credit: 1 credit

Graduation Requirement: Elective

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

**PHYSICAL EDUCATION II/III****HS5012/HS5013**

Credit: 1 credit each semester

Graduation Requirement: Elective

Upon completion of each of these courses, students will have participated in a variety of sports. In addition, students will learn about the sports and discuss an aspect of the sport in the current news. This class will familiarize students with activities that might be suitable for their lifelong recreation and physical fitness.

**PSYCHOLOGY A/B CP****HS3016/HS3017**

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 following: the history of psychology; human growth and development; mind and body; learning and memory; thinking and motivation; intelligence and personality; psychological disorders; psychotherapy; social psychology; and careers in psychology. Students will acquire a variety of higher-order thinking skills, including critical analysis, research methods, domain-specific vocabulary, and practice in academic writing and oral exposition. Assessments will require students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information as a practicing psychologist would.

**READING FICTION****HS10RF**

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

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

Credit: 1 credit each semester

Graduation Requirement: Elective

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

**SPEECH AND VOICE CP****HS90115**

Credit: 1 credit

Graduation Requirement: ELA and Communication

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.

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

Credit: 1 credit each semester

Graduation Requirement: Elective

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

**WORLD GEOGRAPHY A/B CP****HS3046/HS3047**

Credit: 1 credit each semester

Graduation Requirement: Elective

**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** •

**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.

**CONSUMER MATHEMATICS CP****HSED9138**

Credit: 1 credit

Graduation Requirement: Elective

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

**CREATIVE WRITING CP****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 well as the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in creative writing fields.

**ENGLISH FOUNDATIONS 1/2****HSED9060/HSED9061/HSED9062/HSED9063**

Credit: 1 credits each semester

Graduation Requirement: Elective

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

**FINANCIAL LITERACY****HSED9201**

Credit: 1 credit

Graduation Requirement: Elective

**Course Provider:** Edmentum. In this course, students will learn how to effectively manage personal finances and develop essential financial literacy skills. Topics include budgeting, saving for the future, understanding investing risks and returns, types of insurance, the impact of taxes, financial institutions, financing education, and planning for retirement. Students will gain practical knowledge in creating budgets, setting financial goals, and understanding the power of saving and compounding interest. They will analyze investment options, evaluate insurance coverage, grasp tax fundamentals, explore financial institution services, learn about education financing, and recognize the importance of retirement planning. By the end of the course, students will possess the skills necessary for informed decision-making, resource management, and securing a prosperous financial future.

**GOTHIC LITERATURE CP****HSED9167**

Credit: 1 credit

Graduation Requirement: Elective

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

**HEALTH SEM B****HSED7004**

Credit: 1 credit

Graduation Requirement: Elective

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

**INTRODUCTION TO ANTHROPOLOGY CP****HSED9027**

Credit: 1 credit

Graduation Requirement: Elective

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

**INTRODUCTION TO ARCHAEOLOGY CP****HSED9025**

Credit: 1 credit

Graduation Requirement: Elective

**Course Provider:** Edmentum. This course covers subject areas such as: history of modern archaeology, discoveries in archaeology, careers in archaeology, research techniques, evidence, site excavation, and many more.

**INTRODUCTION TO ASTRONOMY CP****HSED9026**

Credit: 1 credit

Graduation Requirement: Elective

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

**INTRODUCTION TO FORENSIC SCIENCE CP****HSED9022**

Credit: 1 credit

Graduation Requirement: Elective

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

a crime scene. Finally, they learn about forensic investigative methods related to arson, computer crimes, financial crimes, frauds, and forgeries.

## INTRODUCTION TO SOCIAL MEDIA CP

HSED9012

Credit: 1 credit

Graduation Requirement: Elective

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

## INTRODUCTION TO WORLD RELIGIONS CP

HSED9168

Credit: 1 credit

Graduation Requirement: Elective

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

## LITERACY ADVANCEMENT A/B

HSES274/HSES275

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

## MATHEMATICS OF PERSONAL FINANCE A/B

HSED2024/HSED2025

Credit: 1 credit each semester

Graduation Requirement: Elective

**Course Provider:** Edmentum. Semester A is designed to teach students about real-life financial situations that require every day math skills. As a consumer, you will be earning, spending and saving money. This course will help students make educated and responsible decisions regarding their finances. Semester B is designed to introduce students to the basics of financial algebra. This course includes lessons that focus on planning for expenses and developing financial goals. Students will learn to use algebraic expressions that model growth that is due to interest. Students will also describe investments in terms of their cost, risks, and returns. Students will see how businesses achieve profits through proper financial planning. Students will examine the benefits and consequences of using credit cards and taking out loans. Finally, students will study economics, or the science of the creation, distribution, and consumption of goods and services. Students will see how economics affects them as an individual and how it affects the country as a whole.

## NUTRITION AND WELLNESS

HSED9024

Credit: 1 credit

Graduation Requirement: Elective

**Course Provider:** Edmentum. This one-semester course is intended as a practical, hands-on guide. This course will cover basic knowledge about nutrition and wellness such as basic concepts of nutrition, the digestive and metabolic processes, nutrient requirements, dietary guidelines, importance of physical fitness, community health issues, food management, and careers in the field of nutrition and wellness.

## 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.

**PHYSICAL EDUCATION 2****HSED5002**

Credit: 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.

**PHYSICAL EDUCATION 3****HSED5003**

Credit: 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.

**PSYCHOLOGY A/B CP****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.

**SAT MATH****HSED9202**

Credit: 1 credit

Graduation Requirement: Elective

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

**SAT READING****HSED9203**

Credit: 1 credit

Graduation Requirement: Elective

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

**SOCIOLOGY CP****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.

**WOMEN'S STUDIES CP****HSED9106**

Credit: 1 credit

Graduation Requirement: Elective

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

**WORLD GEOGRAPHY A/B CP****HSED9014/HSED9015**

Credit: 1 credit

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.

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### • *Career-Focused Electives* •

#### **BUSINESS MATH**

HS2007

Credit: 1 credit

Graduation Requirement: Elective

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

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#### **CRIMINAL JUSTICE CP**

HS3030

Credit: 1 credit

Graduation Requirement: Elective

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

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### • *ONLINE COURSES* •

#### **AUDIO VIDEO PRODUCTION 1 A/B CP**

HSED9142/HSED9143

Credit: 1 credit each semester

Graduation Requirement: Elective/CTE

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

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#### **AUDIO VIDEO PRODUCTION 2 A/B CP**

HSED9144/HSED9145

Credit: 1 credit each semester

Graduation Requirement: Elective/CTE

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

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#### **AUDIO VIDEO PRODUCTION 3 A/B CP**

HSED9146/HSED9147

Credit: 1 credit each semester

Graduation Requirement: Elective/CTE

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

success in the audio video production industry.

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**BUSINESS COMMUNICATIONS A/B CP**

**HSED9139/HSED9140**

Credit: 1 credit each semester

Graduation Requirement: Elective

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

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**CAREER EXPLORATIONS**

**HSED9127**

Credit: 1 credit

Graduation Requirement: Elective

**Course Provider:** Edmentum. This course is intended as a practical, hands-on guide to career exploration and planning. The course ends with a course activity in which students will create two essential components of a career portfolio: a resume and a cover letter or applying for an entry-level job in the student's chosen career. Students will explore the career pathways within each cluster, determine the academic and skill requirements for different career pathways, and learn about the jobs available in each pathway and the work these professionals do. This course will also guide students through the process of creating academic and career plan based on their interests abilities and life goals.

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**INTRODUCTION TO ANDROID MOBILE APP DEVELOPMENT CP**

**HSED9199**

Credit: 1 credit

Graduation Requirement: Elective

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

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**INTRODUCTION TO IOS MOBILE APP DEVELOPMENT CP**

**HSED9200**

Credit: 1 credit

Graduation Requirement: Elective

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

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**INTRODUCTION TO MILITARY CAREERS CP**

**HSED9031**

Credit: 1 credit

Graduation Requirement: Elective

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

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**NETWORKING FUNDAMENTALS A/B CP**

**HSED9173/HSED9174**

Credit: 1 credit each semester

Graduation Requirement: Elective

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

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

Credit: 1 credit each semester

Graduation Requirement: Elective

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

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

Credit: 1 credit each semester

Graduation Requirement: Elective

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

**PROFESSIONAL COMMUNICATIONS CP****HSED9165**

Credit: 1 credit

Graduation Requirement: Elective

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

**• Pathways Trips •**

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

**PATHWAYS: BLACK HISTORY AND CULTURE****HS90197**

Credit: 1 credit

Graduation Requirement: Elective

In this Pathways Black History and Culture tour, students will explore multiple southern states and learn about black history from slavery till present day. Through the student's exploration of museums, historical sites, worksheets, workshops, and special speakers, group discussion/assignments, Pathways Black History and Culture Tour will allow students the opportunity to understand and explore the history of the black culture and the connection with current day events.

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

Credit: 1 credit

Graduation Requirement: Elective

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

**PATHWAYS: CHINA****HS90106**

Credit: 1 credit

Graduation Requirement: Elective

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

**PATHWAYS: CREW****HS8061**

Credit: 1 credit

Graduation Requirement: Elective

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

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

Credit: 1 credit

Graduation Requirement: Elective

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

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

Credit: 1 credit

Graduation Requirement: Elective

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

**PATHWAYS: CSI****HS90144**

Credit: 1 credit

Graduation Requirement: Elective

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

**PATHWAYS: EAST COAST COLLEGE TOUR****HS90208**

Credit: 1 credit

Graduation Requirement: Elective

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

map out their future after graduation.

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**PATHWAYS: FARM FORENSICS**

**HS90281**

Credit: 1 credit

Graduation Requirement: Elective

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

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**PATHWAYS: LEADERSHIP CAMP**

**HS90282**

Credit: 1 credit

Graduation Requirement: Elective

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

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**PATHWAYS: CUBA**

**HS9047**

Credit: 1 credit

Graduation Requirement: Elective

Students will explore Cuban culture, politics and history and compare and contrast the Cuban lifestyle with that of life in the U.S.

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**PATHWAYS: EAST COAST COLLEGE TOUR**

**HS90208**

Credit: 1 credit

Graduation Requirement: Elective

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

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**PATHWAYS: IRELAND**

**HS9050**

Credit: 1 credit

Graduation Requirement: Elective

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

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**PATHWAYS: ITALY**

**HS9050**

Credit: 1 credit

Graduation Requirement: Elective

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

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**PATHWAYS: RMPR LEADERSHIP**

**HS8060**

Credit: 1 credit

Graduation Requirement: Elective

The objective of the Rocky Mountain Pathways Work Study Program is to facilitate learning through experiencing life on a ranch. The topics covered include Native American history and traditions, animals of the ranch and

the history and landscape of Colorado. The skills developed include work and post-secondary skills, team building, and problem-solving. This is accomplished through participation in work on the ranch, academic work, and experiential activities. Additionally, students will leave with the understanding of being a part of a community, their personal leadership, and a greater awareness of nature.

.....  
**PATHWAYS: WASHINGTON DC**

**HS90125**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**PATHWAYS: WWII**

**HS90131**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**• ONLINE COURSES •**

**PATHWAYS: VIRTUAL COLLEGE TOUR**

**HS90162**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**PATHWAYS: VIRTUAL CSI**

**HS90161**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**PATHWAYS: VIRTUAL DC**

**HS90163**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**PATHWAYS: VIRTUAL INTERNATIONAL**

**HS90164**

Credit: 1 credit

Graduation Requirement: Elective

In this Pathways: International program, students will virtually explore multiple countries from across the globe while learning about the food, culture and holiday customs that make each country unique. Students will partake

in virtual cooking demonstrations, be introduced to culturally significant traditions, and have the opportunity to taste unique holiday flavors from around the world. At the end of this course each student will have the knowledge to compare and contrast how certain holidays are celebrated in each of the various countries, identify how these cultures and traditions are similar and different to those in America, and leave with interesting new recipes they can share with their friends and families.

.....  
**PATHWAYS: VIRTUAL MENTORSHIP**

**HS90160**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**PATHWAYS: VIRTUAL RMPR X NATIONAL PARKS**

**HS9100**

Credit: 1 credit

Graduation Requirement: Elective

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

.....  
**PATHWAYS: VIRTUAL SERVICE LEARNING**

**HS90165**

Credit: 1 credit

Graduation Requirement: Elective

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

## Section VII: Policies

### School Year, Calendar, and Instructional Hours

#### School Calendar

Pathways In Education will annually establish the start and end dates of the school year, length and dates of vacation, and the days designated as legal school holidays.

#### Instructional Hours

A minimum of 990 instructional hours is required for students in grades 9-12.

Legal References	Description
IDAPA 08.02.01.250.01	Required Instructional Time
IDAPA 08.02.01.250.03	Day in Session When Counting Pupils in Attendance

#### Health Enhancement Education Policy

Students at Pathways In Education attend school appointments in small cohorts. Teachers meet with eight to ten students at a time so that individualized instruction and academic interventions can be effectively provided to meet students' learning needs. Small Group Instruction classes, taught via direct instruction, also model Pathways In Education's philosophy of personalized learning by keeping class sizes small at 18 students or less.

Legal References	Description
IDAPA 08.02.02.110	Personnel Standards

#### Controversial Issues and Academic Freedom Policy

Pathways In Education recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, board policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;

4. Aid students in identifying options and making choices about their educational program;
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students;
6. Provide for a follow-up of students who further their education and/or move into the world of work;
7. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions, including reasonable efforts, and encouraging students to consider and explore “nontraditional” occupations.

Legal References	Description
IDAPA 08.02.03.108	Guidance Programs

### Health Enhancement Education

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study.

Students shall receive education regarding the use of alcohol, tobacco, and drugs through a health curriculum that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

Legal References	Description
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy

### Controversial Issues and Academic Freedom

Pathways In Education shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

Pathways In Education recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily limited to:

1. Politics;

2. Science;
3. Health and sex education; and
4. Values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

Pathways In Education encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

Pathways In Education also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals, and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, and by Pathways In Education's mission statement.

In the study or discussion of controversial issues or materials, however, Pathways In Education directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. Pathways In Education philosophy of education;
3. Community standards, morals, and values;
4. The necessity for a balanced presentation; and
5. The necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, Pathways In Education expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students; and
5. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. Teachers may use discretion in selecting supplemental materials to support and enhance the regular classroom curriculum. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents/guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent/guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The teacher will provide an alternative assignment if the request is approved by the Principal or their designee.

Legal References	Description
IC § 33-138	Dignity and Nondiscrimination in Public Education

### Parent and Family Engagement Policy

Pathways In Education may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The school shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish Pathways In Education's expectations and objectives for meaningful parent and family involvement, and specifically describe how the school will:

1. **Demonstrate Joint Development of Engagement Plan:** Pathways In Education shall involve parents and family members in jointly developing the school's plan; and
2. **Coordinate Assistance and Support:** Pathways In Education shall provide the coordination, technical assistance, and other support necessary to assist in implementing effective parent and family involvement activities to improve student academic achievement and school performance; and
3. **Coordinate with Other Programs:** Pathways In Education shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the School's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** Pathways In Education shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
  - A. The barriers to greater participation by parents in improvement plan activities

(with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

C. The strategies that will be implemented to support successful school and family interactions.

**5. Implement Evaluation Findings:** Pathways In Education shall use the findings of the evaluation performed in Paragraph 4 to design evidence-based strategies for more effective parental involvement; and

**6. Establish a Parent Advisory Board:** Pathways In Education shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by Pathways In Education to adequately represent the needs of the population served by the school.

## Policy Development

Pathways In Education shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy that shall describe the means for carrying out the requirements above. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and Pathways In Education.

**1. Parental Involvement:** All charter schools receiving Title I funds shall:

A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and

B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Pathways In Education's available programs, including the planning, review, and improvement of the school's parent and family engagement policy.

D. Provide parents of participating children:

I. Timely information about qualifying programs;

II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

- 2. Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, Pathways In Education, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Legal References	Description
20 USC § 6311	Basic Program Requirements - State Plans
20 USC § 6312	Basic Program Requirements - Local Education Agency Plans
20 USC § 6318	Basic Program Requirements - Parent and Family Engagement

### Parental Rights Policy

Pathways In Education encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, Pathways In Education reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

Pathways In Education is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform[,] and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, Pathways In Education has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Parents/guardians and students are expected to abide by Pathways In Education's practices, policies, and procedures governing the operation of the school which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact school staff and resources, including employee working conditions, safety, and supervision on school premises for school activities, and the efficient allocation of expenditures. Pathways In Education will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, teachers' workloads, and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to Pathways In Education's implementation of various mandates through the School's practices, policies, and procedures, or if a parent/guardian would

like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with Pathways In Education's school leadership. Should that avenue not resolve the situation, a parent/guardian may address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

### **Access to Learning Materials**

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in their student's classroom. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

### **Addressing Parent/Guardian Concerns**

A parent/guardian who feels the school has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance as described in Pathways In Education's Uniform Grievance Policy.

<b>Legal References</b>	<b>Description</b>
IC § 32-1010	Intent of the Legislature – Parental Rights
IC § 32-1012	Parental Right to Direct the Education of Children
IC § 32-1013	Interference with Fundamental Parental Rights Restricted
IC § 33-6001	Parental Rights
IC § 33-6002	Annual Notice of Parental Rights
Id. Const. art. IX	Education and School Lands
IDAPA §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

### **Military Compact Waiver Policy**

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a charter school within the State of Idaho and subject to the laws of the State of Idaho, the school shall follow the requirements of the Compact for students for whom the Compact applies who enroll at the school.

### **Purpose**

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing:

1. Timely student enrollment;
2. Student placement;
3. Qualification and eligibility for curricular, co-curricular, and extra-curricular programs;
4. Timely graduation; and

5. The facilitation of cooperation and communication between various member states' schools.

## Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the National Oceanic and Atmospheric Administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

## Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial educational records, Pathways In Education shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.
2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at Pathways In Education, Pathways In Education shall request the student's official educational records from their last school of attendance.
3. **Immunizations:** Pathways In Education shall provide a period of thirty days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the school. Where the school's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.

## Graduation

In order to facilitate the on-time graduation of a child of military families, the receiving Charter School shall incorporate the following procedure:

### 1. Graduation Course Requirements – Waiver:

The receiving charter school's Principal or designee shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

**2. Exit Exams:** In lieu of testing requirements required for graduation at the receiving charter school, the School and the State of Idaho shall accept any or all of the following:

- a. Exit exams or end-of-course exams required for graduation from the sending school;
- b. National norm-referenced achievement tests; or
- c. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving charter school for a student transferring during his or her senior year, subsection 3, below, shall apply.

Legal References	Description
IC § 33-5701	Interstate Compact on Educational Opportunity for Military Children
IDAPA 08.02.03.105	High School Graduation Requirements

## Entrance, Placement, and Transfer Policy

### Initial Enrollment

Immunization records or an appropriate waiver and birth certificate are required for admission to Pathways In Education, subject to provisions of McKinney Homeless Assistance Act.

If a birth certificate is not provided upon enrollment of a student for the first time, Pathways In Education shall notify the person enrolling the student in writing that he or she must provide, within 30 days, either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birth date may include a passport, visa, or other governmental documentation of the child's identity.

### Placement

Grade level placement at Pathways In Education is based on credits students have earned and are as follows:

Grade 9 (Freshman) 0–12 credits earned

Grade 10 (Sophomore) 13–24 credits earned

Grade 11 (Junior) 25–36 credits earned

Grade 12 (Senior) 37–46 credits earned

### Transfer

Pathways In Education policies regulating pupil enrollment from other accredited secondary schools are designed to protect the educational welfare of the child and of other children enrolled at the school.

Requests for transfer of credits from any secondary school shall be subject to a satisfactory examination of the following:

1. Appropriate certificates of accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. The school facility as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);
5. An appropriate evaluation of student performance leading toward credit issuance

<b>Legal References</b>	<b>Description</b>
20 USC § 6313	Eligible School Attendance Areas
20 USC § 7912	Unsafe School Choice Option
42 USC § 11432	Grants for State and Local Activities for the Education of Homeless Children and Youths
IC § 18-4511	School Duties — Records of Missing Child — Identification Upon Enrollment — Transfer of Student Records
IC § 33-201	Attendance at Schools - School Age
IC § 33-209	Attendance at Schools —Transfer of Student Records — Duties
IC § 33-5210	Application of School Law – Accountability – Exemption from State Rules
IC § 39-4801	Immunization Required
IC § 39-4802	Immunization Exemptions
Id. Const. art. IX, § 9	Compulsory Attendance at School

### **Drug Free School Zone Policy**

Pathways In Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

For purposes of this policy, “Drugs” shall mean:

1. All dangerous controlled substances as so designated and prohibited by Idaho law;
2. All chemicals which release toxic vapors;
3. All alcoholic beverages;
4. Tobacco products;

5. Any prescription or patent drug, except those for which permission to use in School has been granted pursuant to Board policy;
6. “Look-alikes”;
7. Anabolic steroids;
8. Any other illegal substances so designated and prohibited by law.

In accordance with federal law, Pathways In Education hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any School property. Pathways In Education prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property or at any school-related event. Furthermore, the Principal shall take the necessary steps to ensure that an individual 18 years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

Sanctions for violation of this or any other policy which addresses illegal drug and alcohol possession, use, or distribution may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment.

Legal References	Description
IDAPA 08.02.03.160	Safe Environment and Discipline
Pub. L. 101-226	The Anti-Drug Abuse Act of 1986, Title IV, Subtitle B: The Drug-Free Schools and Communities Act of 1986 (as amended)

### Prohibition of Tobacco Possession and Use

Pathways In Education recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the school environment.

Pathways In Education prohibits tobacco use and possession by students at any time in a school building or on any school property. Tobacco use and possession by students is also prohibited at school-sponsored activities that are held off school property.

The school may initiate discipline according to the school’s student discipline policy and/or prosecution of a student who possesses or uses tobacco in violation of this policy.

### Definition

For the purposes of this policy, tobacco use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, and vaping devices.

Legal References	Description
IC § 39-5703	Prevention of Minors’ Access to Tobacco -Possession, Distribution or Use by a Minor
IDAPA 08.02.03.160	Safe Environment and Discipline

## Prohibition of Substance and Alcohol Use

Pathways In Education recognizes that use of alcohol and drugs is a serious problem and that the presence of drugs in school is detrimental to the educational environment and harmful to the health, safety, and welfare of students and staff. It is the desire of Pathways In Education to help those in need of alcohol and drug intervention and, at the same time, to protect others that are affected by the presence of alcohol and drugs and to enforce the policies of the school relating to use, possession, and being under the influence of alcohol or controlled substances, as that term is defined in statute (I.C. § 37-2732C).

If the school has reasonable suspicion (based upon reliable information received or the personal observations of staff) to believe that a student is using or is under the influence of alcohol or a controlled substance and the student has not voluntarily disclosed such use or influence, the school may take whatever action is deemed appropriate, including but not limited to, notifying the parent/legal guardian, notifying local law enforcement, suspension, and/or expulsion. The following shall be used as a guide in determining what procedures may be followed when this occurs, however, the specific procedure may, in large part, depend upon the circumstances in each case:

1. Upon reasonable suspicion, the student will be asked if he or she has used and/or is under the influence of alcohol and/or drugs;
2. If the student admits to the use, the student's parent/legal guardian will be immediately called;
3. The student will be asked to reveal the circumstances involving the use of alcohol and/or drugs and asked if any other students were involved;
4. Law enforcement will be called when deemed appropriate.
5. Student discipline, including suspension, will be determined as outlined in the student discipline policy.
6. If the student does not admit to the use of alcohol and/or drugs and the staff member(s) in charge, after talking to the student, still believes that the student used or was/is under the use or influence of alcohol and/or drugs, an investigation will be conducted, which may include a search of the student's desk or any other school property used by the student. In addition, law enforcement will be called immediately, as will be the parent/guardian.

Legal References	Description
IC § 33-210	Attendance at Schools —Students Using or Under the Influence of Alcohol or Controlled Substances
IDAPA 08.02.03.160	Safe Environment and Discipline
Pub. L. 101-226	The Anti-Drug Abuse Act of 1986, Title IV, Subtitle B: The Drug-Free Schools and Communities Act of 1986 (as amended)

## **Restraint and Seclusion Policy**

It is the priority of Pathways In Education to promote a safe learning environment for all students and staff. Pathways In Education recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

Pathways In Education does not condone the use of restraint or seclusion when responding to student behavior and prohibits the use of corporal punishment and unreasonable use of physical force against a student as forms of discipline or methods of classroom governance. Pathways In Education recognizes, however, that it may be necessary to use reasonable and appropriate physical restraint and/or seclusion when it is the least restrictive intervention and when the student's behavior poses imminent danger of serious physical harm to self or others. Pathways In Education supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency.

## **Student Medicine Policy**

### **Assistance in Self Administration of Medicines by Students**

Any school employee authorized in writing by the school administrator or school principal:

1. May assist in the self-administration of any drug to a pupil provided:
  - A. The student's parent/guardian has consented in writing; and
  - B. The drug may lawfully be sold over the counter without a prescription.

### **Administering Medicines to Students**

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation.

Where administration of medication is a routine activity for a particular student, the subject shall be addressed in a student's health care plan, Section 504 Plan, or IEP as applicable.

The absence of a School nurse for the administration of medication shall be addressed on a case-by-case basis considering compliance with Idaho law and the medical needs of the student.

### **Emergency Administration of Medicines**

In case of an anaphylactic reaction or the risk of such reaction, or in the case of a seizure, a school nurse or delegate may administer medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the standing order of the chief medical advisor or the student's private physician.

In the absence of a school nurse, the Principal or designated staff member who has completed training in administration of medication, may give emergency medication to students. There must be on record a medically diagnosed allergic condition which would require prompt treatment to

protect the student from serious harm or death.

Record of the medication administered in an emergency will be entered on an Individual Student Medication Record and filed in the student's cumulative health folder.

### **Self-Monitoring and Treatment of Diabetes**

A student with diabetes, upon written request of the student's parent/guardian and written authorization from the student's treating physician, shall be permitted by Pathways In Education to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes in the classroom and in any area of the school or school grounds, and to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.

### **Epilepsy and Seizure Disorder Plans**

Upon written request of the parent/guardian of a student who has epilepsy or another seizure disorder, the school shall authorize implementation of a plan – whether a Section 504 plan, Health or Emergency Care Plan, or Seizure Disorder Plan, as deemed appropriate for each individual student. The plan will include, but is not limited to, the following:

1. Providing notice of the student's condition to all employees who interact with the student;
2. The student's symptoms;
3. Written orders from the student's physician on providing care to the student;
4. Whether the student may fully participate in exercise and sports and, if applicable, any accommodations required;
5. Accommodations for school-related activities, such as school trips and after-school activities;
6. A description of how medical treatment of the condition may affect the student's education, if applicable;
7. The student's understanding of and ability to manage the epilepsy or seizure disorder.
8. How to maintain communication with the student, parents/guardians, the student's healthcare team, and the employee designated for administering emergency medication]; and
9. A list of qualified staff who may administer emergency medication to the student for a seizure.

### **Self-Administration of Asthma Medication, Insulin/Diabetic Treatment, Seizure Disorder Medication, or Epinephrine Auto-Injectors**

Pursuant to Idaho Code covering the self-administration of asthma medication, the following shall apply to epinephrine auto-injectors, seizure disorder medication, insulin, or blood glucose monitoring supplies if a parent/legal guardian chooses to have their child self-administer

medication:

1. The parents/guardians of the pupil shall provide to Pathways In Education written authorization for the self-administration of medication.
2. The parents/guardians of the pupil shall provide to Pathways In Education written certification from the student's physician that the student has a severe allergic reaction (anaphylaxis), asthma, another potentially life-threatening respiratory illness, epilepsy or another seizure disorder, or diabetes and is capable of, and has been instructed in, the proper method of self-administration of medication. In cases where the pupil has severe or life-threatening allergies, Policy 3515 Food Allergy Management, and any related procedures shall be followed. For students with a severe allergic reaction, asthma, another potentially life-threatening respiratory illness, seizure disorder, or diabetes the student's physician or health care provider-supplied information shall contain:
  - A. The name and purpose of the medicine;
  - B. The prescribed dosage;
  - C. The time(s) at which or the special circumstances under which medication should be administered;
  - D. The length of time for which medication is prescribed;
  - E. The possible side-effects of the medicine;
  - F. Actions to take in the event of an emergency, including if the medication does not improve the child's breathing or allergic reaction;
  - G. Contact information for the physician and parent/guardian; and
  - H. If applicable, a list of the child's asthma or seizure triggers or allergies.
3. The school's administration and appropriate teachers and school personnel shall be informed that the student is self-administering prescribed medication. Such notification shall be done in a manner so as to best preserve the privacy of the student and the student's medical condition to the extent appropriate.

For students with severe or life-threatening allergies, this information may be provided in the student's Emergency Care Plan.

As used in this section:

1. "Medication" means:
  - A. An epinephrine auto-injector;
  - B. A metered dose inhaler or a dry powder inhaler; and
  - C. Insulin, insulin delivery system, and/or supplies or equipment necessary for diabetes monitoring and/or treatment prescribed by a physician and having an individual label;
2. "Self-administration" means a student's use of medication pursuant to prescription or written direction from a physician; and

3. A student who is permitted to self-administer medication pursuant to this section shall be permitted to possess and use the prescribed medication at all times.

Any School employee authorized in writing by the School administrator or principal may assist with self-administration of medications provided that only the following acts are used:

1. Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
2. Handing a prefilled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student;
3. Opening the lid of the above container for the student;
4. Guiding the hand of the student to self-administer the medication;
5. Holding a container of fluid and assisting the student in drinking fluid to assist in the swallowing of oral medications; and/or
6. Assisting with removal of a medication from a container for students with a physical disability which prevents independence in the act.

### **Handling and Storage of Medicines**

All medications, including those approved for keeping by students for self-administration, must first be delivered by the parent or other responsible adult to the nurse or employee assisting with the self-administration of medication. The nurse or the employee must:

1. Examine any new medication to ensure that it is properly labeled with dates, the name of student, the medication name, the dosage, and the physician's name;
2. If administration is necessary, the nurse must develop a medication administration plan for the student before any medication is given by School personnel;
3. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received; and
4. Store prescribed medicinal preparations in a securely locked storage compartment excluding those medications approved for self-administration. Controlled substances will be contained in a separate compartment, secured, and locked at all times.

All medications, prescription and nonprescription, will be stored in their original containers.

Access to all stored medication will be limited to persons authorized to administer medications or assist in the self-administration of medications.

### **Disposal of Medication**

School personnel must either return to the parent/guardian or destroy (with permission of the parent/guardian) any unused, discontinued, or obsolete medication.

Legal References	Description
IC § 33-520	Policy Governing Medical Inhalers, Epinephrine Auto-Injectors, Insulin and Blood Glucose Monitoring Supplies
IC § 54-1401	Nurses — Purpose — License Required — Representation to the Public
IDAPA 08.02.03.160.01.a.i	Rules Governing Student Health Policies

### Food Allergy Management Policy

Pathways In Education will endeavor to provide a safe and healthy environment for students with severe and life-threatening food allergies and to address food allergy management in order to:

1. Reduce the likelihood of severe or potentially life-threatening allergic reactions;
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction

Food allergy management will focus on prevention, education, awareness, communication, and emergency response.

School administrators, will endeavor to be knowledgeable about and follow all applicable federal laws, including the Americans with Disabilities Act, Section 504, Individuals with Disabilities Education Act, and the Family Educational Rights and Privacy Act, as well as all State laws and School policies and guidelines that may apply to students with allergies.

When a student has been identified as having food allergies verified by a physician, nurse practitioner, or physician assistant, individual written management plans may be used to determine accommodations to be made on a daily basis to prevent and prepare for an allergic reaction. An emergency care plan may be used to provide direction in the event of a life-threatening allergic reaction at school.

Administrative regulations may address the following components:

1. Identification of students with food allergies;
2. Development and implementation of individual written management plans;
3. Medication protocols, including methods of storage, access, and administration;
4. Communication and confidentiality;
5. Emergency response;

Legal References	Description
29 USC § 701, et seq.	Section 504 of the Rehabilitation Act of 1973

## Infectious Disease Policy

Attendance at school may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

Management of common communicable diseases will be in accordance with Idaho Department of Health and Welfare guidelines and communicable diseases control rules. A student who exhibits symptoms of a communicable disease that is readily transmitted in the school setting may be temporarily excluded from school attendance.

Pathways In Education reserves the right to require a statement from the student's primary care provider authorizing the student's return to school.

When information is received by a staff member that a student is afflicted with a serious communicable disease, the staff member shall promptly notify the Principal or their designee to determine appropriate measures to protect student and staff health and safety.

Only those with direct responsibility for the care of the student or for determining appropriate educational accommodations will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Legal References	Description
IC § 33-512	District Trustees - Governance of Schools

## Suicide Prevention and Response Policy

Pathways In Education will draft and implement procedures relating to:

1. Suicide prevention;
2. Suicide intervention; and
3. Suicide postvention.

"Postvention" shall mean counseling or other social care given to students after another student's suicide or attempted suicide.

These procedures may include, but are not limited to, the following measures:

1. Prevention:
  - A. Offering and providing help and assistance, including early identification;
  - B. Support and/or counseling by school support personnel;
  - C. Referral to appropriate sources outside the school for high and moderate-risk students;

D. Education of students on suicide prevention through age-appropriate curriculum.

E. Offering resources to parents/guardians on suicide prevention.

2. Intervention:

A. Contacting the parents/guardians of students identified as at imminent risk of suicide.

B. Contacting emergency services to assist a student who is at imminent risk of suicide.

C. Providing first aid until emergency personnel arrive, as appropriate.

D. Moving other students away from the immediate area of any suicide attempt on Pathways In Education property.

3. Postvention:

A. After care support by the school for faculty, staff, and students after a sudden death has occurred.

B. The development of a plan for responding to a death by suicide that has a significant impact on the school community.

C. Notification of the suicide prevention coordinator, if applicable.

D. The creation of a crisis team to respond to deaths by suicide that have a significant impact on the school community.

E. Contacting the State Department of Education to report any student deaths by suicide and to seek postvention assistance and/or resources.

F. Offering mental health services to students likely to be strongly affected by a recent death.

Pathways In Education personnel shall attend to the rights of the student and their family.

Pathways In Education shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness. This includes providing annual professional development to staff involved in preventing, intervening, and responding to suicide on:

1. School philosophy regarding school climate and the promotion of protective factors;
2. Risk and protective factors for students;
3. How to develop community partnerships related to suicide prevention;
4. How to utilize safe and appropriate language and messaging when addressing students;
5. Warning signs of suicide ideation for students;
6. Local and school-based protocols for aiding a suicidal individual;
7. Local protocols for seeking help for self and students;

8. Identification of appropriate mental health services and community resources for referring students and their families;

Legal References	Description
IC § 33-136	Suicide Prevention in Schools
IC § 33-512B	District Trustees — Suicidal Tendencies — Duty to Warn
IC § 33-6001	Parental Rights
IDAPA 08.02.02.112	Suicide Prevention in Schools
IDAPA 08.02.03.160	Safe Environment and Discipline

### Student Removal Policy

Pathways In Education recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds during school hours except by a person duly authorized in accordance with school procedures. Before a student is removed or excused, the person seeking to remove the student must present and provide evidence of his or her proper authority to remove the student.

### Video Surveillance Policy

The use of video taping equipment can make positive contributions to the health, safety, and welfare of students, as well as safeguard school facilities and equipment. Having carefully weighed and balanced the rights to privacy of students against the school's goal of ensuring the safety of every student while they are on school property and also the goal of safeguarding school facilities and equipment, Pathways In Education hereby authorizes the use of video cameras on Pathways In Education property as follows:

Video surveillance shall be used to promote order, to maintain the security, health, welfare, and safety of students on school property and to safeguard school facilities and equipment.

Review of any video recordings is restricted to those who have a security, safety, or a legitimate educational interest.

Video recordings may become a part of a student's educational record. The school shall comply with all applicable State and federal laws related to record maintenance and retention.

Video surveillance may be used for investigations of criminal activity by appropriate law enforcement agencies and may be used by the school to investigate violations of school policy.

Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Legal References	Description
20 USC Section 1232g, et seq.	Family Educational Rights and Privacy Act (FERPA)
34 CFR Part 99	Implementing FERPA

903 P.2d 73 (1995)	Books v. Logan
908 P.2d 143 (1995)	Rife v. Long
IC § 18-6701, et seq.	Communications Security
IC § 33-512	District Trustees - Governance of Schools

## Transportation Policy

Pathways In Education's primary concern in providing transportation services to students is the safety and protection of the health of students.

## Requirements

Pathways In Education may provide transportation to and from school for a student who:

1. Is a student with a disability, whose IEP identifies transportation as a related service; or
2. In the judgment of the Board, has another compelling and legally sufficient reason to receive transportation services, including the age, health, or safety of the student.

## Homeless Students

Homeless students may be transported in accordance with the McKinney-Vento Homeless Assistance Act and State law.

Legal References	Description
20 USC § 6312(c)	Every Student Succeeds Act Standards for School Buses and Operations
IDAPA 08.02.03.109.05	Special Education

## Policy 8105: Extracurricular Transportation

The term "extracurricular" refers to activities or events which are supplements to the regular instructional program. This may include but is not limited to school or student centered activities such as field trips.

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by Pathways In Education. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions.

Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus.

Legal References	Description
IDAPA 08.02.02.190	Program Operations
IDAPA 08.02.04.300	Public Charter School Responsibilities

### Procedure 8105-P(1): Extracurricular Transportation - Discipline

If a student causes a disruption or hazard on the bus, the parent/guardian will be notified. The student may be ineligible for transportation moving forward based on the severity of the infraction and whether inappropriate behavior occurs on multiple occasions. The Principal or their designee will make this determination and will take into consideration the safety of all students traveling on the bus.

Legal References	Description
IDAPA 08.02.02.190	Program Operations
IDAPA 08.02.04.300	Public Charter School Responsibilities

### Prohibition of Mask Mandate In Schools

In compliance with Idaho Code § 67-2362, Pathways In Education - Nampa shall not require the use of face masks, face shields, or other face coverings as a condition of entry, attendance, or participation in any school activity or setting for the purpose of preventing or slowing the spread of an infectious or contagious disease.

Exceptions:

Face coverings may be required in accordance with occupational safety standards for specific staff positions, particularly where required for health care services provided on-site (e.g., school nurse) or other legally recognized workplace safety regulations.

Voluntary Use:

Any student, parent, or staff member may voluntarily choose to wear a face covering without discrimination or retaliation.

Legal References	Description
IC § 67-2362	Prohibition of Mask Mandate

### Public Records Request Policy

Pathways In Education-Nampa recognizes its responsibility to comply with the Idaho Public Records Act and to ensure transparency while protecting privacy and sensitive information. Any person may request to inspect or receive copies of public records as defined under Idaho Code § 74-101. The custodian of records, designated by the school, will manage all requests in accordance with statutory timelines and requirements. Requests must be submitted in writing and include the requester's name and contact information. Responses to Idaho resident requests will be provided within three (3) business days. Requests from nonresidents will be fulfilled within twenty-one (21) calendar days, unless extended for unusual circumstances as defined by law. The school may charge fees for copying, labor, or other costs incurred in processing the request, especially for voluminous or nonresident requests. Certain records may be exempt from disclosure, including investigatory records, student records protected under FERPA, and materials

deemed to involve an unwarranted invasion of personal privacy. Pathways In Education-Nampa @will publish this policy on its website and make forms for public records requests available both online and at the school.

<b>Legal References</b>	<b>Description</b>
IC § 74-101	Public Records Act

## **Human Sexuality Instruction & Parent Consent Policy**

Effective July 1, 2025, this policy ensures that any instruction related to human sexuality is delivered in compliance with Idaho Code §§ 33-1609 and 33-1611A and House Bill 239 (2025), which require transparency, parental rights, and formal written consent for participation. Pathways In Education - Nampa will follow the policy as outlined below, including procedures for parent notification, material access, and instructional guidelines to protect both student welfare and educator accountability.

Human sexuality is defined as the following: sexual conduct, sexual pleasure, sexual intimacy, sexual abuse, sexual violence, eroticism, pornography, deviant sexual behavior, sexual attraction, sexual orientation or any form of sexual identity, gender identity, gender ideology, or gender conversion.

Sex education is defined as the following: study of the anatomy and physiology of the human reproduction.

### **Instructional Requirements:**

Pathways In Education - Nampa will ensure that human sexuality instruction is age-appropriate and aligned to state-approved content standards. Curriculum and materials used in such instruction will be reviewed and approved by the school's curriculum provider and the principal before use.

### **Parental Notification and Consent:**

In accordance with House Bill 239, parents or legal guardians will be notified in writing at least two (2) weeks prior to any instruction involving human sexuality. Notifications will include a brief description of topics to be covered, information about how to review the instructional materials, and a permission form requiring parent consent.

Instructional materials will be made available for review by parents or guardians during school hours or through digital format. A signed, written permission form must be returned at least one (1) week before the instruction begins.

No student may participate in human sexuality instruction without prior written consent. Students whose parents decline participation may be assigned an alternative activity aligned with state standards and free of human sexuality content.

**Staff and Administrative Responsibilities:**

School administrators are responsible for ensuring that parent notifications are distributed and collected in accordance with this policy and for maintaining records of consent. Instructional staff are responsible for verifying student eligibility for instruction and for ensuring that only approved materials are used.

Failure to comply with this policy may result in fines and legal action under Idaho Code 33-1611A, including injunctive relief.

Legal References	Description
IC §§ 33-1609	Defining Terms Related To Human Sexuality Instruction
IC §§33-1611A	Excusing Children From Instruction In Sex Education
House Bill 239 (2025)	Permission For Instruction Addressing Human Sexuality

## **Section VIII: Appendix**

### **Academic Recovery (AR)**

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

### **Credit Attainment (CA)**

The school minimum is 5 units or 1 credit per learning period.

### **Edmentum (EDM)**

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

### **Free Application for Federal Student Aid (FAFSA.gov)**

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

### **Independent Study Teacher (IS)**

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

### **Individual Learning Plan (ILP)**

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

### **Individualized Education Program (IEP)**

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

### **Learning Period (LP)**

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

### **Post Secondary and Student Services Counselor (PSSSC)**

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

### **Regular Work Assigned (RWA)**

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

### **Scholastic Assessment Test (SAT)**

The SAT exam is a graduation requirement and evaluates students' readiness for college-level coursework.

### **Small Group Instruction (SGI)**

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

### **Student Activity Workbook (SAW)**

Curriculum for each semester course is divided into 5 units. In a SAW class, each workbook is 2 units or equivalent to .2 credits. During each 21 school day learning period, a student is expected to complete 5 SAWs or 1 unit. The SAWs are also aligned with an accompanying textbook and often employ the internet.

### **504 Plan**

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

