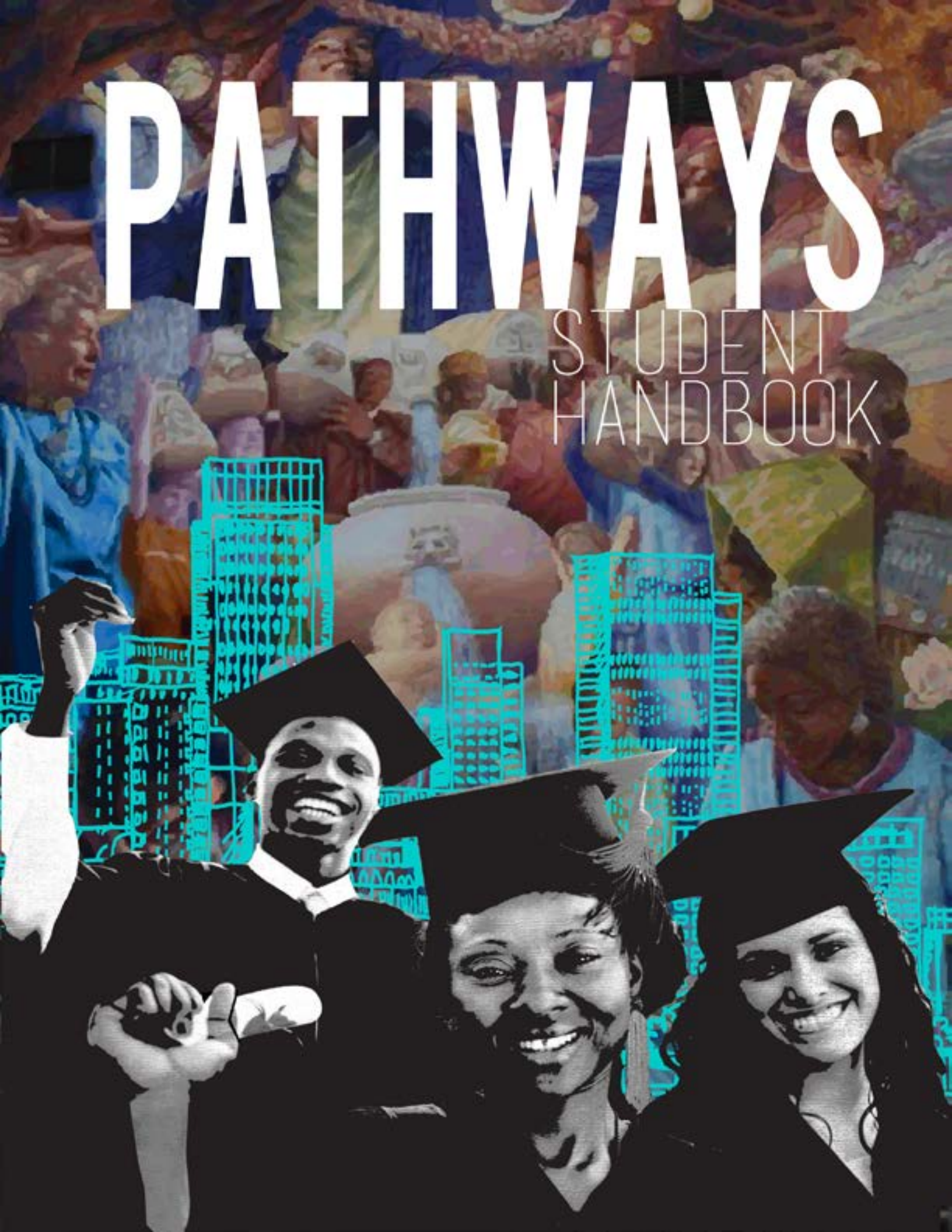


# PATHWAYS

STUDENT  
HANDBOOK





**2016-2017**

**Student Handbook**  
**LOUISIANA**





# Pathways in Education

**2016-2017 School Year**

Dear Student:

Welcome to Pathways In Education (PIE). The faculty, staff, and administration look forward to working with you and your family. 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.

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 guardian(s), who will be involved in your overall learning experience.

Sincerely,

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Principal  
PIE-Louisiana

Martin McGreal  
Director of Instruction  
PIE-Louisiana

Jessica Ray  
Assistant Superintendent  
Pathways In Education

Vrej Boghokian  
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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 guardian will read all of the information carefully and discuss it before enrolling in Pathways In Education. Choosing a school is very important and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement, and willingness to work. If you have any questions, please contact your local school or supervising teacher or log on to the Pathways in Education website at [www.pathwaysedu.org](http://www.pathwaysedu.org). On the website you will find information about Pathways In Education programs and schedules, as well as links to a wide array of educational resources.

### History of the Program

Pathways In Education is a national, free, non-profit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school students.

### Description of the Program

Pathways In Education is an academic recovery program specifically tailored for students using a guided individualized learning format. Students who have previously experienced difficulty in traditional schools find success with this 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 free public school dedicated to providing quality educational services to students and families. The unique features of the program include:

- ❖ *Open Entry* – A student can enroll virtually any weekday of the year. No need to wait for a class or semester to start.
- ❖ *Continuous Learning* – Pathways in Education operates year round, allowing students to continue at their own pace.
- ❖ *Flexible Self-Paced Rate of Learning* – Students and teachers 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* – Learning is focused on the specific skills needed to achieve maximum advancement in minimum time.
- ❖ *Subject Matter Concentration* – Enrollment in two to three courses at a time allows for greater in-depth learning and results in less confusion.

### Vision Statement

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

## Mission Statement

Pathways In Education is committed to identifying and developing innovative solutions that empower underserved students to discover their passions and achieve their dreams through education.

### Core Values

Mutual Trust

Mutual Respect

Compassion

Integrity

## Expected Student Outcomes (ESOs)

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

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

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

### Responsible

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

### Independent Achievers

- ❖ Earn a high school diploma
- ❖ Acquire gainful employment, go on to college/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
- ❖ Be a good neighbor
- ❖ Do good deeds and respect the diversity of others
- ❖ 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 thoughts and feelings clearly

## Methods of Measuring Student Progress

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

- ❖ Monthly review of work
- ❖ Oral and written tests
- ❖ Portfolios of student work product
- ❖ Teacher observation
- ❖ State-mandated assessment testing
- ❖ Student demonstrations
- ❖ Student grades
- ❖ Academic Growth Assessment (STAR)

## Section II: General Information

### Age of Enrollment\*

Pathways In Education may only enroll students who are between grades 9-12.

*\*These requirements are in effect unless changed or modified by the State of Louisiana.*

### Grading System

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

93-100	A	A+ 98-100	<i>Superior achievement.</i> The student has excelled; work is of exceptional quality and stands apart.
		A 95-97.99	
		A- 93-94.99	
85-92	B	B+ 90-92.99	<i>Above average achievement.</i> The student has done more than is expected of a student who satisfactorily completed the objectives.
		B 87-89.99	
		B- 85-86.99	
75-84	C	C+ 81-84.99	<i>Average achievement.</i> The student has satisfactorily accomplished the objectives of the course.
		C 78-80.99	
		C- 75-77.99	
67-74	D	D 70-74.99	<i>Below average achievement.</i> The student has poorly met the minimum requirements and no credit will be given as this is considered to be less than college ready.
		D- 67-69.99	
0-66	F	0-66.99	<i>Failure to meet the minimum requirements.</i> No credit and no grade points will be awarded.

### Credit

Students earn credit by completing the course work based on the material covered and learned in relation to the Carnegie Standard. Credits may be earned for grades "A" to "C" in all courses (grades 9-12). The school may accept transfer credits for grades "A" to "D" in applicable courses only from schools that have current accreditation. (Credits from unaccredited schools will be evaluated on an individual basis.) Standard credit is 0.5 units for each semester course passed. Since students have the flexibility to work at their own pace, they may require more or less time than the average 60 hours to complete 0.5 credits, and their expected 6 credits a year.

## Grade Level Classification (Grades 9-12)

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

Students are classified as follows:

Grade 9 (Freshman)	0 - 6	Credits earned
Grade 10 (Sophomore)	7-12	Credits earned
Grade 11 (Junior)	13-18	Credits earned
Grade 12 (Senior)	19-24	Credits earned

Classification may be reviewed each semester.

## Withdrawal Credits

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

## Repeating Courses

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

## Attendance/Tuancy/Assigned Activities

The State of Louisiana 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. (Students must complete assigned activities each school day and a minimum amount of work that is equivalent to six hours per day.) In addition, students are required to meet with a teacher a minimum of two days a week for an hour or more, or as specified in their Individualized Learning Plan (ILP). If the student fails to meet these attendance requirements, he/she may be considered as voluntarily withdrawing themselves from the program.

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

**Disclosure of Information**

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

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

**Student Holidays (2016-2017)**

In addition to weekends (Saturday and Sunday), student holidays are not counted as school days.

<i>Labor Day</i>	Sept. 5, 2016	<i>President’s Day</i>	Feb. 20, 2017
<i>Fall Break</i>	Nov. 7, 2016	<i>Spring Recess</i>	April 14-17, 2017
<i>Thanksgiving Break</i>	Nov. 23-25, 2016	<i>Memorial Day</i>	May 29, 2017
<i>Winter Recess</i>	Dec. 19-30, 2016	<i>President’s Appreciation</i>	July 3-10, 2017
<i>MLK Day</i>	Jan. 16, 2017	<i>Floating Holiday</i>	

**Emergency or Weather Shutdown**

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

## Internet Rules and Regulations

Pathways In Education actively attempts to offer students and staff advanced technology and increased access to learning opportunities. We are happy to announce that we offer Internet services through the Pathways In Education computer network. This computer technology allows students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this learning opportunity.

Conditions and rules for use:

### Acceptable Use

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of Pathways In Education. Access to the Internet is made possible through the Pathways In Education computer network at its sole discretion. The Pathways In Education corporate office and all users of the Pathways In Education computer network must comply with existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.

Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

The Pathways In Education computer network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the Pathways In Education computer network may be copyrighted by Pathways In Education and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication, or commercial exploitation of any material contained on or otherwise made available to you on the Pathways In Education computer network is strictly prohibited without the prior written permission of Pathways In Education.

### Controversial Material

Pathways In Education has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents, teachers, or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. Pathways In Education reserves the right to regulate the content and material on the Internet through the Pathways In Education computer network. In no event shall Pathways In Education be liable for either intentional or inadvertent student access to controversial or offensive materials.

## Monitoring

Pathways In Education reserves the right to review any material on user accounts and to monitor fileserver space in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and fileserver space, Pathways In Education shall respect the privacy of user accounts.

## User Responsibilities

Electronic mail (e-mail) must be used responsibly. Specific user responsibilities include checking e-mail regularly, remaining within your limited usage quota, if any, and not interfering with the network traffic by sending broadcasts of lists or individuals; furthermore, you are responsible for protecting your e-mail account and password. E-mail accounts are to be used only by the registered user. E-mail accounts will be awarded on an individual, case-by-case basis and the Pathways In Education computer network administrators may remove e-mail services if a user abuses such privileges.

## Network Etiquette

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- ❖ Be Polite. Do not become abusive in your messages to others.
- ❖ Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- ❖ Do not engage in activities that are prohibited under state or federal law.
- ❖ Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff, or yourself.
- ❖ Do not use the network in any manner that disrupts the use of the network by other users.
  - All communications and information accessible via the network should be assumed to be private property.

## No Warranties

Pathways In Education makes no warranties of any kind, whether express or implied, for the service it is providing. Pathways In Education will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by Pathways In Education's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. Pathways In Education specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

## Security

Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their passwords. Users should also protect their passwords to ensure system security and their own privileges and abilities to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation



of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by Pathways In Education.

## **System Misuse**

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet, the Pathways In Education computer network, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent annoyance of another user or interference with another user's work. Harassment may include, but is not limited to, the sending of unwanted e-mail.

Examples of potential offenses are: removing another user's account, changing another user's password, using an unauthorized account, damaging files, altering the system or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

Further violations include maliciously accessing, altering, deleting, damaging, or destroying any computer system, computer network, computer program, or data. Penalties may include fines and/or imprisonment. Anyone committing acts of this kind could face criminal charges and/or disciplinary action by the school. Any misuse of the Pathways In Education computer network will be punished to the full extent of the law.

## **Privilege**

The use of the Pathways In Education computer network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. Pathways In Education, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend, or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

## **Penalties for Improper Use**

Any user violating these rules, applicable state and federal laws, or posted classroom and company rules are subject to loss of network privileges and/or any other company disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system is a violation of the Louisiana Penal Code and/or other applicable federal laws and is subject to criminal prosecution.

## Section III: Student Behavior

### Academic Honesty

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

Academic dishonesty includes, but is not limited to, the following:

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

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

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

### Behavior Expectations

Students are expected to conform to the customary rules of conduct and the normal modes of operation of the facility in which the school is located. They will also act in accordance with the following behavior expectations:

- ❖ Follow all written and verbal agreements.
- ❖ Be courteous and respectful to others.
- ❖ Respect the property of others.
- ❖ Be prepared to learn at all times.

The teachers and staff of the school will be on hand at all times to monitor student behavior. If a problem arises, the teacher will contact the student's family and may request a parent-teacher conference to discuss the matter.

### 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 that the school does not wish to promote. The school considers the following

items inappropriate for students to wear at school:

- ❖ Any clothing or jewelry that depicts drugs, sex, alcohol, profanity, or racism, including flags and guns.
- ❖ Sheer or revealing garments that are sexually inappropriate.
- ❖ Any clothing that has a disruptive influence on the learning environment.
- ❖ House slippers or shoes that are not appropriate footwear.
- ❖ Hats and bonnets should be removed upon entry into the school.
- ❖ Pants should be worn at waist level.

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

## Code of Conduct

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

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

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

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

### Student Conduct Expectations

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

1. Follow all written and verbal agreements.
2. Follow Pathways In Education's written discipline policy.
3. Be courteous and respectful to others.
4. Respect the property of others.
5. Be prepared to learn at all times.
6. Smoking is not allowed in or near the school.
7. All cellular phones are to be turned off while in school.
8. Teachers and staff will monitor student behavior.

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

## **Bullying and Harassment Policy**

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

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

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

Where 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. The pattern of behavior as provided in 1-4 above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

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

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

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

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

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

## **Discipline Policy**

### **Due Process Statement**

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

### **Definition of Expulsion**

Expulsions shall be defined as the removal of a student from the student's regular school program or removed from attendance all together for one or more semesters, and must be approved by the Board of Trustees or designee(s).

### **Mandatory Expulsion**

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

### **Definition of Suspension**

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

### **Suspension and Expulsion Procedures**

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

- Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- Students of compulsory attendance age will be provided alternative instruction upon suspension.

This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.

### **Immediate Suspension**

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

Suspensions shall be initiated according to the following procedures:

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

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

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

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

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

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

Within one school day after a student's suspension or expulsion, the principal or designee(s) shall notify appropriate city law enforcement authorities by telephone or other appropriate means of any

student acts that may relate to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind.

4. *Notice to Parents/Guardians.* At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a minor student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. If the student is over 18 years of age or legally emancipated, the student shall be notified in writing of the suspension. This is to ensure that all due process has been afforded to students and their families, and to ensure all written documents comply with state and federal laws.

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

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

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

6. *Right to Appeal.* Any parent, tutor, or legal guardian of a suspended pupil shall have the right to appeal to the superintendent, who shall conduct a hearing on the merits. The decision of the superintendent on the merits of the case, as well as the terms of the suspension, shall be final.

### **Authority to Expel**

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

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

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

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

1. *Administrative Actions.* All recommendations for student expulsion, or suspension beyond 10

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

All the recommendations for expulsion of a student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act or Section 504 of the Federal Rehabilitation Act of 1973 shall comply with provisions of the Individuals with Disabilities Education Act and/or Section 504 of the Federal Rehabilitation Act of 1973, outlined in “Students with Disabilities: Suspension and Expulsion Procedures.”

2. *Scheduling of Hearing.* The student is entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 10 school days after the principal or designee(s) determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

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

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

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

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

The notice shall include:

- a. The date and place of the hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the school’s disciplinary rules that relate to the alleged violation;
- d. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- e. The right to inspect and obtain copies of all documents to be used at the hearing;
- f. The opportunity to confront and question all witnesses who testify at the hearing; and
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses.

4. *Hearing.* A hearing shall be conducted as follows:



- a. *Closed Session.* The principal or designee(s) shall conduct a hearing to consider the expulsion of the student in a session closed to the public.
- b. *Record of Hearing.* A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceeding can be made.
- c. *Presentation of Evidence.* While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the principal or designee(s) to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion.”

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

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

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

### **Final Action by the Principal or Designee(s)**

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

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

Upon ordering an expulsion, the principal or designee(s) shall set a date when the student shall be reviewed for readmission to Pathways. For a student expelled for an act listed under “Mandatory Recommendation for Expulsion,” minimum lengths of expulsion shall adhere to Louisiana Revised Statutes Title 17 Section 416. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred.

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

## Right to Appeal

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

## Maintenance of Records

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

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

## Readmission Procedures after Expulsion

Readmission procedures shall be as follows:

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

## Grounds for Suspension and Expulsion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, any controlled

substance, alcoholic beverage, or intoxicant of any kind including, but not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, or any substances commonly referred to as “designer drugs.”

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

17. Participated in discrimination or harassment based upon a student's or staff member's actual or perceived race, color, religion, creed, national origin, ethnicity, gender, sexual orientation, gender identity or expression, weight, or disability of another.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section of this policy.
20. Committed an act of academic dishonesty (in course work, on examinations, or in other academically related activities), which includes, but is not limited to, the following:
  - a. Copying from another student or knowingly allowing another to copy;
  - b. Using unauthorized materials and/or technologies;
  - c. Plagiarizing work — the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work — including electronic media such as the Internet;
  - d. Counterfeit work, including turning in as one's own work that was created, researched, or produced by another;
  - e. Theft or the altering of grades, records (written or electronic), and/or teaching materials (written or electronic).

### **Alternative Education Program**

Pathways In Education commits to ensuring that all students receiving a suspension or expulsion will be provided alternative instruction sufficient in quality and quantity to comply with section 3214 of the Education Law and other applicable laws.

The school will provide an alternative education to students of compulsory attendance age.

Specifically, for a suspension of fewer than 10 days, Pathways In Education will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of the suspension. Pathways In Education will also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional written instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

For suspension of 10 days or longer, Pathways In Education will provide all of the above-referenced services, with greater emphasis on tutoring and home visits as is necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the curriculum and take such assessment tests and measures as the school would otherwise provide.

For students expelled from Pathways In Education, the above-referenced services will be provided until the end of the school year or until the student is enrolled in another accredited school, or otherwise participating

in an accredited program, including any alternative education program operated by the student's school district of residence.

## **Students with Disabilities: Suspensions and Expulsion Procedures**

### **Suspension**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion that apply to regular education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension of students with disabilities.

The Board of Trustees or designee(s) may suspend a student with a disability for up to five school days for a single incident of misconduct. The student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Board of Trustees or designee pursuant to federal and state law.

If the student poses an immediate threat to the safety of himself/herself or others, the Board of Trustees or designee(s) may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides.

If a student with a disability possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, he/she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's individualized education program (IEP) team or school site committee shall determine the student's alternative educational setting. (20 USC 1415)

### **Monitoring of Suspensions**

Whenever a student identified as an individual with a disability has been suspended on three separate occasions or for a total of five days, whichever occurs first, the student's IEP team or school site committee shall meet to consider:

1. Whether the student's misconduct was related to his/her disability;
2. Whether the misconduct was the result of an inappropriate placement;
3. Whether a change in placement has occurred as a result of the cumulative suspensions.

Based on its findings, the IEP team or school site committee shall determine whether to initiate alternatives to suspend, a change in placement, or other changes to the student's IEP or accommodation plan.

### **Expulsion**

The Board of Trustees of the Charter School shall have the only authority to expel a student with disabilities. Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a pre-expulsion assessment shall be made and an IEP team or school site committee meeting held under conditions and with possible consequences indicated below.

## Pre-Expulsion Assessment and Meeting

1. The parent/guardian shall receive written notice of the Charter School's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the Charter School. That parent/guardian shall also have the right to an independent assessment.
2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability.
3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and Charter School within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call.
4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify:
  - a. That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days;
  - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the Charter School shall keep documentation such as (Code of Federal Regulations, Title 34, Part 300.345):

- a. Detailed records of telephone calls made or attempted and the results of those calls;
  - b. Copies of correspondence sent to parents/guardians and any responses received;
  - c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.
5. The Charter School shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation.
  6. The IEP team or school site committee shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.
  7. If the IEP team or school site committee determines that the alleged misconduct was caused by,

or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed.

8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students.
9. When expulsion is recommended, the IEP team or school site committee should also recommend a potential rehabilitation plan for the student, if appropriate.

### **Due Process and Expulsion Hearings**

If the parent/guardian disagrees with the decision of the IEP team or school site committee, he/she has a right to a due process hearing conducted pursuant to the United States Code, Title 20, Section 1415 or the Code of Federal Regulations, Title 34, Section 104.36.

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of:

1. The pre-expulsion assessment;
2. The IEP team or school site committee meeting;
3. Due process hearings and appeals, if initiated.

The Board may expel a student with a disability only if an IEP team or school site committee has determined the following:

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability;
2. The student was appropriately placed at the time the misconduct occurred.

### **Services During Expulsion**

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

### **Readmission**

Readmission procedures for students with disabilities shall parallel those used for all students. The Board of Trustees or designee(s) may consider the input of the student's IEP team or school site committee when developing recommendations regarding a request for readmission; an IEP team or school site committee meeting shall be convened to determine whether a new IEP or accommodation plan is appropriate.

## Appeals and Complaints

Any individual or group may bring a complaint to the Pathways In Education-Caddo Parish Board of Trustees alleging a violation of the Charter School law, the charter, or other applicable laws relating to the management or operation of the school. The complaint may be presented to the Board in an open meeting or in written form. The Board will respond at, or prior, to the next public meeting of the Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. If the individual or group determines that the Board did not adequately address the complaint, the individual or group may bring the complaint to the local school board.

## Students with Special Needs

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

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

*Homeless and Migrant Students:* Educational services will be provided for homeless or migrant students in accordance with local, state, and federal guidelines (NCLB). A homeless child (defined in NCLB) 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.



## Section IV: Complaint Policy/Hotline

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-Caddo (PIE) 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.

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

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

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

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

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

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

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

The complainant has a right to appeal the investigator's report to PIE'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 PIE location.*

## Pathways In Education Public Charter School 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 (Optional): \_\_\_\_\_

Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_

Evening (Optional): \_\_\_\_\_

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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Please mail this complaint to the following location:

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

*You may also file this complaint at your local learning center.*

## Section V: Study Requirements

### Planning a Course of Study

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

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

### Acceptance of External Credits

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

### Standardized Testing

Pathways In Education will administer state-mandated tests as applicable AND parents and students agree to participate in state-mandated testing. Pathways In Education will administer all required student assessments, including but not limited to end-of-course assessments, writing assessments, and ACT-ASPIRE, and will register all students at the appropriate grade level for the ACT.

## Pathways In Education-Louisiana

### LA Core 4 Graduation Planning Guide

#### Grade 9

English 1A		English 1B	
Algebra 1A		Algebra 1B	
Physical Science A		Physical Science B	
Health		Physical Education	
World Geography A		World Geography A	
Foreign Language 1A		Foreign Language 1B	

#### Grade 10

English 2A		English 2B	
Geometry A		Geometry B	
Biology A		Biology B	
Civics A		Civics B	
Physical Education		Physical Education	
Foreign Language 2A		Foreign Language 2B	

#### Grade 11

English 3A		English 3B	
Algebra 2A		Algebra 2B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Fine Arts		Fine Arts	
Elective		Elective	

#### Grade 12

English 4A		English 4B	
Higher Level Math		Higher Level Math	
World History A		World History B	
Physics/Earth Science A		Physics/Earth Science A	
Elective		Elective	
Elective		Elective	

External Credits: \_\_\_\_\_

## Pathways In Education-Louisiana

### Basic Core Graduation Planning Guide

#### Grade 9

English 1A		English 1B	
Algebra 1A		Algebra 1B	
Physical Science A		Physical Science B	
Health		Physical Education	
Elective		Elective	
Elective		Elective	

#### Grade 10

English 2A		English 2B	
Geometry A		Geometry B	
Biology A		Biology B	
Civics A		Civics B	
Physical Education		Physical Education	
Journey to Careers A		Journey to Careers B	

#### Grade 11

English 3A		English 3B	
Algebra 2A		Algebra 2B	
Earth Science/ Chemistry A		Earth Science/ Chemistry B	
U.S. History A		U.S. History B	
Elective		Elective	
Elective		Elective	

#### Grade 12

English 4A		English 4B	
Higher Level Math		Higher Level Math	
World History/ World Geography A		World History/ World Geography B	
Elective		Elective	
Elective		Elective	
Elective		Elective	

External Credits: \_\_\_\_\_

## Pathways In Education-Louisiana

### College Diploma Graduation Planning Guide

#### Grade 9

English 1 A		English1 B	
Algebra I A		Algebra I B	
Physical Science A		Physical Science B	
Health		Physical Education	
World Geography A		World Geography A	
Foreign Language I A		Foreign Language I B	

#### Grade 10

English 2 A		English 2 B	
Geometry A		Geometry B	
Biology A		Biology B	
Civics A		Civics B	
Physical Education		Physical Education	
Foreign Language 2A		Foreign Language 2B	

#### Grade 11

English 3 A		English 3 B	
Algebra II A		Algebra II B	
Chemistry A		Chemistry B	
U.S. History A		U.S. History B	
Fine Arts		Fine Arts	
Elective		Elective	

#### Grade 12

English 4 A		English 4 B	
Higher Level Math		Higher Level Math	
World History A		World History B	
Physics/Earth Science A		Physics/Earth Science A	
Elective		Elective	
Elective		Elective	

External Credits: \_\_\_\_\_

## Pathways In Education-Louisiana

### Jump Start Diploma Graduation Planning Guide

#### Grade 9

English 1 A	English 1 B	
Algebra I A	Algebra I B	
Physical/Earth Science A	Physical/Earth Science B	
Health	Physical Education	
World Geography A	World Geography A	
Foreign Language I A	Foreign Language I B	

#### Grade 10

English 2 A	English 2 B	
Geometry A	Geometry B	
Biology A	Biology B	
Civics A	Civics B	
Physical Education	Physical Education	
Foreign Language 2A	Foreign Language 2B	

#### Grade 11

English 3 A	English 3 B	
Algebra II A	Algebra II B	
Physics/Chemistry A	Physics/Chemistry B	
U.S. History A	U.S. History B	
Fine Arts	Fine Arts	
Elective	Elective	

#### Grade 12

English 4 A	English 4 B	
Higher Level Math	Higher Level Math	
Elective	Elective	
Elective	Elective	
Elective	Elective	
Elective	Elective	

External Credits: \_\_\_\_\_

## Pathways In Education

### 2016-2017 LA Core 4 Graduation Requirements

<b>English</b> 4 Credits	English I English II English III English IV
<b>Mathematics</b> 4 Credits	Algebra I Geometry Algebra II Financial Math or Math Essentials or Pre-Calculus
<b>Lab Science</b> 4 Credits	Physical Science Biology Chemistry Physics or Earth Science
<b>P.E. and Health</b> 2 Credits	PE I & II & III Health (0.5)
<b>Social Studies</b> 4 Credits	World Geography Civics U.S. History World History
<b>Fine Arts</b> 1 Credit	Art Appreciation (0.5 credit) Art History Basic Drawing (0.5 credit) Cartooning (0.5 credit) Music Appreciation Visual Art
<b>World Languages</b> 2 Credits	Spanish I/II/III French I/II
<b>Electives</b> 3 Credits	Multiple courses available, discuss options with your teacher.
<b>TOTAL 24.0 Credits</b>	



## Pathways In Education

### 2016-2017 Basic Core Graduation Requirements

<b>English</b> 4 Credits	English I English II English III English IV
<b>Mathematics</b> 4 Credits	Algebra I Geometry 2 credits from: <ul style="list-style-type: none"> <li>• Math Essentials</li> <li>• Financial Math</li> <li>• Algebra II</li> <li>• Pre-Calculus</li> </ul>
<b>Lab Science</b> 3 Credits	Biology Physical Science or Chemistry or Physics Earth Science
<b>P.E. and Health</b> 2 Credits	PE I & II & III Health (0.5 credit)
<b>Social Studies</b> 3 Credits	Civics U.S. History World History or World Geography
<b>Journey to Careers</b> 1 Credit	Journey to Careers
<b>Electives</b> 7 Credits	Career Concentration (6 credits) Approved Computer/Technology Course (1 credit)
<b>TOTAL 24.0 Credits</b>	

## Pathways In Education

### 2016-2017 College Diploma Graduation Requirements

<b>English</b> 4 Credits	English I English II English III English IV
<b>Mathematics</b> 4 Credits	Algebra I Geometry Algebra II Pre-Calculus
<b>Lab Science</b> 4 Credits	Biology Chemistry Earth Science or Physical Science or Physics
<b>P.E. and Health</b> 2 Credits	PE I & II & III Health (0.5)
<b>Social Studies</b> 4 Credits	World Geography World History U.S. History Civics
<b>Fine Arts</b> 1 Credit	Art Appreciation (0.5) Art History Basic Drawing (0.5) Cartooning (0.5) Music Appreciation Visual Art
<b>World Languages</b> 2 Credits	Spanish I/II/III French I/II
<b>Electives</b> 3 Credits	Multiple courses available, discuss options with your teacher.
<b>TOTAL 24.0 Credits</b>	

## Pathways In Education

### 2016-2017 Jump Start Graduation Requirements

<b>English</b> 4 Credits	English I English II English III English IV
<b>Mathematics</b> 4 Credits	Algebra I Geometry 4th Level Higher Math (2 credits)
<b>Lab Science</b> 2 Credits	Biology Chemistry or Earth Science or Physical Science
<b>P.E. and Health</b> 2 Credits	PE I & II & III Health (0.5)
<b>Social Studies</b> 3 Credits	World Geography U.S. History Civics
<b>Fine Arts</b> 1 Credit	Art Appreciation (0.5) Art History Basic Drawing (0.5) Cartooning (0.5) Music Appreciation Visual Art
<b>World Languages</b> 2 Credits	Spanish I/II/III French I/II
<b>Electives</b> 5 Credits	Multiple courses available, discuss options with your teacher.
<b>TOTAL 23.0 Credits</b>	

## Concurrent Enrollment

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

## College Admissions Information

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

## TOPS

TOPS (Taylor Opportunity Program for Students) is a program of state scholarships for Louisiana residents who attend either one of the Louisiana Public Colleges and Universities, schools that are a part of the Louisiana Community and Technical College System, Louisiana-approved Proprietary and Cosmetology Schools or institutions that are a part of the Louisiana Association of Independent Colleges and Universities. Details on the TOPS program can be found at: <http://www.osfa.state.la.us/schgrt6.htm>.

## Coursework

The Pathways In Education (PIE) 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 with classroom-style instruction to receive support in their independent courses. The small group instruction courses are aligned with common core state standards. A syllabus will be made available on the first day of class by the instructor. Course codes designated with SGI (ie. SGI-11-121) indicates that these courses are available for students.

PIE also offers a wide variety of online courses. To enroll in an online course, the student or parent/guardian should consult with the student's teacher. Since the program is delivered via the Internet, additional paperwork (obtained from the student's teacher) must be signed by both the parent/guardian and student. Once the paperwork is received, the student is issued a login and password to access the course, along with a secure e-mail account. If a parent/guardian's e-mail address is provided in the paperwork, he or she will receive weekly progress reports via e-mail regarding the student's progress in the online class. Course codes designated with ES (ie. HS-ES-113) indicates the course is available online.

## English-Language Arts

### ENGLISH 1 A/B CP (Common Core)

HS-10-77, HS-10-78, SGI-11-11, SGI-11-12

**Length of Course:** 1 Credit

**Grade Level:** 9

**Graduation Requirement:** English

This course will expose students to both fictional stories and nonfiction articles. This course will enhance students' ability to comprehend and analyze the content of the reading assignments. It will expose students to authors' intent and literature concepts. Each lesson will develop and increase students' fluency and vocabulary. An aspect of grammar will be introduced and students will implement this knowledge in their own writing. A fictional novel will accompany this course that will utilize the students' imagination and creativity. At the end of each unit, students will have an opportunity to incorporate what they have learned in their writing.

### ENGLISH 2 A/B CP (Common Core)

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

**Length of Course:** 1 Credit

**Grade Level:** 10

**Graduation Requirement:** English

This course will expose students to both nonfiction writing and fictional stories, and also authors' intent and literature concepts. Students will understand how to develop inferences about what they have read and explain new information. The purpose of this course is also to increase students' vocabulary and grammar development. Students will also implement new knowledge of grammar, proofreading, and revision rules into their writing.

### ENGLISH 3 A/B CP (Common Core)

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

**Length of Course:** 1 Credit

**Grade Level:** 11

**Graduation Requirement:** English

The purpose of English 3 A/B CP 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 4 A/B CP (Common Core)

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

**Length of Course:** 1 Credit

**Grade Level:** 12

**Graduation Requirement:** English

Students taking English 4 CP 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 novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

**ONLINE COURSES****ENGLISH 9 COMMON CORE SEM 1/2**

HS-ES-113, HS-ES-114

**Length of Course:** 1 Credit**Grade Level:** 9**Graduation Requirement:** English

English 9 provides an introduction to informational and literary genres, and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

**ENGLISH 10 COMMON CORE SEM 1/2**

HS-ES-115, HS-ES-116

**Length of Course:** 1 Credit**Grade Level:** 10**Graduation Requirement:** English

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

**ENGLISH 11 COMMON CORE SEM 1/2**

HS-ES-119, HS-ES-120

**Length of Course:** 1 Credit**Grade Level:** 11**Graduation Requirement:** English

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

**ENGLISH 12 COMMON CORE SEM 1/2**

HS-ES-121, HS-ES-122

**Length of Course:** 1 Credit**Grade Level:** 12**Graduation Requirement:** English

English 12 asks students to delve into the mingled history of British and World Literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

## Mathematics

### ALGEBRA 1 A/B CP (Common Core)

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

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Promotion Requirement:** Mathematics

Aligned to Common Core Standards, 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.

### GEOMETRY A/B CP

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

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

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.

### ALGEBRA 2 A/B CP

HS-25-01, HS-25-02, SGI-11-09, SGI-11-10

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

This course aligns with and covers the material from the Algebra II, Probability and Statistics, and Trigonometry standards. Students who master Algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, complex number system, probability and statistics, and trigonometric functions. In addition, students will utilize group work and technology to enhance their learning experience.

### FINANCIAL MATH A/B

HS-20-61, HS-20-62

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

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. 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. 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.

**PRE-ALGEBRA A/B**

HS-20-15, HS-20-16

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Promotion Requirement:** Mathematics

Pre-Algebra A helps to build students' foundational skills for entry into the Algebra course. Pre-Algebra A begins with a review of integers and the order of operations. Students are then introduced to variables and simple equations as well as solving application problems. Emphasis is then placed on solving problems with fractions with application to basic geometry. Pre-Algebra A concludes with solutions of decimal problems. Pre-Algebra B begins with an introduction to a three-dimensional surface area (volume). Students then progress into comprehensive work with percents and measurement systems. Measurement systems are related to the various types of graphs. Pre-Algebra B concludes with the product rule, power of exponents, and multiplying polynomials.

**SMALL GROUP INSTRUCTION COURSE**

**MATH ESSENTIALS A/B**

SGI-11-63, SGI-11-64

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

Math Essentials builds upon the student's ability to apply content knowledge obtained in Algebra 1 and Geometry to real life applications. Through discovery and application, students will develop skills needed to demonstrate their content knowledge in real-world situations. Course topics include ratio and proportion, probability, statistics, topics in geometry, linear functions, quadratic functions, along with other math topics that provide a solid introduction to concepts used in Algebra 2.

**ONLINE COURSES**

**INTRODUCTORY ALGEBRA SEM 1/2**

HS-ES-32, HS-ES-33

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

This course provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations. Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

**ALGEBRA 1 COMMON CORE SEM 1/2**

HS-ES-103, HS-ES-104

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Mathematics

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.



**GEOMETRY COMMON CORE SEM 1/2**

HS-ES-105, HS-ES-106

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Mathematics

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

**ALGEBRA 2 COMMON CORE SEM 1/2**

HS-ES-107, HS-ES-108

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Mathematics

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

**PRECALCULUS SEM 1/2**

HS-ES-26, HS-ES-27

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Mathematics

This course combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Semester 1 includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. Semester 2 covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

**MATHEMATICS OF PERSONAL FINANCE  
SEM 1/2**

HS-ES-84, HS-ES-85

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Mathematics

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. They then extend their investigations using more advanced mathematics, such as systems of equations when studying cost and profit issues and exponential functions when calculating interest problems.

## Social Studies

### AMERICAN HISTORY A/B CP

HS-30-05, HS-30-06

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Social Studies

This American History course traces the development of the United States from the ravages of the Civil War to the modern-day times of terrorism. Students will study such concepts as Reconstruction, Prohibition, the Open Door Policy, urbanization, Normalcy, Terrorism, and Americanization. Students will learn in depth about the Civil War, the Spanish-American War, World War I, World War II, the Korean War, the Vietnam Conflict, the Cold War, and the first and second wars in Iraq. Students will also learn about events like the Great Depression, the Dust Bowl, the Iran-Contra Affair, 9/11, the Cuban Missile Crisis, and the first and second New Deal. Lastly, students will study each presidency from Abraham Lincoln to George W. Bush, and the affect their administrations had on history.

### CIVICS A

HS-30-09

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Social Studies

Students taking this course will learn about the principles and foundation of American democracy and understand its distinguishing characteristics. The class will explore the Declaration of Independence, the U.S. Constitution, and the Bill of Rights and how they protect citizens. Students will understand what it means to be United States citizens and how the government protects the American way of life. Students will explore in-depth the importance of the legislative, executive, and judicial branches of the government. Students will also understand how the U.S. Constitution is a living document that has changed with the times through the amendment process. Students will learn about significant Supreme Court cases about racial equality and civil rights that have changed the country. They will also learn about political parties and the two-party system, the election and campaign process, as well as about the census and the Electoral College. Students will also be exposed to how states and localities manage their authority apart from the federal government. They will be able to describe and explain the role of state legislatures, state executives, local authorities, and how local governments raise revenue. Students will learn about the court systems at the state, criminal, and civil level. They will be able to understand why the federal government sometimes needs to intervene in state and local matters for the protection of the peoples under those authorities.

### CIVICS B

HS-30-10

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Social Studies

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

### WORLD GEOGRAPHY A/B

HS-35-21, HS-35-22

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Social Studies

This course will give students an overview of the geography of the world. It will give them an understanding of latitude and longitude, as well as help them develop their map skills. It will allow them to understand the different regions of the world, and how geography affects them. It will cover climate, population, cultures, religions, languages, and economic systems.

**WORLD HISTORY A/B CP**

HS-30-40. HS-30-41

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Social Studies

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.

**ONLINE COURSES****WORLD HISTORY SINCE THE RENAISSANCE SEM 1/2**

HS-ES-141, HS-ES-142

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Social Studies

World History since the Renaissance covers the development of civilizations around the world, from the Renaissance to the present. The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange. Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

**U.S. AND GLOBAL ECONOMICS**

HS-ES-73

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Social Studies

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

**U.S. GOVERNMENT AND POLITICS**

HS-ES-64

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Social Studies

This course offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court. U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

**U.S. HISTORY SINCE THE CIVIL WAR SEM 1/2**

HS-ES-143, HS-ES-144

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Social Studies

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs. Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups. The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

## Science

### BIOLOGY A/B CP (LAB)

HS-45-01, HS-45-02, SGI-11-80, SGI-11-81

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Science

Biology A 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.

### PHYSICAL SCIENCE A/B

HS-40-05, HS-40-06

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Science

These courses provide a survey of the physical and earth sciences. Students will study a variety of subjects pertaining to various sciences such as geology, physics and chemistry. These courses investigate the chemical and physical properties of matter, chemical interactions, atomic structure, thermodynamics, forces, motion and energy, sound, light, magnetism, electricity and heat. The courses will include both text study and virtual laboratory experiences using CD-ROM programs and the Internet.

## ONLINE COURSES

### EARTH SCIENCE SEM 1/2

HS-ES-40, HS-ES-41

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Science or Elective

This course offers a focused curriculum that explores Earth’s composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth’s environment, sustainability, and energy resources.

### PHYSICS SEM 1/2

HS-ES-94, HS-ES-95

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Science

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

### PHYSICAL SCIENCE SEM 1/2

HS-ES-18, HS-ES-19

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Science

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.

**BIOLOGY CORE SEM 1/2**

HS-ES-127, HS-ES-128

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Science

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

**CHEMISTRY CORE SEM 1/2**

HS-ES-129, HS-ES-130

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Science

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

## Fine Arts

### ART HISTORY A/B CP

HS-60-09, HS-60-10

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Fine Art or Elective

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

### BASIC DRAWING

HS-60-11

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Fine Art or Elective

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

### CARTOONING

HS-60-12

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Fine Art or Elective

This course consists of a series of drawing exercises giving students the opportunity to explore the art and craft of cartooning and develop creative solutions for its many inherent challenges. The course is particularly designed for students who really enjoy drawing. There is also an art material kit that supports this class.

### VISUAL ARTS A/B

HS-60-14, HS-60-15

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Fine Art or Elective

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

## ONLINE COURSES

### MUSIC APPRECIATION SEM 1/2

HS-ES-88, HS-ES-89

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical, to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

**ART APPRECIATION**

HS-ES-100

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Art Appreciation takes the students on an art tour beginning with the history of Western visual arts, which focuses primarily on painting. The next leg of the tour is the exploration of prehistoric and early Greek and Roman art, then off to the Middle Ages. The Renaissance is the highlight of the tour, focusing on the principles and masters that began in Italy and northern Europe. Next is the great innovation of 20th century art with emphasis on abstract art in the United States. Students are introduced to key artists representing various geographical locations, covering each artistic movement highlighting historical context. During the course, students will apply their learned knowledge about art critique to analyze and evaluate individual artists as well as individual works of art.



## Health and Physical Education

### HEALTH A/B

HS-70-20, HS-70-21

**Length of Course:** 0.5 Credits

**Grade Level:** 9-12

**Graduation Requirement:** Health and Physical Education

Students shall be introduced to the many aspects of health, including the concept of wellness, health risks, personality, mental health, self-esteem, and expression of emotions. Students shall also be exposed to an understanding of stress, responses to stress, and stress management. Students will study family roles and changes in family structures that have occurred. Also explored in this course are human reproduction, heredity, and human development. Students will begin with lessons in the human skeletal, muscular, nervous, respiratory, and cardiovascular systems. Students shall also explore the elements of physical fitness and the design of suitable exercise programs.

### PHYSICAL EDUCATION I, II, III, IV

HS-50-11, HS-50-12, HS-50-13, HS-50-14

**Length of Course:** 0.5 Credits (each)

**Grade Level:** 9-12

**Graduation Requirement:** Health and Physical Education

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

## ONLINE COURSES

### PHYSICAL EDUCATION

HS-ES-48

**Length of Course:** 0.5 Credits

**Grade Level:** 9-12

**Graduation Requirement:** General Elective

This course combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle-toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. Specific areas of study include cardiovascular exercise and care; safe exercising; building muscle strength and endurance; injury prevention; fitness skills and FITT benchmarks; goal setting; nutrition and diet (vitamins and minerals, food labels, evaluation product claims); and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

### SKILLS FOR HEALTH

HS-ES-49

**Length of Course:** 0.5 Credits

**Grade Level:** 9-12

**Graduation Requirement:** General Elective

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources. Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

## World Languages

### ONLINE COURSES

#### **FRENCH I SEM 1/2**

HS-ES-74, HS-ES-75

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** World Languages

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

#### **FRENCH II SEM 1/2**

HS-ES-76, HS-ES-77

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** World Languages

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

#### **SPANISH I SEM 1/2**

HS-ES-50, HS-ES-51

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** World Languages

This course teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

#### **SPANISH II SEM 1/2**

HS-ES-52 HS-ES-53

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** World Languages

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

**SPANISH III SEM 1/2**

HS-ES-82, HS-ES-83

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** World Languages

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

## General Electives

### ARTS AND CRAFTS A/B

HS-AC-01, HS-AC-02

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

### COMPARATIVE RELIGIONS

HS-30-CR

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

### COMPUTER LITERACY

HS-90-39

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

In Computer Literacy, students will gain experience in the first 4 basic areas of computing; word processing, data management using spreadsheets, multimedia presentations, and effective use of the Internet. Students should work through the student activity workbook, reading the referenced sections in their text as they complete the assignments. Next to the answers, you will see the corresponding page numbers from the text. Assignments and assessments will contain scoring guidelines, but the final point value is at the teacher's discretion. After completing this course, the student should possess sufficient skills to create powerful and effective computer-generated documents, manage and display spreadsheet data, impressive presentations for school or work, and conduct effective and reliable Internet research.

### CRIMINAL JUSTICE

HS-30-30

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

### CRITICAL LITERACY

HS-65-CL

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

**DRIVER EDUCATION**

HS-80-DE

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

**FOOD AND NUTRITION**

HS-80-21

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

**HISTORY OF THE ANCIENT WORLD**

HS-85-02

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

**INDEPENDENT LIVING**

HS-80-IL

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

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.

**INTRO TO PLAYS AND THEATER**

HS-60-31

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Introduction to Plays and Theater is the study of Drama, a story that is written to be performed in front of an audience. In this course, students will learn the techniques involved in writing drama. These include: setting, plot, character development, conflict, props, play structure, dialogue, symbolism, and theme.

**LATIN AMERICAN HISTORY**

HS-30-LH

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

This course emphasizes the development of the three Latin American regions. Students will study Central America, the Caribbean, and South America. They will learn about each area's geography, culture, climate, history, and tradition. Students will cover some countries in detail and learn how political systems and ideals have shaped its history.

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

HS-MM-01, HS-MM-02, HS-MM-03, HS-MM-04

**Length of Course:** 2 Credits (combined)**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

**PARENTING/CHILD DEVELOPMENT A/B**

HS-80-40, HS-80-41

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

These courses endeavor to prepare students to know and understand the physical, intellectual, emotional and social growth and development of young children. Students learn about parenting, pregnancy, birth and the different stages of a child's physical, emotional, social and intellectual development. The courses cover the early years (1-6) of a child's life.

**PSYCHOLOGY A/B**

HS-30-16, HS-30-17

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

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

**ONLINE COURSES****MEDIA LITERACY**

HS-ES-87

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Within each Media Literacy lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study quiz to ensure they have mastered the content before moving to the next lesson. Students will also complete a project. Unit-level Media Literacy assessments include a computer-scored test.

**ENGLISH FOUNDATIONS I SEM 1/2**

HS-ES-56, HS-ES-57

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text. Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance. Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th-grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

**ENGLISH FOUNDATIONS II SEM 1/2**

HS-ES-58, HS-ES-59

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester 1 is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester 2 is a writing program that builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around 10 mini-units, which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low-stakes assessments that encourage growth and reinforce learning.

**FINANCIAL LITERACY**

HS-ES-86

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications. Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options.

**MATH FOUNDATIONS I SEM 1/2**

HS-ES-38, HS-ES-39

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Math Foundations I empowers students to progress at their optimum pace through more than 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

**MATH FOUNDATIONS II SEM 1/2**

HS-ES-42, HS-ES-43

**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level, as a bridge to high school, or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school-level math courses with confidence. The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

**GEOGRAPHY AND WORLD CULTURES**

HS-ES-93

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

**MULTICULTURAL STUDIES**

HS-ES-17

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures. In online discussions and polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.



**PROBABILITY AND STATISTICS**

HS-ES-92

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a “Discovery-Confirmation-Practice”-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference. Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

**PSYCHOLOGY**

HS-ES-70

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Psychology provides a solid overview of the field’s major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around the challenge questions, such as “What is happiness?” Students answer these questions before, during and after they interact with direct instruction. Students learn about all the domains the American Psychological Association (APA) emphasize: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

**SOCIOLOGY**

HS-ES-71

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** General Elective

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists. In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.





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