





2016-2017

Student Handbook  
**TENNESSEE**





# Pathways In Education

**2016-2017 School Year**

Dear Student:

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

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

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

Sincerely,

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PIE-Tennessee

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Pathways In Education

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## Section I: Introduction

### About the Student Handbook

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

### History of the Program

Pathways In Education is a non-profit, public benefit corporation specializing in developing and implementing programs that expand educational opportunities for public school students. Pathways In Education's programs are patterned after the success of charter schools in California, all of which have received accreditation from the Western Association of Schools and Colleges (WASC).

### Description of the Program

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

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

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

- ❖ *Subject Matter Concentration* – Enrollment in one to two courses at a time allows for greater in-depth learning and results in less confusion.

## **Vision Statement**

Pathways In Education will empower at-risk students to graduate from high school and achieve their dreams.

## **Mission Statement**

Pathways In Education will provide at-risk students in Memphis comprehensive high school education programs and student support services that will lead to their attainment of a high school diploma as well as their acceptance into college or gainful employment following graduation.

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

**Good Citizens**

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

**Good Communicators**

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

## 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 Tennessee.*

### Grading System

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

93-100	A	<i>Superior achievement.</i> The student has excelled; work is of exceptional quality and stands apart.
85-92	B	<i>Above average achievement.</i> The student has done more than is expected of a student who satisfactorily completed the objectives.
75-84	C	<i>Average achievement.</i> The student has satisfactorily accomplished the objectives of the course.
74 and below	F	<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. Physical Education and most elective courses are standard credit (0.5 unit maximum per semester). 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.

### 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 - 5	credits earned
Grade 10 (Sophomore)	6-11	credits earned
Grade 11 (Junior)	12-17	credits earned
Grade 12 (Senior)	18-22	credits earned

Classification may be reviewed each semester.

### **Withdrawal Credits**

Pathways In Education may be able to award courtesy withdrawal credits when a student enrolls in our school mid-year. Using the most recent grade report, the teacher will determine the exact date (and semester week number) when the student exited from the course and bring that information, along with the student's withdrawal grade from that course, to the principal for review. If the course was taken during the current academic semester and the student's grade and attendance indicate a solid level of content mastery, the principal may award withdrawal credit, enabling the student to pick up at the same place in the course with us. Pathways In Education takes withdrawal credits very seriously and wants to ensure that students have full opportunity to achieve maximum educational benefit from every credit awarded, so there may be circumstances where such request is denied, based on the information present and the principal's discretion. In order to qualify to request courtesy withdrawal credits, a student must:

- ❖ have been earning a C or better in the class.
- ❖ have access to the exact same course at Pathways In Education TN.
- ❖ complete the remaining portion of the course prior to the end of the current semester.
- ❖ have maintained satisfactory attendance for the semester during which the partially-completed course was taken (less than 5% absences) except in extenuating, documented circumstances.

### **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.

### **Character Development and Education**

Pursuant to T.C.A. §49-6-1007, Pathways In Education Tennessee provides year-round instruction around character education. Each month of the school year is designated with a character-related theme and the College and Career Advisor organizes and implements activities centering around that theme for all students. Themes are derived from Pathways In Education's core values, as well as common areas of focus for adolescents to promote healthy, positive lifestyles.

## Special Education

The ASD is the local education agency (LEA) for all students with special needs (students with disabilities and gifted students) geographically zoned to attend schools operated by the ASD. Schools offer a full continuum of placement and service options to meet the needs of all students. Unless otherwise required by a student's individualized education plan (IEP), all students with disabilities/gifted students may attend the same zoned school as his/her nondisabled/non-gifted peers, as the vast majority of special needs can be met in the Least Restrictive Environment (LRE) at any ASD school. Each school shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system.

The plan for implementation of appropriate instruction and special education services shall be in accordance with the current Rules, Regulations and Minimum Standards of the State Board of Education<sup>9</sup>, and State<sup>10</sup>, and Federal<sup>11</sup> Law. Administrators, principals, directors of instruction and teachers are responsible for providing an Individual Education Program (IEP) for each disabled student and for adhering to all components of this policy. Parents are responsible for becoming knowledgeable of their rights and participating in the IEP process.

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<sup>9</sup> TRR/MS 0520-1-3.09(3)(b)

<sup>10</sup> TCA 49-10-101

<sup>11</sup> *Education of Individuals with Disabilities 20, 1400-1485. Section 504 of the Rehabilitation Act of 1973. (Note: 504 of the Rehabilitation of 1973 has been interpreted by the courts to include individuals with contagious disease to be disabled.)*

## Students With Special Needs

Each school will provide special services that may be required to facilitate equitable access and participation of students based on varying factors, such as being an English Language Learner (ELL), a homeless or migrant, special or gifted services; student's achievement level on State assessment; or attending a Title I school. Students and parents/guardians have the right to request teachers' and other paraprofessionals' qualifications.

***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 Pathways In Education - Tennessee

the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, 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, a public or private place not designated for use as regular sleeping accommodations for humans.

### **Parent and Community Grievance Procedures**

If a parent or community member has a concern about Pathways In Education-TN, they should follow the following policy to reach a satisfactory solution:

1. Contact Pathways In Education-TN: Concerns may be directed to the principal, or PIE-TN Director of Instruction, **Anne Thomas**, at (901) 493-8378 or [athomas@pathwaysedu.org](mailto:athomas@pathwaysedu.org).
2. Contact the Pathways In Education-TN Board via Pathways Management Group: If the situation cannot be resolved after contacting the Director of Instruction, please contact Assistant Superintendent **Jessica Ray** by contacting her Administrative Assistant, **Gloria Escobedo**, at [gescobedo@pathwaysedu.org](mailto:gescobedo@pathwaysedu.org) or (626) 375-2922.
3. Contact the ASD Office of Portfolio Management: If the parent has a concern that the school has violated the law, applicable ASD policy, a charter contract or safety responsibilities AND problem-solving efforts with the principal, director of instruction or Pathways Management Group fail to solve the concern, parents may appeal to the ASD Office of Portfolio Management for assistance in resolving the issue.

### **Attendance/Truancy/Assigned Activities**

The State of Tennessee 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 at least one Carnegie Unit per week. In addition, students are required to meet with a teacher as specified in their Individualized Learning Plan (ILP). If the student fails to meet these attendance requirements, he/she may be

dropped from the program.

Per the Pathways In Education TN Master Agreement and the Pathways school policy for grades 9 through 12, parent and student agree that the student will:

- ❖ Meet with the instructor at the designated “Reporting” time, day, and place.
- ❖ Complete all work, as assigned, and the instructor will verify that student completed assigned work hours on each day the school is open. Parent/guardian/caregiver will ensure that student does school work on these days.
- ❖ Complete and submit all assigned work for each school month. No more than 20 school days may pass between the assignment date and the date completed, unless an exception is made in accordance with school policy.

And the student and parent/guardian/caregiver sign to indicate understanding that:

- ❖ An evaluation will be made to determine whether it is in the student’s best interest to continue enrollment in Pathways if student fails to complete 100% of the minimum work assignments required for one school month, verify 75% of attendance for one school month, or misses four instructor appointments without a valid reason.
- ❖ While completing the 0.5 credits per month meets the minimum work requirement to maintain enrollment in the Pathways school, completing more than 0.5 credits per month as recommended by the assigned teacher or Student Advisor may be necessary in order for student to make up deficient credits if student wants to return to their home school or graduate with their class. A student may complete up to 19 quality work units per month, without special exception.

When a student referral is made by an ASD school, the school administration and parent sign in advance of enrollment to acknowledge that they have taken the following indicators into account in making the decision to transfer:

- ❖ A verified reading level below 3rd grade level (for middle school students) or 5th grade level (for high school students) may indicate that a student will not be able to engage in the “grade leveled” texts of Pathways’ independent study program.
- ❖ A special education plan (IEP) that specifies a student’s learning style or academic needs are NOT conducive to working independently may indicate that the independent nature of the Pathways program may not be an ideal fit for the student.
- ❖ A special education plan (IEP) that specifies a student’s cognitive or behavioral level as requiring a therapeutic school environment may find the independent nature of Pathways as not providing the attention they require.

Additionally, signatures indicate understanding that all student progress will be assessed after an initial 30-day period. Any referred/voluntarily-enrolled student failing to demonstrate adequate progress can be returned to the home school for immediate re-enrollment. Non-progressing remanded students will be referred for a more appropriate alternative school placement.



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

## Truancy

Tennessee law requires that all children between the ages of six (6) and seventeen (17) attend school. In the ASD, attendance is also mandatory for students who have been expelled and remanded to attend alternative education programs. Attendance is a key factor in student achievement and therefore, students are expected to be present and on-time each day that they are scheduled to attend. Students and parents/guardians are responsible for ensuring regular school attendance and at-home work completion. Unexcused absences are prohibited by law and school/district policy.

Parents/guardians will be notified when students are absent or excessively tardy, be provided opportunities to restore the student's attendance, and offered access to resources to address truancy challenges.

By nature of an independent study-focused program, students complete a significant amount of work independently and this work is included in calculations for overall attendance. In order to provide clarity to parents/guardians and students, we use the following process to determine physical truancy:

- If a student misses three appointments/classes/assessments without making up their in-school seat time, the parent/guardian will receive a 3-day warning notice via mail and a meeting will be requested to discuss attendance.
- If a student misses five appointments/classes/assessments without making up their in-school seat time, the parent/guardian will receive a 5-day warning notice and a meeting will be scheduled to create an Attendance Intervention Plan. At that meeting, parents/guardians will work with the teacher, attendance officer, and principal or director of instruction to create a plan to help the student be more successful attendance-wise. Please note that if the parent is not present at the meeting, the plan will be created by school staff and sent via certified mail to the parent/guardian for immediate implementation. All students with five unexcused absences will be reported to the Shelby County District Attorney.
- If a student misses 10 appointments/classes/assessments without making up their in-school seat time, the parent/guardian will receive a 10-day letter from the Shelby County Juvenile Court's Truancy office, notifying them that the case has been referred to the Shelby County Juvenile Court system for intervention. A copy of this letter will be placed in the student's file and the school will send a representative to the hearing at Juvenile Court.

Please note that failure to attend scheduled appointment times/classes/assessments is a direct violation of the Pathways In Education Master Agreement and a student would be voluntarily withdrawn at the time of a combination of 10 missed appointments, classes, and/or assessments and referred back to his/her zoned school for re-enrollment.

According to the Achievement School District Student Handbook for 2015-2016, any student under the age of 18 is considered a dropout by the State of Tennessee if he or she is absent ten (10) consecutive days or has fifteen (15) unexcused absences in a single semester and system policies and procedures on truancy have been followed.

### **Transfers/Withdrawals**

Transfers into Pathways In Education-TN are accepted year-round and follow the Achievement School District's Enrollment policies. Upon arrival, the parent will be asked for the name of the student's previous school and district, an unofficial transcript or most recent report card (middle school only), immunization records, and a copy of the official withdrawal form from the previous school of enrollment. **A student cannot be enrolled at Pathways until the student has been officially withdrawn from the previous school.**

Transfers out of Pathways In Education-TN are also addressed on a year-round basis. In the event that the parent/guardian wants to transfer the student within the Achievement School District, the parent needs to request and complete a Transfer Request Form and turn that document in to the Compliance Coordinator at the Pathways In Education-TN school site.

At that time, and unless a family provides proof of relocation, school administration will conduct an Exit Interview to determine the reason for the transfer and see if there are things we can do to keep the student at Pathways. If the parent still wants to access a transfer, the principal or director of instruction will discuss available school options with the family and make a courtesy call to the new school, to confirm capacity. A student cannot be granted a transfer without confirmation of acceptance at the new school.

Once the transfer has been granted, an ASD Withdrawal Form will be completed and the family will be given a copy of the Transfer Request Form. Neither Achievement School District nor Shelby County Schools will accept a student without the proper, signed withdrawal documentation. Copies of both forms will also be submitted, by Pathways In Education-TN to the Achievement School District's Enrollment Manager.

In the event that there are extenuating circumstances such as student safety issues, disciplinary matters, or medical issues, Pathways In Education-TN will work with the Achievement School District Support Team staff to find a suitable administrative placement.

### **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 Surveys

At Pathways In Education-TN, we administer two school-wide surveys each year to students and/or families: The ASD School Culture and Student Safety Survey and the Parent Satisfaction Survey. We value your input and insight and hope that all students and parents take the opportunity to respond to the appropriate survey.

In the case that any other surveys are administered by outside agencies or for research purposes, parents have the right to inspect all instructional materials that will be used for a survey, analysis or evaluation as part of a federal program. No student will ever be asked to take part in a survey, evaluation, or analysis that reveals information such as: political affiliation, personal family information, sexual behavior or attitudes, illegal/anti-social/self-incriminating/demeaning behavior, critical appraisals of others with whom they have close family relationships, legally privileged relationships, religious practices or beliefs, or income.

## Student Holidays (2016-2017)

In addition to weekends (Saturday & Sunday), student holidays are not counted as school days. Therefore, students are not required to complete assigned activities on these days.

*Independence Day* – July 4, 2016

*Labor Day* – September 5, 2016

*Veterans Day* – November 11, 2016

*Thanksgiving Break* – November 23-25, 2016

*Winter Break* – December 19-30, 2016

*New Year's Day Holiday* – January 2, 2017

*Martin Luther King, Jr. Day* – January 16, 2017

*Staff Development Holiday* – February 17, 2017

*President's Day* – February 20, 2017

*Spring Break Holiday* – March 14-17, 2017

*Staff Development Holiday* – April 14, 2017

## Emergency or Weather Shutdown

In the event of severe weather conditions or other emergencies, the ASD may be closed. Each of the ASD schools follows the decision of the superintendent or his designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, or check the Achievement School District's website and expect to be contacted directly to know the superintendent's or his designee's decision for the particular day. Pathways In Education-TN utilizes a school messenger to send automated calls regarding school closure.

## Communicable Diseases

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease that may endanger the health of either him/her or other individuals will enter or remain in the regular school setting. If a school principal or director of instruction has reason to believe a student has a communicable disease that may endanger the health of either him/her or other individuals in the regular school setting, the principal or director of instruction shall:

- ❖ Assign the student to a setting that will protect the student, other students, and employees;
- ❖ Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent, principal or director of instruction stating that the disease is no longer communicable.
- ❖ If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the principal or director of instruction must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal or director of instruction shall refer the student for special education services.

The superintendent/designee may request that further examinations be conducted by a physician or County Health Department and may request periodic reexaminations after the student has been readmitted to the school.

Expenses incurred from examinations requested by school officials shall be paid by the ASD.

The names of all students excluded from school under this policy will be forwarded to the office of the superintendent.

## 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 new 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 to users on a 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 password. Users should also protect their password to

ensure system security and their own privilege and ability 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 Tennessee 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.



## Pathways In Education-TN Positive Behavior Interventions & Support Plan



James Bacchus II, Principal  
Anne Thomas, Director of Instruction

Frayser Campus  
3156 N. Thomas St.  
Memphis, TN 38127  
T 901.353.4999 | F 901.353.8833

Whitehaven Campus  
4701 Elvis Presley Blvd.  
Memphis, TN 38116  
T 901.433.9422 | F 901.435.6431

**Purpose**

Pathways In Education-TN Positive Behavior Interventions and Supports Plan (PBIS) supports our schools in maintaining safe nurturing participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Pathways In Education-TN is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind the student behaviors. All disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

**Rules by Setting Matrix**

	<b>SGI CLASSROOMS</b>	<b>RESTROOMS</b>	<b>OPEN AREA</b>	<b>OUTSIDE/ PARKING LOT</b>
<b>Mutual Trust</b>	<ul style="list-style-type: none"> <li>Believe in yourself, classmates, and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Only spend the needed time in restrooms.</li> </ul>	<ul style="list-style-type: none"> <li>All students should be working.</li> </ul>	<ul style="list-style-type: none"> <li>Students should only leave the building once their ride has arrived or they are walking to the bus stop.</li> </ul>
<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>Follow directions at all times.</li> <li>Treat others how you want to be treated.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>Library noise level at all times.</li> <li>Positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands, feet, and unkind words to yourself.</li> </ul>
<b>Compassion</b>	<ul style="list-style-type: none"> <li>Do your best work every day.</li> </ul>	<ul style="list-style-type: none"> <li>Keep the area clear of graffiti and clean for yourself and others.</li> </ul>	<ul style="list-style-type: none"> <li>Stay focused on your dream of graduating.</li> </ul>	<ul style="list-style-type: none"> <li>Enter and leave the building with a positive attitude that values learning.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>Come in with work completed from home.</li> </ul>	<ul style="list-style-type: none"> <li>Do the right thing, even when no one is watching.</li> </ul>	<ul style="list-style-type: none"> <li>Do your own work.</li> <li>No cheating.</li> <li>Be honest.</li> </ul>	<ul style="list-style-type: none"> <li>Do the right thing, even when no one is watching.</li> </ul>

**WHAT IF? CHART**

<p><b>Positive Consequences:</b></p> <p>Verbal praise                  Maverick Dollars                  Raffle tickets                  Special lunch with teacher                  Positive call home                  Student of the Month                  Extra time in the center</p>	<p><b>Negative Consequences:</b></p> <p>Verbal warning                  Student Self Reflection Worksheet                  Mediation Process (if involving another student)                  Restorative Practices                  Phone call to parent/guardian                  Parent/Teacher/Student Conference</p>
	<p><b>Serious Behavior Clauses:</b></p> <p>Out-of-school suspension                  Expulsion</p>

\*All consequences are reviewed case by case and at the discretion of the teacher and school leaders.

## Steps in Addressing Behavior for the Teacher

- Step 1:** Identify the desired behavior and describe it in observable, measurable terms.
- Step 2:** List a rationale for teaching the behavior (Why is it important?).
- Step 3:** Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?).
- Step 4:** Practice/role-play activities.
- Step 5:** Lead students through the behavior (We Do).
- Step 6:** Test to check for student understanding of behavior (You Do).
- Step 7:** Provide opportunities for practice.

## Behavior Expectations

- ❖ Respect staff and other students.
- ❖ Absolutely no fighting (zero tolerance).
- ❖ No personal electronics while at appointment or SGI class. (Cell phone, iPad, etc.)
- ❖ Work quietly and do not disturb others.
- ❖ No food/drink near computers.
- ❖ No profanity.
- ❖ No smoking in/around school.
- ❖ Do your own work!

## Dress Code Policy

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 of which the school does not wish to promote. The school considers the following items inappropriate for students to wear at school:

- ❖ Any clothing or jewelry item that depicts drugs, sex, alcohol, profanity or racism.
- ❖ Sheer or revealing garments that are sexually inappropriate.
- ❖ Any clothing that has a disruptive influence on the learning environment.
- ❖ Pants should be worn at waist level — no sagging.
- ❖ Any headscarf, bonnet, hat, bandana, or hood must be removed while in the building.
- ❖ No flip-flops, houseshoes, slippers, or any other footwear not considered “regular shoes.”

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.

## **Discipline of Regular Education Students**

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

The School will attempt to address the needs of students through a quality education program. To be effective and to fulfill this goal, Pathways 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 has developed a code of conduct that will be implemented.

### **Student Conduct Expectations**

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

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

- Smoking is not allowed in or near the school.
- All cellular phones are to be turned off while at school.
- Teachers and staff will monitor student behavior. If a problem arises that cannot be resolved between Pathways staff and the student, the student's parent/guardian will be contacted and may be required to attend a parent-teacher conference to attempt to resolve the matter. If the student's disruptive behavior continues, the student is at risk of being suspended and/or expelled from the program.

### **Harassment**

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

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

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

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

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

### **Definition of Expulsion**

Expulsions shall be defined as permanent dismissals from Pathways, without re-enrollment privileges, and must be approved by the Pathways' Board of Trustees. See State Mandated Zero Tolerance List on page 31.

### **Definition of Suspension**

Suspensions shall be defined as a temporary leave of absence from Pathways that may occur at the discretion of the principal or director of instruction.

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

- ❖ Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- ❖ Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended

school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.

- ❖ At the discretion of the principal or director of instruction, suspension reports, conduct reports, and/or corrective action plans can be removed from a student's permanent school file at the end of the school year if deemed in the best interest of the school and the student to do so.

### **Due Process Statement**

Pathways shall provide for the fair treatment of students facing 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.

### **Immediate Suspension**

A student shall be subject to immediate suspension if the principal, the principal's designee(s) or the director of instruction 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, designee(s) or director of instruction shall immediately suspend any student found at the school or at a school activity to have committed any of the actions identified as items #2, 3, 4, or 14 under "Grounds for Suspension and Expulsion."

### **Mandatory Expulsion**

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

Suspensions shall be initiated according to the following procedures:

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

This conference may be omitted if the lead teacher or principal/designee/director of instruction 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 or director of instruction. All requests shall include the name of the student, the specific offense(s) committed by the student, the reason(s) for the suspension and the dates of the suspension.

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

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

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

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

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

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

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

While the parent/guardian is required to respond without delay to a request for a conference

about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

### **Authority to Expel**

A student may only be expelled by the Pathways' Board of Trustees. The Board shall expel, as required by law, any student found to have committed certain offenses listed under "Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and/or Expulsion" upon recommendation by the principal, director of instruction, an appointed hearing officer or administrative panel based on finding either or both of the following:

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

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

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

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

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

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

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

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

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

The notice shall include:

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

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

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

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

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

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

### **Final Action by the principal, designee(s), or director of instruction**

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

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

Upon ordering an expulsion, the principal, designee(s), or director of instruction shall set a date when the student shall be reviewed for readmission to Pathways. For a student expelled for an act listed under "Mandatory Recommendation for Expulsion," this date shall be one year from the date the expulsion occurred, except that the principal, designee(s), or director of instruction may set an earlier date on a case-by-case basis. 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, designee(s), or director of instruction shall recommend a plan for the student's rehabilitation.

### **Maintenance of Records**

The principal, designee(s), or director of instruction 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, designee(s), or director of instruction 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, designee(s), or director of instruction.
2. The principal, designee(s), or director of instruction 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, designee(s), or director of instruction 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, designee(s), or director of instruction shall notify the student and parent/guardian, by registered mail, of the principal, designee(s), or director of instruction's decision regarding readmission.
4. If the readmission is denied, the principal, designee(s), or director of instruction 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/or Expulsion

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished knife, explosive, or other dangerous object.
3. Possessed, used, sold, distributed or otherwise furnished, or was under the influence of, alcoholic beverage, or intoxicant of any kind.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.

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

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section of this policy.
20. Committed an act of academic dishonesty (in course work, on examinations, or in other academically-related activities), which includes, but is not limited to, the following:
  - a. copying from another student or knowingly allowing another to copy
  - b. using unauthorized materials and/or technologies
  - c. plagiarizing work — the intentional or accidental appropriation of another’s writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one’s own written work — including electronic media such as the Internet
  - d. counterfeit work, including turning in as one’s own work that 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)

### **State-Mandated Zero Tolerance Offenses**

In 2013, the State of Tennessee revised TCA 49-6-3401 to make clear that the only offenses requiring a 180-day expulsions under law are as follows:

1. Unauthorized possession of a firearm
2. Commission of aggravated assault on school personnel (assault resulting in serious bodily injury or death, the use or display of a deadly weapon, or attempted strangulation)
3. Possession of illegal drugs

Under the law in Tennessee, Pathways In Education does comply with state and district expectations by enforcing the mandatory expulsions for these specific offenses.

### **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(s) 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 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 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 individualized education program (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, and
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.

### **Manifestation Determination**

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 Manifestation Determination 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 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, and
    - 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.
  5. 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.
  6. 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 choose not to participate, the meeting may be conducted without the parent/guardian's participation.
  7. The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records.

8. If the IEP team 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.
9. If the IEP team 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.
10. When expulsion is recommended, the IEP team 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, he/she has a right to a due process hearing conducting 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; and
3. Due process hearings and appeals, if initiated.

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

1. The misconduct was not caused by, or a direct manifestation of, the student's identified disability; and
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 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.

## **Alternative Education Program**

Pathways 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 program to students of compulsory attendance age.

Specifically, for suspension of less than 10 days, Pathways 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 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 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, 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.

## **Appeals and Complaints**

Any individual or group may bring a complaint to the Pathways 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 Trustees

of the Achievement School District. If the individual or group determines that the Trustees do not adequately address the complaint, the individual or group may bring the complaint to the Board of Regents. The Trustees of the Achievement School District have the authority to take appropriate action.

## **Student Welfare**

### **Student Harassment, Intimidation, Bullying or Cyber-Bullying**

The Achievement School District supports and provides for an academic learning environment that is free from any type of harassment, bullying as defined by the State, means any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation at any official school bus stop that it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Cyber-bullying means bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, or other wireless telecommunication devices, personal digital assistants (PDAs), computers, electronic mail, instant messaging, text messaging, and websites.

This type of misconduct is prohibited and students who engage in any of the aforementioned are subject to disciplinary action. Student harassment, intimidation, bullying or cyber-bullying that occurs off-campus is also subject to an appropriate course of action by the school.

Each school has a protocol for reporting and handling harassment, intimidation, bullying, or cyber-bullying. Students are provided with resources and training encouraging a positive learning environment and the appropriate resources should the student need to report any of these behaviors. It is the responsibility of all school personnel to report harassment, bullying, and/or cyber-bullying to the school principal or director of instruction. Upon the report of such misconduct, the principal or director of instruction will investigate the allegations and proceed with the appropriate course of action identified in the school's protocol.

## **Corporal Punishment**

No employee of the ASD shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- ❖ Shoving, striking, grabbing, shaking or hitting a student
- ❖ Throwing objects at a student
- ❖ Unreasonable restraint of a student
- ❖ Directing others to engage in any of the activities listed above

There may be times when an ASD employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- ❖ Proportional to the student's conduct; and
- ❖ The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law. Each situation will be reviewed by the ASD.

### **Safe Relocation of Students**

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instruction.

If an employee is unable to resolve the matter with the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a brief report of the incident with the building principal or director of instruction. If the student's behavior constitutes a violation of the ASD's zero-tolerance policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

## Section IV: Study Requirements

### Planning a Course of Study

An instructor will be available to advise and assist the student with his/her course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities. As you plan your program, the instructor will ensure that you follow the guides listed below so that the achievement levels and requirements for graduation, college entrance and basic skill competencies will be satisfied when applicable.

### Course Assignments

Pathways In Education Tennessee uses all academic and assessment data available to make course assignments for each student, ensuring that students receive maximum educational benefit from all courses taken at our schools. Teachers use transcripts, recent progress reports, EOC/TN Ready performance data, STAR Reading and Math scores, and previous work completion percentages to make programming decisions that best match student needs. For this reason, student schedules will always reflect variations in course types, interventions, and time requirements and parents/students are encouraged to seek additional information if at any time there are questions about a specific course assignment, tutorial requirement, time minimum, time-on-site expectations with the student's Independent Study Teacher, or other variable that may require further explanation. School administration is available weekly for meetings to clarify academic needs and expectations, as well as our method of individualized course assignments.

### Acceptance of External Credits

Pathways In Education accepts transfer credit only from ASD and 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 TDE required student assessments, including but not limited to TN Ready, End of Course assessments, Writing assessments, EXPLORE, and PLAN Exams, and will administer the ACT to all high school juniors. In addition, Pathways In Education requires incremental Renaissance STAR testing for reading and math for grades 9–12. Pathways In Education also requires students to participate in several other assessment tests. These assessments can be valuable for the teacher and parent to use in determining an appropriate educational plan and selecting curriculum.

## **Civics Testing**

Per Tennessee state law T.C.A §49-6-408, all students must complete a United States civics test as a requirement for graduation. The only exception is for students with an Individualized Education Plan (IEP), for which an IEP team will determine if test administration is appropriate. A student must correctly answer 70% of the questions correctly to meet this requirement. A student may take the test as many times as necessary to pass.

The exam administered by Pathways in Education will be comprised of 50 multiple choice questions drawn from the test administered by the United States Citizenship and Immigration Services. The exam will be completed in the Online Assessment platform and students will receive immediate indication of a passing or not passing score. For students completing their Government coursework at Pathways, the student will be expected to take the exam within 10 school days of completing their final Government unit. For students who have already completed the Government requirement at a previous institution, but have not passed the test, study materials will be assigned from which they have 30 school days to study before taking the exam.

## **Family Life Planning Curriculum**

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

## Pathways In Education-Tennessee

### Graduation Planning Guide

#### Grade 9

English 9A		English 9B	
Algebra 1A		Algebra 1B	
Physical/Earth Science A		Physical/Earth Science B	
Foreign Language		Foreign Language	
Fine Arts		Fine Arts	
Physical Education		Elective	

#### Grade 10

English 10A		English 10B	
Geometry A		Geometry B	
Biology A		Biology B	
Foreign Language		Foreign Language	
World History A		World History B	
Lifetime Wellness		Lifetime Wellness	

#### Grade 11

English 11A		English 11B	
Algebra 2A		Algebra 2B	
Physics/Chemistry A		Physics/Chemistry B	
U.S. History A		U.S. History B	
Elective		Elective	

#### Grade 12

English 12A		English 12B	
Higher Level Math		Higher Level Math	
U.S. Government		Economics	
Elective		Personal Finance	
Elective		Elective	

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

Additional Requirements	Completed
Senior portfolio	_____
10 hours of approved community service	_____



## Pathways in Education

### 2016-2017 Graduation Requirements

<b>English</b> (4 Credits)	English 9 English 10 English 11 English 12
<b>Mathematics</b> (4 Credits)	Algebra I Geometry Algebra II 4th Level Higher Math
<b>Lab Science</b> (3 Credits)	Biology Physical or Earth Science Physics
<b>Wellness</b> (1.5 Credits)	PE I/II Lifetime Wellness
<b>Social Studies</b> (3 Credits)	World History U.S. History U.S. Government and Economics
<b>Personal Finance</b> (0.5 Credits)	Personal Finance Financial Literacy
<b>Fine Arts</b> (1 Credit)	Art History Visual Arts
<b>Foreign Language</b> (2 Credits)	Spanish I/II French I/II
<b>Electives</b> (3 Credits)	Art Appreciation College and Career Preparation Music Appreciation Probability and Statistics Psychology Sociology
<b>TOTAL 22 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. Depending on the college, students may have to complete a “Concurrent Enrollment Form,” which can be obtained at the community college, before registering for these classes. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

## College Admissions Information

Students desiring information regarding college admissions requirements should contact their teacher. Current information is also available on the Internet. Information on all Tennessee colleges and universities may be found at:

<http://www.tn.gov/thec/Index/Institutions/Institutions.html>

## 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 to receive classroom style instruction to receive support in their independent courses. The small group instruction courses are aligned with common core state standards. A syllabus will be made available on the first day of class by the instructor. Course codes designated with SGI (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 (HS-ES-113) indicates the course is available online.

## English-Language Arts

### ENGLISH 9 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 non-fiction articles. This course will enhance students' ability to comprehend and develop 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 10 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 non-fiction writing and fictional stories and also authors' intent and literature concepts. Students will understand how to develop inferences about what they have read and explain new information. The purpose of this course is also to increase students' vocabulary and grammar development. Students will also implement new knowledge of grammar, proofreading, and revision rules into their writing.

### ENGLISH 11 A/B 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 11 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 non-fiction selections in their textbook and novels. They will be challenged to hone their craft in a variety of writing assignments utilizing refined knowledge of grammar, proofreading, and revision rules of writing. Students will use higher-level thinking skills to go beyond simple comprehension of the assigned texts. They will grow in their ability to analyze and evaluate information in literary and informational texts.

**ENGLISH 12 A/B 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 12 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 non-fiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills. Students will be challenged to hone their craft to create a reflective essay or autobiographical narrative, persuasive essay or short story, historical investigation report, and multimedia presentation. Assessments will emphasize higher-level thinking skills, requiring students to go beyond simple comprehension of the assigned texts; they must show growth in their ability to analyze and evaluate information they encounter in literary as well as informational texts.

**ONLINE COURSES****ENGLISH 9 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 non-fiction. 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 (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 (Common Core)

HS-20-38, HS-20-39

*SGI-11-05, SGI-11-06***Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** Mathematics

Geometry A builds upon skills acquired in Pre-Algebra and Algebra and incorporates them into learning about new geometry basics. Students will master the foundation blocks for the structure of geometry and understand how to represent geometric figures. They first must familiarize themselves with the tools of geometry and then go on to understand the importance of reasoning and using proofs. In this semester, they will consider the difference between parallel and perpendicular lines. They will use proofs to understand congruent triangles as well as the relationship between triangles. They will also learn about the properties of the different types of quadrilaterals. Geometry B introduces and develops concepts of geometry from coordinate geometry, constructions, proofs, symmetry, and transformations, to finding area, perimeters, and volume of complex shapes. A student passing this course will have a thorough understanding of geometry and a good start on advanced algebra and trigonometry.

### 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.

**ONLINE COURSES****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.

**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.

**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.

**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.

## Social Studies

### U.S. GOVERNMENT CP

HS-30-07

*HS-ES-64***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.

### ECONOMICS

HS-30-08

**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 affect each has on our economy. They will learn about investing, saving, and the risks involved in each. Students will also learn how other countries' economies compare to the economy of the United States. They will learn how and why some economic theories work, while others do not.

### 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.



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**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. 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

This course offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy.

### **ONLINE COURSES**

### **CHEMISTRY 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. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

**EARTH SCIENCE SEM 1/2**

HS-ES-40, HS-ES-41

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

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 or Elective

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 SEM 1/2**

HS-ES-127, HS-ES-128

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

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.

**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.

**VISUAL ARTS A/B**

HS-60-14, HS-60-15

**Length of Course:** 1 Credit**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.

## Wellness

### LIFETIME WELLNESS A/B

HS-70-20, HS-70-21

**Length of Course:** 1 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Wellness

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

### PHYSICAL EDUCATION I, II

HS-50-01, HS-50-02

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

**Grade Level:** 9-12

**Graduation Requirement:** Wellness

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.

### PERSONAL FINANCE

HS-20-30

**Length of Course:** 0.5 Credit

**Grade Level:** 9-12

**Graduation Requirement:** Wellness

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

## ONLINE COURSES

### FINANCIAL LITERACY

HS-ES-86

**Length of Course:** 0.5 Credits

**Grade Level:** 9-12

**Graduation Requirement:** Wellness

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.

## Foreign Languages (Online courses)

### SPANISH 1 SEM 1/2

HS-ES-50, HS-ES-51

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

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 2 SEM 1/2

HS-ES-52 HS-ES-53

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

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.

### FRENCH I SEM 1

HS-ES-74

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Foreign Language

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

HS-ES-76

**Length of Course:** 0.5 Credits**Grade Level:** 9-12**Graduation Requirement:** Foreign Language

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.

## General Electives

### 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.

### 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.

### 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.

## 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 students 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 focusing 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 that cover 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.

**COLLEGE & CAREER PREPARATION I,II** HS-ES-90, HS-ES-91**Length of Course:** 1 Credit**Grade Level:** 9-12**Graduation Requirement:** General Elective

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers. In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world. Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

**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 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) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.



**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.

**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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