IntelliSchool Student Handbook

2020-2021

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Mission Statement

IntelliSchool will provide an innovative, non-traditional high school learning environment, completely computer driven and entirely self-paced. IntelliSchool's academic approach will allow special education, learning disabled, the at-risk youth (which includes students with disruptive behavior issues, students who are significantly behind in credits, students who have been identified as dropouts, students who are pregnant or parenting and students who have been adjudicated) and other students who are interested in careers in the computer, technology and communications arenas to obtain their high school diploma.

Vision Statement

IntelliSchool believes that through a customized curriculum, a flexible schedule, individualized attention and a safe school environment, every student can and will succeed.

Our Students

IntelliSchool students will aspire to be Respectful, Responsible, and Resilient

A Letter from the Superintendent

Dear Parents, Guardians, and Students,

I would like to thank you for your support as we continue to respond to the COVID-19 pandemic. Our schools have implemented several extra academic, safety, and sanitary standards to ensure that our students continue to learn and reach their goal of high school graduation. As you know, there continues to be concerns and questions relating to the reopening of schools in Arizona. While we are in the business of educating, our first concern is the safety of our students, staff, and families. IntelliSchool continues to stay abreast of the situation through the Arizona Department of Education, Arizona State Board for Charter Schools, and the Governor's Office. We encourage parents and guardians to consistently visit our website for updates regarding school and COVID-19. Our goal is to find the best way to have our students **safely** in our buildings as frequently as possible to ensure the health and well-being of all.

As we move forward with the 2020-2021 school year, we've made a number of improvements and expansions to our curriculum and technology. Our computer-based platform includes Schools PLP curriculum, which was piloted last year and is in full use this school year. Our teachers continue to support students through tutoring and breakouts. Counselors have resources for students to navigate the pandemic, achieve graduation, and pursue their future.

We encourage parents and guardians to be involved in their student's education. By communicating regularly with staff, we set students up for their best chance at success. Our highest priority is providing a safe environment, conducive to learning. Our staff can show you how to track your student's progress in real time from anywhere. Please feel free to call and email your principal, secretary, counselors and teachers with any concerns or questions.

Thank you for choosing IntelliSchool. Join us in our quest to engage your student and help build the habits that will not only lead to a diploma, but a better life down the road.

Sincerely,

Mick McElhinney
Superintendent

ENROLLMENT PROCESS

IntelliSchool has an open admissions policy for all high school-aged students. IntelliSchool does not discriminate on the basis of race, gender, national, or ethnic origin in the administration of any of its policies or any school-administered programs. Anyone interested in attending is required to complete an enrollment registration form online or in person, provide a copy of the student's Immunization Record and provide a copy of the student's birth certificate or other proof of identity and age pursuant to A.R.S. §15-828. If the birth certificate or other proof of identity and age is not received within 10 days of the student's first day of attendance, IntelliSchool is mandated by A.R.S. §15-828(E) to report to the local law enforcement agency that the student may be a missing, abducted or exploited child.

Pursuant to A.R.S. § 15-802(B) statute requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school. The proof of residency document is part of the enrollment process and is designed to assist school districts and charter schools in meeting the legal requirements of the statute. The documentation required by A.R.S. §15-802 must be provided each time a student enrolls in a school district or charter school, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form, online or in person.

While IntelliSchool makes every attempt to accommodate all students seeking enrollment, the receipt of a registration form in no way guarantees immediate admission. When the demand for enrollment exceeds the enrollment limits, a waiting list is established based on the student's enrollment date. When there are two or more "applicants" with the same enrollment date and only a limited number of openings, a lottery is conducted to determine the next student to be enrolled.

All students are required to attend their assigned 4 hour session at least 20 hours a week. They are encouraged to stay for additional instruction time, but are not free to make their own schedule. Any student behind on credits can attend more than the minimum of 4 hours a day. Students that need flexibility because of work or family issues can discuss options with the principal.

SPECIAL CONSIDERATIONS

Students who received a medical or extreme personal hardship withdrawal from IntelliSchool and wish to return to IntelliSchool are given the highest consideration when re-enrolling. IntelliSchool also provides special consideration to siblings of current or former students. In an attempt to reduce Arizona's high dropout rate, IntelliSchool provides special consideration to any student who is either of adult age (18 and over) or who can be classified by credits earned as a "senior."

GOALS OF THE SCHOOL

MASTERY-BASED EDUCATION

IntelliSchool students are required to demonstrate mastery in all core academic subjects required by the Arizona Department of Education. IntelliSchool sets mastery level at 70% for a passing ("C") grade. IntelliSchool provides tutoring for State assessments or struggling students.

    90-100 = A
    80-89 = B
    70-79 = C

SKILL DEVELOPMENT

IntelliSchool students develop social and personal skills enabling them to successfully participate in school and work-related activities. Students demonstrate these skills by showing accountability for their successes and failures in areas like attendance and maintaining productivity. IntelliSchool stresses the importance of respectful behavior and encourages students to practice both professional and business-like attitudes while attending school. IntelliSchool strives to teach students to be respectful to others, responsible for themselves, and resilient when life challenges them. We feel these qualities are crucial to maintaining a job or pursuing any higher-level education.

ACADEMIC ASSESSMENT

All new students are tested to assess their knowledge in the core subject areas of math and language arts. IntelliSchool uses Imagine Learning's Assessment Technology Incorporated (ATI) system to determine if there are gaps in a student's academic development. A Silvaroli Informal Reading Inventory may also be done to determine the student's current functional reading level. If English is the second language, students may also be given the AZELLA (Arizona English Language Learner Assessment) test to determine if they qualify for the ELL (English Language Learner) program. These test results and any transcripts from other schools are used to develop the student's Individual Academic Planner.

If a student is significantly below grade level in a core skill area, the teacher will contact the parent/ guardian to discuss placement in Concept Courses. Students will be assigned courses based on their individual skill level to fill in any gaps in learning before taking on more advanced curriculum. Students earn elective credits for each concept course completed. Students will be retested with the ATI system at the beginning, middle, and end of each core course to provide a baseline functioning level and show growth for each student.

Students are given benchmark assessments within their classes to determine how prepared they are for the State assessments. Students showing a weakness in a particular area will be offered free tutoring to better prepare them for State assessments.

STATE REQUIREMENTS

IntelliSchool adheres to all Arizona state requirements including state-mandated testing and a 45-day screening process for all incoming students. The 45-day screening provides information that may indicate a student's need for further testing and accommodations by our Special Education Department. In accordance with FERPA requirements, all referrals are kept confidential and parents will be notified.

COMMUNITY INVOLVEMENT

IntelliSchool encourages students to become active participants in community service. Students gain awareness of community needs through the service projects and the collaborative efforts of staff and community service organizations.

PARENT INVOLVEMENT

IntelliSchool recognizes the importance of parental involvement. However, this school year is impacted by the COVID-19 pandemic. For the safety of our students and staff, no parents or visitors are allowed inside the school absent a scheduled appointment or principal approval. Please contact your school secretary or principal to set up an appointment.

IntelliSchool will offer safe opportunities for parents to interact with teachers throughout the year. Parents are encouraged to contact the school staff via email. Weekly updates on student progress are available online, as well.

CAREER PLANNING

IntelliSchool provides career counseling through Education and Career Assessment Plans (ECAP). The ECAP is individualized for each student and assists and the student with future educational goals, financial assistance, career planning and areas of aptitude.

IntelliSchool invites guest speakers from organizations like local trade schools, military, colleges and universities, and businesses to speak to students to promoting a career opportunities. This year, these promotions will be conducted with pandemic safety in mind.

IntelliSchool partners with East Valley Institute of Technology (EVIT) and other Career and Technical Education (CTE) schools to provide career training as part of high school. Students are able to earn electives while learning skills that lead directly into a career. See our counselors for more information on career trainings offered through these programs.

INSTRUCTION

Students have different learning styles in demonstrating mastery of subject matter. IntelliSchool has a blended model of instruction. We use direct instruction, critical thinking, and group discussion in addition to the technological platform. There are projects built into all classes. We utilize interventions and those students needing additional help will receive it.

Instruction at IntelliSchool will include:
- Identifying academic strengths and weaknesses
- Providing flexible, varied learning opportunities
- Developing student problem-solving abilities and skills
- Monitoring student time management
- Providing curriculum that meets the Arizona State Standards
- Providing Highly Qualified teachers
- Providing independent learning experiences
- Emphasizing Internet research
- Encouraging group and project work, when appropriate
- Providing teacher-led group instruction
- Providing one-on-one instruction by teachers and tutors

All IntelliSchool curricula are aligned with Arizona State College and Career Readiness Standards. Integrated Instructional Software, created by Schools Professional Learning Platform (PLP), provides the foundation of much of IntelliSchool's instruction. PLP is aligned with state standards and is built to the specific needs of our students. IntelliSchool augments and supplements materials to match the needs of each individual. We also use eDynamic for some of our higher level math and electives. Course syllabi and materials are continually developed by members of the instruction team for all IntelliSchool sites.

HEALTH, SAFETY AND SECURITY MEASURES

PROVIDING HEALTH INFORMATION

IntelliSchool asks all parents to be responsible by immediately contacting their child's site to report any illness that may be considered a communicable disease or virus (e.g., COVID-19, chicken pox, hepatitis, meningitis). Information gained will be used for the sole purpose of protecting the safety and well-being of IntelliSchool's students and staff.

IMMUNIZATION REQUIREMENTS

IntelliSchool adheres to all admission requirements provided by Arizona's Department of Health Services. The following is a list of all required immunizations for high-school-aged students.

Immunization	Doses	Note*
DTaP/DTP/DT or Td	3 doses if on or after the 4th birthday	A 4th dose is required if dose #3 was before the 4th birthday
Td Booster	Required after 10 years of last dose of DTaT/DTP/Td	
Polio	3 doses if on or after the 4th birthday	A 4th dose is required if dose #3 was before the 4th birthday
MMR	2 doses required	A 3rd dose is required if dose #1 was given before 1st birthday
Hep B	3 doses required	

Students must meet these requirements prior to entry into any public school. Those who claim exemption for medical/ personal beliefs must complete the appropriate paperwork.

MEDICATIONS

Parents are expected to keep staff informed of all medications the student will need administered during school hours. Students must turn over medications (including over-the-counter) to the Secretary or Principal.

RESTRICTIONS

Students who fail to adhere to the following restrictions will face disciplinary action:
- Backpacks, purses and tote bags are subject to search at any time.
- Hats and bandanas are not allowed.
- No food/ beverages from outside of the classroom without permission.
- Tagging, gang signs, and any demonstration of racial or ethnic hatred are strictly prohibited. This includes, but is not limited to clothing, text, symbols, pictures and art work. Sharpies or markers are not allowed and will be confiscated.
- Slippers and flip flops are prohibited. Footwear must be worn at all times.
- Use of a cell phone, texting, accessing social media sites, watching videos, playing games or searching for test answers while in school is prohibited. If your cell phone is also your source for music, head phones or ear buds are mandatory. Any staff member can confiscate personal phones at any time without reason, and failure to hand over a phone is considered insubordination. Staff will allow students to earn their phone privileges back through improving academic production and staying focused. We want students to be successful in earning credits, and phones tend to be a distraction.
- School phones are available for emergencies and contacting parents. It is the student's responsibility to arrange any necessary communication prior to school or through school phones rather than their own. Phone calls during school hours on personal cell phones is prohibited. Parents can contact students through school phones during sessions.

DISCLAIMER

IntelliSchool neither accepts nor assumes responsibility for lost, stolen or damaged personal property. Keep phones and valuables with you at all times, or do not bring them to school.

SAFETY ISSUES

Any student or parent who has concerns regarding the safety of the school and its students is should call the school and provide the school with sufficient information (specific concern, name of involved students, site the incident occurred and session) so that staff can investigate the concern. There is no requirement for the person reporting the concern to identify him or herself.

INTELLISCHOOL SEARCH POLICY

IntelliSchool reserves the right to search any student and their belongings. A search may be conducted randomly, or if there are reasonable grounds for suspecting that the search will turn up evidence that a student has violated or is violating either the law or the rules of the school. This means an entire class can be subject to search. Cigarettes, vape pens, lighters, and any other contraband will be confiscated, regardless of the student's age.

Student safety is of utmost importance and any action reasonably thought to jeopardize the safety of your student, other students and/or IntelliSchool staff constitutes grounds for a search. All searches will be reasonably related to the objective of the search**.**

STUDENT ID

IntelliSchool provides students with a picture ID. Incoming students are photographed during their orientation meeting. Students will be required to carry and may be asked to produce their school ID while attending any school outing. Student photo ID's may qualify students for discounts at some community businesses. Any students wishing a retake or a replacement ID will be charged $5.00.

DRESS & APPEARANCE
All students are required to wear the established uniform upon entering their site. IntelliSchool provides two short-sleeve uniform shirts. Parents/ students are responsible for furnishing the appropriate pant, short or skirt. Shirts may not be altered.

Face Coverings
- For the health and safety reasons, face coverings are required to enter the school.
- Masks must cover the nose, mouth, and chin. The eyes are not to be covered.

Uniform Shirt
- Short-sleeve black t-shirt with IntelliSchool screen print
- Short-sleeve gray t-shirt with IntelliSchool screen print ("senior" status, 16.5+ credits).
- Pullover sweatshirt with IntelliSchool screen print

Uniform Pant/Short
- Jeans or pants. Pants must be worn at the waist; belts should be worn when necessary. Holes in jeans are only permissible on the lower leg.
- Shorts no more than three inches above the knee.
- Skirts are permitted when worn at or below the knee and are made of non-clinging fabric. Side, back and front "slits" cannot extend higher than 3 inches above the knee.

ORDERING ADDITIONAL UNIFORMS
Orders for additional uniforms are at the expense of the student/parent and may be placed at any school site or at the Enrollment Office. Allow 7-10 days for delivery. All orders must be prepaid.

COVID-19
IntelliSchool's highest concern is the safety of students, families, and staff. With the ongoing pandemic, IntelliSchool has outlined rules and guidelines to slow down the spread of COVID-19. If you have any questions or concerns regarding the pandemic and your student's education, please contact your school's principal.

BASIC INFORMATION ON COVID-19
Coronaviruses are a large group of viruses that cause diseases in animals and humans. In humans, the viruses can cause mild respiratory infections, like the common cold, but can lead to serious illnesses, like pneumonia.

The novel coronavirus (SARS-CoV-2) causes the Coronavirus Disease 2019 (COVID-19). On March 11, 2020, the World Health Organization characterized the outbreak as a pandemic. To diagnose a case, healthcare professionals may use a COVID-19 diagnostic test and/ run tests to rule out flu and other infections.

The virus that causes COVID-19 spreads mainly through close contact from person-to-person (within about 6 feet). It can be spread through respiratory droplets when an infected person coughs, sneezes, or talks. COVID-19 may be spread by people who are not showing symptoms, which is why face masks are recommended.

Individuals with COVID-19 have had a wide range of symptoms, ranging from mild to severe illness. Some individuals who are infected may not have symptoms, others require ventilator support, and many have died. Symptoms may appear two to 14 days after exposure to the virus and may include:

- fever	- nausea or vomiting	- sore throat
- cough	- muscle pain / body aches	- diarrhea
- shortness of breath	- chills	- headache
- congestion or runny nose	- new loss of taste or smell	- fatigue

This list does not include all possible symptoms. If you develop any symptoms and think you have been exposed, call a healthcare professional immediately.

Novel coronavirus can be spread before an individual develops symptoms. This poses a problem because people who do not know they are infected may continue to go to work, school, and other public places. When asymptomatic transmission occurs, infection control experts and public health officials may need to take additional measures, such as social distancing, isolating patients, or using quarantines.

Those who think they may have been exposed to coronavirus, either through travel to an affected area or close contact with someone who has a confirmed case, should call a healthcare professional if they have any of the symptoms.

ABSENCE DUE TO COVID-19 OR COVID-19 SYMPTOMS

Students may not come to school if they are having any symptoms outlined in "Basic Information on COVID-19." Call the school, report your absence, and inform the school that the student has COVID-19 symptoms or has a positive test for COVID-19.

Upon entry, a staff member will visually screen each student for the list of symptoms. This list of symptoms will be used by all school personnel asked to conduct visual screenings of students. A visual determination by school personnel of any of these symptoms is sufficient to justify further screenings or other actions determined by school personnel. Any student that with visible symptoms of runny nose, cough, shortness of breath, or vomiting, or one who has a fever above 100.4 degrees will be isolated from other students and staff. The staff member will inform the principal. A parent/ guardian will be notified and required to pick the student up from school immediately.

Students will have the opportunity to make up work missed due to symptoms of COVID-19.

All student health information will be maintained confidentially.

FACE COVERINGS

Students are required to wear face coverings inside the school at all times. Students must bring their own face coverings to and from school.

HOW TO STAY SAFE WHEN AWAY FROM SCHOOL

Everyone should practice the following healthy habits to help prevent the spread of coronavirus and other respiratory viruses:

- Stay home as advised by state and local public health officials
- Wear a cloth face covering if you do go out
- Practice social distancing—stay at least 6 feet apart
- Wash hands often with soap and water for at least 20 seconds
- Avoid touching your eyes, nose, and mouth
- Cover coughs and sneezes
- Clean and disinfect common objects and surfaces daily
- If you need medical care, call first

Deliberately increasing the physical space between people to avoid spreading illness. Staying at least 6 feet away from other people lessens your chances of catching or spreading COVID-19.

Face masks can help prevent an infected individual from spreading the virus. CDC recommends using breathable cloth such as 100 percent cotton, with two layers of fabric for optimal filtering. When held up to a bright light, the fabric should not let a lot of light shine through. Face coverings should fit snugly but comfortably against the side of the face and be secured with ties or ear loops. Face masks are not recommended for children less than age two years or by individuals who have trouble breathing or who cannot easily remove them.

Remember: Face masks are not a substitute for other preventive measures—continue to wash your hands properly, avoid touching your face, and maintain social distancing (stay at least 6 feet apart from others) in conjunction with wearing face masks in public spaces.

PROMOTING BEHAVIOR THAT REDUCES SPREAD AT SCHOOL

Stay Home	Building Entry	Classrooms	Restrooms	Visitors	Health Measures
Employees and students who are sick or recently had close contact with a person with COVID-19 must stay home from school.	Staff and students are to wear face coverings while inside of the school building.	Class sizes will be reduced as possible within the constraints of the number of students enrolled and the physical layout of the school.	One student at a time in the restroom.	Parents or visitors are not allowed inside a school absent a scheduled appointment or administrator approval.	Students will be reminded regularly to maintain a distance of 6 feet distance between all individuals at all times possible.
Staff and students that tested positive for or are showing symptoms of COVID-19 are required to stay home.	Staff will visually screen each student for the list of symptoms.	Students will remain in the same groupings throughout the day.	Signs reminding students of proper handwashing techniques are placed in all restrooms.	Entry doors have signs reminding those not to enter the without an appointment, a face covering, or if they are experiencing signs of illness.	Signs are posted in highly visible locations that promote everyday protective measures.
	Staff and students must wash their hands for at least 20 seconds upon entering the school, prior to leaving school, after sneezing, coughing, or blowing their nose, and after using the restroom.	Any shared objects will be wiped down and sanitized after use.	Staff and students will also use hand sanitizer that contains at least 60% alcohol after using the restroom.		Staff and students are to cover coughs and sneezes with a tissue and used tissues are to be thrown in the trash by the user and hands washed immediately with soap and water for at least 20 seconds or hand sanitizer is to be used.
		Student desks will be positioned/ marked as far from one another as possible within the confines of the classroom space available and no desk will face each other.			
	Adhesive tape will be placed 6 feet from the front office desk for distancing purposes.	One-way traffic where possible.			Teachers are encouraged to use technology to facilitate group work and group learning where appropriate.
		Desks will be wiped down after each session.			

HOW TO STAY SAFE WHEN AWAY FROM SCHOOL

Practice the following healthy habits to help prevent the spread of coronavirus:

- Stay home as advised by state and local public health officials
- Wear a cloth face covering if you do go out
- Practice social distancing—stay at least 6 feet apart
- Wash hands often with soap and water for at least 20 seconds
- Avoid touching your eyes, nose, and mouth
- Cover coughs and sneezes
- Clean and disinfect common objects and surfaces daily
- If you need medical care, call first

Face masks can help prevent an infected individual from spreading the virus. The CDC recommends using breathable cloth such as 100 percent cotton, with two layers of fabric for optimal filtering. When held up to a bright light, the fabric should not let a lot of light shine through. Face coverings should fit snugly against the side of the face and be secured with ties or ear loops. Face masks are not recommended for children less than age two years or by individuals who have trouble breathing or who cannot easily remove them.

Remember: Face masks are not a substitute for other preventive measures—continue to wash your hands, avoid touching your face, and stay at least 6 feet apart from others in in public spaces.

HELPING STUDENTS COPE WITH CHANGES RESULTING FROM COVID-19

Families across the country are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. This includes keeping children occupied, feeling safe, and keeping up with schoolwork as best as possible. Students look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Teaching students positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

#1. Be Attentive, Listen & Discuss

Children need adults' love and attention during difficult times. Give them extra time and attention. Remember to listen to your children, speak kindly and reassure them.

#2. Give Them Reassurance

Try to keep children close to their parents and family, avoid separation from their caregivers. If separation occurs (e.g. hospitalization), ensure that there is regular contact (e.g. via phone) for a sense of reassurance.

#3. Maintain a Familiar Routine

Keep to regular routines and schedules as much as possible. You can recreate familiar routines in a new environment, such as school and learning schedules in a home setting.

Opportunities to Safely Play & Rest

If possible, make opportunities to ensure that the the child has time to play and have fun. By allocating time to safely engage in play, physical activity, and rest is all beneficial to their overall well being.

Be Informative About the Crisis

Provide facts about what has happened, explain what is going on now and give clear steps on how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

Be Honest & Transparent

Reassuringly explain what to expect if a family member and/or the child ever feels unwell, what symptoms to look out for and what may happen (e.g. going to the hospital to get help from caring doctors).

ADDITIONAL COVID-19 RESOURCES

- Coping With Stress During Infectious Disease Outbreaks, https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885
- Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), https://www.cdc.gov/coronavirus/2019-ncov/prepare/children.html
- Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf
- NASP COVID-19 Resource Center, https://www.nasponline.org/COVID-19

STUDENT RESPONSIBILITIES

RECORD KEEPING

Maintaining copies of completed work is the student's responsibility. Work must be maintained in hard copy form in a student notebook or saved on the student's 'H' drive. Lost or missing assignments are the responsibility of the student. Handwritten notes must be taken and account for 5% of the class grade and are required to receive credit.

PRODUCTIVITY

Students find success in our self-paced, mastery-based learning environment by setting goals and remaining productive. Students need to recognize that *SELF-PACED* is not the same as *NO-PACE*. To maintain the pace of a traditional school, students must complete a minimum of 5.5 credits per year (including 2 language arts classes and 2 math classes). That equals out to roughly 15 lessons per week. Students who choose not to take advantage of the opportunity to earn credit will be subject to interventions, such as loss of their phone privileges or session change. IntelliSchool provides an atmosphere that maintains a focus on achieving goals and encouraging students to build a strong work ethic. All students are provided with the opportunity to function responsibly as emerging adults. Students learn that with this privilege they are expected to use classroom time effectively.

TECHNOLOGY ACCOUNTABILITY

IntelliSchool provides networks and Internet access for students. This access can be used to conduct research for academic purposes for the school curriculum. Access to networks is a privilege and IntelliSchool reserves the right to deny continued access based on incidents involving abuse. Students will be held accountable and responsible for any misconduct and the school reserves the right to involve the police and demand restitution for damage. The network administrators will review all files, communications and system storage space in order to ensure system integrity.

All student files are accessed, downloaded or stored on school servers and are not private. All Internet communication is public in nature. Students may come in contact with material that may be controversial or inaccurate from anywhere around the world. IntelliSchool makes reasonable attempts to provide internal security on internet content. However, IntelliSchool has no control over the nature or content of information residing on other computer systems, and disclaims any responsibility to exercise such control. Parents may revoke their child's internet privileges at any time by notifying their child's principal in writing. Abuse in the technology area includes, but is not limited to:

- Sending, accessing, downloading or displaying offensive messages or pictures. This includes but is not limited to drug or alcohol related sites, sites sexual in nature, sites that promote racial or ethnic violence or hatred, and sites that promote gang activity.
- Using the network to communicate with fellow students.
- Damaging computers, systems or networks.
- Violating copyright laws or using the network for commercial purposes.
- Using another person's password, and/or trespassing into others' folders, work or files.
- Violation of software registration, and/or pirating of software.
- Providing personal information such as names, addresses, phone numbers, etc.

PLAGIARISM WARNING

Except where the assignment/ project states that work may be done jointly, as in a group project, students are expected to produce their own original work. Violation of this policy is subject to disciplinary action, which may include suspension and or expulsion.

To assist students in avoiding plagiarism, IntelliSchool has TurnItIn technology. This web-based document reader gives students feedback on how much of their work is not their own and helps them to rewrite before turning in papers. The program also eliminates the possibility of losing a paper, as a digital copy is held in the system.

MAINTAINING ENROLLMENT

Maintaining enrollment lies solely with the student. The student must maintain good attendance and behaviors. See the signed Behavior and Academic Agreement for more information.

COUNSELING SERVICES

IntelliSchool employs four full time, certified counselors, one for each site. Our counselors assess the needs of the student body and provide services and referrals that may be of assistance. They provide support groups, individual counseling, and are involved in student council, academics, attendance, and post high school planning.

ATTENDANCE

DAILY ATTENDANCE

Students are required to attend school 20 hours per week. IntelliSchool provides students with the option of additional instructional time. Absences must be "made up" within the week the absence occurrs. Failure to make up an absence within the week will result in a permanent absence. The accumulation of more than 7 unexcused absences can result in a suspension. For instance, if a student knows they will be absent on a Friday, the student needs to prearrange additional hours within that week in order to "bank time."

ABSENCES

When an absence occurs, the student's parent is requested to contact the school immediately. Any absence that is not documented by medical or court paperwork is considered an unexcused absence. Please make every effort to communicate with school staff to work out attendance issues.

Chandler Site: 602-564-7230   Glendale Site: 602-564-7210
Metro Site: 602-564-7240   Paradise Valley Site: 602-564-7280

WITHDRAWALS

IntelliSchool recognizes the seriousness of any withdrawal and encourages students and parents to use this course of action in extreme situations only. IntelliSchool requests that parents and students schedule a meeting with the principal to discuss all options before withdrawing. This meeting can also assure that any nearly completed classes are completed before withdrawing.

Types of Withdrawals

Voluntary Withdrawals: Any withdrawal initiated by the student or parent.

Medical Withdrawals: A withdrawal initiated by a parent/guardian, adult student or emergency contact for an adult student. The responsible party must notify the student's principal, requesting a medical withdrawal before a student acquires excessive absences. This type of withdrawal carries no penalty; however, the steps outlined under "Medical and Hardship Re-enrollment" must be taken for re-entry to IntelliSchool.

Personal Hardship Withdrawals: The principal decides if this type of withdrawal is appropriate or if additional accommodations are appropriate. The principal completes a "hardship form" including a brief explanation for this to be granted. The steps outlined under "Medical and Hardship Re-enrollment" must be taken for re-entry to IntelliSchool.

MEDICAL HARDSHIP AND REENROLLMENT
Students must follow these steps to re-enroll after a medical or hardship withdrawal:
- Complete and return new registration form to the Enrollment Office
- Provide the "hardship form" completed by the student's principal to the Enrollment Office
- Wait for notification on when to return from the Enrollment Office

STUDENT CONDUCT
While students are in uniform, they are considered representatives of IntelliSchool. Students are expected to follow all school policies and adhere to all conduct expectations.

HARRASSMENT
All students are entitled to work in an environment free from threat and intimidation. Students are expected to behave in a manner that is respectful of others' rights. Behavior that is threatening or intimidating will not be tolerated and will result in disciplinary action. Issues of intimidation and threats of violence will be dealt with as identified in IntelliSchool's Discipline Rubric and the Arizona Penal Code. IntelliSchool has the right to contact the police when deemed necessary.

Sexual Harassment
- Unwelcome sexual comments, jokes and physical advances
- Unwanted physical contact
- Attempts to block the other person's movement
- Promoting that one sex is superior to the other
- Spreading rumors of a sexual nature
- Pictures or cartoons displaying sexual material

Religious Prejudice
- Negative comments about another student's religion
- Promoting that one religion is superior to any other
- Written or verbal slurs
- Name calling

Racial or Ethnic Prejudice
- Promoting that one race or ethnic group is superior to any other
- Written or verbal slurs
- Making fun of someone's culture
- Making fun of the color of someone's skin

Verbal Harassment
- Name calling, profanity used in a threat, threatening remarks
- Intimidating behavior
- Making fun of another person's appearance

Physical Harassment
- Blocking a student's path
- Tripping, pushing, pinching

TOBACCO

IntelliSchool is a tobacco and smoke-free educational institution. In accordance with IntelliSchool policies and A.R.S. §36-798.03 (A), smoking and the possession of tobacco products on school premises are strictly forbidden. The law also states that there is no smoking within 200 feet of our campuses. All tobacco products found will be confiscated immediately and may result in disciplinary action. E-cigarettes and vapor pens fall under the same category as tobacco.

MOOD-ALTERING SUBSTANCES

IntelliSchool maintains a zero-tolerance policy regarding the possession of any mood altering substance (alcohol, legal or illegal drugs, etc.) on school premises. Students who violate this policy are subject to prosecution under the Arizona Penal Code and will be subject to disciplinary action. Any student who attends school under the influence of drugs or alcohol is subject to disciplinary action.

Parents will be called to immediately come to school for a conference and removal of the student from school. The student will have to submit to a drug screening. If the student refuses or the result of the test comes back positive or diluted, the student will be suspended or expelled.

DRUG TESTING AND SEARCHES

Any student whose behavior and/or physical demeanor has raised suspicions regarding the use of alcohol and/or drugs while attending IntelliSchool may be asked to submit to a search and/or a drug screening. If the student refuses the search or test, or the test results report a diluted result, it will be treated the same as a positive testing.

WEAPONS AND FIREARMS

IntelliSchool maintains a **zero-tolerance policy** regarding the possession of any weapon on school premises. Possession of a Firearm at school is in accordance with Arizona State's "Gun Free School Act" (A.R.S. §15-841G) as well as the Federal Statute; 20 USC 8921(d)). Students who violate this policy will have parents immediately notified; the police will be called and the student will face immediate expulsion.

CONSEQUENCES FOR MISCONDUCT

IN-SCHOOL SUSPENSION (ISS)

This disciplinary action can be among the first mechanisms utilized by IntelliSchool when dealing with students displaying negative or inappropriate behaviors. Duration of an ISS can be one to three days. ISS is designed to promote self-exploration and offer an opportunity for the student to examine poor behavior choices he or she has made. ISS is structured and supervised to limit the student's contact with other students and may include community service projects.

SESSION AND/OR SITE CHANGES

IntelliSchool retains the right to change a student's session and/or site when it is determined to be necessary.

SUSPENSIONS, EXPULSIONS AND DUE PROCESS
Short Term Suspension

A short-term suspension is any suspension for 10 days or less. There is no appeal available for short-term suspensions. A parent/guardian must be notified before the student is allowed to leave campus. If no parent/guardian contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

A letter to the parent/guardian will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended, if applicable) and reasons for the suspension and to request a meeting to solicit their help. The following procedures will be followed for all short-term suspensions:

Step 1:	The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.
	- Before having received notice, the student will be asked for an explanation of the situation. - The Principal, or other designated staff member, shall make reasonable efforts to verify facts and statements prior to making a judgment.
Step 2:	A written record of the action taken is kept on file. The Principal or other administrator may: - Suspend the student for up to ten (10) days. - Choose other disciplinary alternatives. - Exonerate the student. - Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension, expulsion or both.

Long Term Suspension

A long term suspension is a suspension for more than 10 days. A parent/guardian must be notified before the student is allowed to leave campus. If no parent/guardian contact can be made, the student may be isolated until dismissal time and then given a written message to the parents. In all cases of long term suspension, it shall be for good cause and shall be reported within 5 days to the Governing Board by Principal or Administrator imposing the suspension. The following procedures will be followed for all long-term suspensions (in addition to Steps 1 & 2 outlined above):

Step 3:	A formal hearing will be arranged and conducted by a hearing officer, to be determined by the School.
Step 4:	A formal letter to the responsible parent/ guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least 5 working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following: - The charges and the rule(s) violated. - The extent of the punishment to be considered. - The date, time, and place of the formal hearing. - A designation of the School's witnesses. - That the student may present witnesses. - That the student may be represented by counsel, at his/her own expense. - The name of the hearing officer.
Step 5:	A formal hearing will be held, during which the student will be informed of the following: - Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense. - The student is entitled to a statement of the charges and the rule violated. - The student may be represented by counsel, without bias, and at his/her own expense. - The student may present witnesses. - The student or counsel may cross-examine witnesses presented by the School. - The burden of proof lies with the School. - Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense. - The School has the right to cross-examine witnesses and represented by an attorney.
Step 6:	- Upon the conclusion of a hearing by a hearing officer, in which a decision of long-term suspension is made, the decision may be appealed to the Governing Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Principal a letter directed to the Governing Body within 5 working days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or to the decision rendered. - The appeal to the Governing Board will be considered part of the record of the hearing. The decision of the individual serving in the capacity of the hearing officer will be deemed final, unless the Governing Board determines, by majority vote, that the student was not afforded due process rights or that this policy was not followed in all substantive respects.

Expulsion

Expulsion is the permanent exclusion of a student from school and all school activities, unless the Governing Board reinstates the student's privileges to attend the School. A recommendation for expulsion shall be made by the Principal and forwarded to the Governing Board. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held. The authority to expel rests with the Governing Board and the Board's decision is final and there is no appeal of an expulsion decision.

In each case in which a recommendation for expulsion has been presented to the Governing Board, the following steps shall be followed:

Step 1:	The student will receive notice, written or oral, of the reason for the recommendation and the evidence the school authorities have of the alleged misconduct.
Step 2:	The expulsion hearing should be scheduled so that it may be resolved, if reasonably possible, during the period of any suspension.
Step 3:	A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least 5 working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain: - A statement of the charges and the rule violated. - The extent of the punishment to be considered. - The date, time, and place of the formal hearing. - A designation of the School's witnesses. - That the student may present witnesses. - That the student may be represented by counsel, at his/her own cost. - That the Governing Board will be acting as the hearing officer. - Copies of this policy and A.R.S. § 15-840 and 15-843 unless previously provided in connection with the same infraction.
Step 4:	The parent or guardian shall be informed of the following: - Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense. - The student is entitled to a statement of the charges and the rule violated. - The student may be represented by counsel, without bias, and at his/her own cost. - The student may present witnesses. - The student or counsel may cross-examine witnesses presented by the School. - The burden of proof lies with the School. - Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense. - The School has the right to cross-examine witnesses and may be represented by an attorney. - The Governing Board will conduct the hearing in executive session with the attendance of only the administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be in an open meeting.
Step 5:	A formal hearing will be held, and the decision of the Governing Board is final. If the Governing Board decides to expel the student, the expulsion becomes effective the next business day.

The long-term suspension or expulsion of students with disabilities shall be in accordance with the Individuals with Disabilities Education Act (IDEA) and federal regulations issued pursuant to the IDEA, as well as the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973.

DISCIPLINE RUBRIC

The Discipline Rubric was created to provide general guidelines used for the discipline process. IntelliSchool reserves the right to base all disciplinary action on a case-by-case basis. Both severity and frequency of the offense will be taken into consideration.

DISCIPLINE RUBRIC

BEHAVIOR	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Excessive absences	3 day suspension	7 day suspension	10 day suspension
Arriving out of uniform	Verbal warning	Verbal warning Parent called, can be sent home	Parent called, sent home (will face attendance penalties)
Bringing in food or drink without permission	Verbal warning Confiscation until the end of the session	Verbal warning Confiscation Parent/student meeting	3 day suspension
Improper use of phone, refusal to turn in phone, or lack of production	Confiscation of device(s) until the end of the session. Possible phone plan.	Parent notification Confiscation of device(s) or phone plan.	Placed on phone plan -must turn in phone(s)/device(s) to enter the classroom.
Cheating, copying, or plagiarizing, or looking up answers on phone	Verbal warning Parent / student meeting ISS or 3 day suspension	7 day suspension or 4 – 6 week suspension	4-6 week suspension Long term suspension (6 months to a year)
Insubordination, disrespect to staff or other students, disruptive behavior	Parent notification ISS/ 3day/ 7 day suspension 4-6 week suspension	Parent/Student Meeting ISS/ 3 day/ 7 day suspension 4-6 week suspension 6 month to 1 year suspension	4-6 week suspension 6 month to 1 year suspension **Expulsion**
Harassment of ANY kind	Parent contact ISS/ 3day/ 7 day suspension Session change	Parent / student meeting 4-6 week suspension Session or Site change	4-6 week suspension 6 month to 1 year suspension **Expulsion**
Sexually inappropriate behavior	Parent notification ISS/ 3day/ 7 day suspension 4-6 week suspension	Parent/student meeting ISS/3 day/7 day suspension 4-6 week suspension 6 month to 1 year suspension	6 month to 1 year suspension **Expulsion**
Theft or vandalism, tagging, destruction of property, abuse of technology, abuse of the Internet	Parent notification ISS/ 3day/ 7 day suspension 4-6 week suspension **Possible legal action and restitution**	Parent notification ISS/3day/7 day suspension 4-6 week suspension 6 month to 1 year suspension **Possible legal action and restitution**	4-6 week suspension 6 month to 1 year suspension Legal Action and Restitution **Expulsion** Possible legal action and restitution
Fighting (any physical aggression on school grounds)	6 month to 1 year suspension **Possible legal action and restitution**	1 to 2 year suspension **Possible legal Action and Restitution**	**Expulsion** Possible legal action and restitution
Possession/ use of tobacco products or vape pen on school grounds/ school sponsored activities	Product confiscation Parent notification (if under 18) Verbal warning ISS	Parent/student meeting ISS Short term suspension 4 – 6 week suspension	**Long term suspension** **Expulsion**
Being under the influence or in possession of alcohol, drugs or paraphernalia on school grounds or at school sponsored activities, refusal of search or screening	Parent notification Drug screening Suspension **Possible legal action**	Parent/student meeting Counseling referral 6 month to 1 year suspension **Possible legal action**	1 year suspension **Expulsion** (intent to sell) **Possible legal action**
Violation of AZ Penal Code or Possession of a weapon	Parent notification **Police contacted** **Expulsion**		

ACADEMIC INFORMATION

REVIEW OF ACADEMIC RECORDS

An IntelliSchool Student Planner is developed for each student from previous transcript(s). The Educational Services staff evaluates the transcript(s) and develops the student's planner, which is then forwarded to the student's school site. The instructor reviews the planner and entry assessments with the student and assigns courses needed to fulfill IntelliSchool requirements. As a student completes a course, the teacher will record the final grade and credit value on the master planner. IntelliSchool reserves the right to deny course credits that do not fit within the guidelines of IntelliSchool's course standards.

REPORT CARDS

Report cards are mailed directly to the parents two times a year. Credits earned during the first semester will be reflected on the First Semester Report Card. Credits earned during the second semester will be reported on the Second Semester Report Card. Any courses that remain "In Progress" will be reflected on the Report Card with an "IP." Progress Reports are also mailed home twice yearly at the mid point of the semester.

GRADUATION REQUIREMENTS

English	4.0
Math	4.0
Science	3.0
Social Studies	3.0
Student Success	0.5
Fine Arts/CTE	1.0
Electives	6.5
TOTAL	**22.0**

ECAP

In statute R7-2-302.05, every high school-age student must have an ECAP (Education and Career Action Plan) which reflects a student's current and evolving plan for coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Effective since the graduation class of 2013, all students shall complete an ECAP prior to graduation.

COURSE DESCRIPTIONS

In order to better meet Arizona's College and Career Readiness Standards, many of our classes now include more project-based learning. At certain points throughout classes, students will have projects or papers to complete. They will have the option to submit a written paper, a verbal presentation, or a project. Each course is worth 0.5 credits upon completion.

English Language Arts

English Language Arts 1
English 1 launches a four-year journey during which students will confidently master grammar, develop advanced communication skills, and learn to analyze and appreciate challenging literature. The course begins with grammar fundamentals including sentence structure, parts of speech, and phrases and clauses. Students' vocabulary will expand through a study of technology, literary terms, and words with multiple meanings. Culturally diverse texts will emphasize literary elements and techniques while an overview of short and long prose will delve into excerpts from classic literature and Shakespeare. This will expand the students' literary world. Writing skills will advance as students learn and apply the steps for creating a research paper. The course includes coverage of effective speaking and listening.

English Language Arts 2
English 2 continues a four-year journey during which students will confidently master grammar, develop advanced communication skills, and learn to analyze and appreciate challenging literature. The course begins with grammar fundamentals including sentence structure, parts of speech, and phrases and clauses. Students'

vocabulary will expand through a study of technology, literary terms, and words with multiple meanings. Culturally diverse texts will emphasize literary elements and techniques while an overview of short and long prose will delve into excerpts from classic literature and Shakespeare. This will expand the students' literary world. Writing skills will advance as students learn and apply the steps for creating a research paper. The course includes coverage of effective speaking and listening.

English Language Arts 3

English 3 begins with a major focus on grammar to help students become stronger writers. Students then analyze literary genre elements in various excerpts of classical stories. A novel study and play accompany the course to study for analysis, as well. Students compare informational texts and have various writing projects. For example, they write an analytical essay on a short story and a persuasive essay that they also present as a speech. Their research paper is about a topic they choose in which they construct a multi-media presentation to accompany it. Additionally, this course includes work-related documents with students constructing their own resumés and letters.

English Language Arts 4

English 4 continues with a major focus on grammar to help students become stronger writers. Students then analyze literary genre elements in various excerpts of classical stories. A novel study and play accompany the course to study for analysis, as well. Students compare informational texts and have various writing projects. For example, they write an analytical essay on a short story and a persuasive essay that they also present as a speech. Their research paper is about a topic they choose in which they construct a multi-media presentation to accompany it. Additionally, this course includes work-related documents with students constructing their own resumés and letters.

English Language Arts 5

In English 5, students focus on the development of American Literature and compare it with ideas and forms of literature around the world. Students review the basics of the language arts, then scaffold with practices of increasing complexity to meet the required grade-level

objectives of analytical thinking. Engaging in a step-by-step process, students learn to write complex analyses and argument papers. Students also learn principles in research, teamwork, discussion, and presentation skills. A play and novel highlights literary devices with supporting literature. Additionally, students explore college and career planning as well as tips for dealing with information in technology today.

English Language Arts 6

In English 6, continue the focus on the development of American Literature and compare it with ideas and forms of literature around the world. Students review the basics of the language arts, then scaffold with practices of increasing complexity to meet the required grade-level objectives of analytical thinking. Engaging in a step-by-step process, students learn to write complex analyses and argument papers. Students also learn principles in research, teamwork, discussion, and presentation skills. A play and novel highlights literary devices with supporting literature. Additionally, students explore college and career planning as well as tips for dealing with information in technology today.

English Language Arts 7

This course challenges students with rigorous and rewarding assignments. Students will explore the development of English language and survey famous British fiction authors. They will examine the effect of time upon literary works, as well as make advanced studies of drama, plot structures, devices, and motivations. Students will probe nonfiction texts as well as read and analyze British literature. Conducting research, organizing ideas, and preparing presentations, students will create an argumentative persuasive text, a story with conflict and resolution, a poem, a script, and an analytical essay. Students will learn to write for real-life situations such as e-mail and resumés. Students will apply critical thinking skills to gain perspective on the media and analyze speeches.

English Language Arts 8

This course challenges students with rigorous and rewarding assignments. Students will explore the development of English language

and survey famous British fiction authors. They will examine the effect of time upon literary works, as well as make advanced studies of drama, plot structures, devices, and motivations. Students will probe nonfiction texts as well as read and analyze British literature. Conducting research, organizing ideas, and preparing presentations, students will create an argumentative persuasive text, a story with conflict and resolution, a poem, a script, and an analytical essay. Students will learn to write for real-life situations such as e-mail and resumés. Students will apply critical thinking skills to gain perspective on the media and analyze speeches.

Mathematics

Pre-Algebra
This course is designed for the student who is not sufficiently equipped in basic skills to move directly into an algebra program. Content includes a review of computational skills, problem solving, geometry, equations, graphing, solving inequalities, integers, ratio and proportion. The student will acquire skills in basic fundamentals and in solving equations that require algebraic skills.

Algebra 1A
Students' math competence will grow as they learn to solve expressions, functions, and equations by using formulas, ratios, proportions, percentages, and rates. Other concepts include exponents and scientific notation, polynomials and trinomials, multi-step inequalities, slope formulas, and systems of equations and inequalities. Students will solve quadratic functions through various methods including graphing, factoring, square roots, completing the square, and the quadratic equation. Using tables and graphs, students will analyze and organize data and statistics. Students will learn to work and solve exponential, radical, and rational functions and equations.

Algebra 1B
Students' math competence will grow as they learn to solve expressions, functions, and equations by using formulas, ratios, proportions, percentages, and rates. Other concepts include exponents and scientific notation, polynomials and trinomials, multi-step inequalities, slope

formulas, and systems of equations and inequalities. Students will solve quadratic functions through various methods including graphing, factoring, square roots, completing the square, and the quadratic equation. Using tables and graphs, students will analyze and organize data and statistics. Students will learn to work and solve exponential, radical, and rational functions and equations.

Algebra 2A
Algebra 2 will consolidate and build on students' knowledge acquired in Algebra 1. Students will take an in-depth look at linear equations, inequalities, and functions. Students will be introduced to matrices, apply Cramer's Rule in solving linear systems, and solve graphs and equations of conic sections. Using graphs, factoring, and the quadratic formula, students will solve quadratic equations, inequalities, and functions. Students will investigate how to graph, factor, invert, and solve polynomials, as well as solve rational expressions, radical expressions, fractional exponents, and rational inequalities. Students will examine the properties, transformations, and applications of exponential and logarithmic functions. Applying probability and data analysis, students will determine probability and model data.

Algebra 2B
Algebra 2 will consolidate and build on students' knowledge acquired in Algebra 1. Students will take an in-depth look at linear equations, inequalities, and functions. Students will be introduced to matrices, apply Cramer's Rule in solving linear systems, and solve graphs and equations of conic sections. Using graphs, factoring, and the quadratic formula, students will solve quadratic equations, inequalities, and functions. Students will investigate how to graph, factor, invert, and solve polynomials, as well as solve rational expressions, radical expressions, fractional exponents, and rational inequalities. Students will examine the properties, transformations, and applications of exponential and logarithmic functions. Applying probability and data analysis, students will determine probability and model data.

Pre-Geometry
This course utilizes ALS math curriculum. It is designed for the student who is not sufficiently

equipped in basic skills to move directly into the geometry program. Lessons are presented in modern language to help the student recognize the presence of this facet of math in everyday life. It includes the study of a classic mathematical system, deductive proof, inductive and deductive reasoning, plus topics from both plane and solid geometry. The student will acquire skills in basic fundamentals and in solving equations that require geometric skills.

Geometry 1A

This course, dealing primarily with two-dimensional Euclidean geometry and solid geometry, promotes the development of logical reasoning skills and is useful in many life situations. Beginning with the fundamental concepts of line segments and angles, students will progress to conditional statements, geometric and algebraic proofs, and line relationships. In studying polygons, students will learn the properties of triangles, quadrilaterals, and circles along with geometrical concepts including the Pythagorean Theorem and the relationship of Pi (π) to circumference and area in a circle. In the study of solid geometry, students will learn how to determine area and volume for prisms, cylinders, pyramids, cones, and spheres. Students will apply learned geometric skills in working with ratios, similarities, transformations, and symmetry before concluding the course with an inquiry into the fundamentals of trigonometry.

Geometry 1B

This course, dealing primarily with two-dimensional Euclidean geometry and solid geometry, promotes the development of logical reasoning skills and is useful in many life situations. Beginning with the fundamental concepts of line segments and angles, students will progress to conditional statements, geometric and algebraic proofs, and line relationships. In studying polygons, students will learn the properties of triangles, quadrilaterals, and circles along with geometrical concepts including the Pythagorean Theorem and the relationship of Pi (π) to circumference and area in a circle. In the study of solid geometry, students will learn how to determine area and volume for prisms, cylinders, pyramids, cones, and spheres. Students will apply learned

geometric skills in working with ratios, similarities, transformations, and symmetry before concluding the course with an inquiry into the fundamentals of trigonometry.

Trigonometry

Topics include angles and their measure, right triangle trigonometry, oblique triangle trigonometry, graphing and vectors and complex numbers.

Pre-Calculus A

Pre-calculus explores a wide variety of mathematical concepts with the goal of preparing students for calculus or other college-level math courses. A review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system will prepare students for advanced math concepts. Students will use graphing calculators to plot graphs and solve equations. Students will learn to solve a variety of problems including parent functions, transformations, even and odd functions, domain and range, operations, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, and exponential, logistic, and logarithmic functions. Trigonometric studies include angle measurement, arc length, functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series precede inquiries into the characteristics and applications of conic sections and vectors. The course concludes with an investigation into parametric equations and polar equations.

Pre-Calculus B

Pre-calculus explores a wide variety of mathematical concepts with the goal of preparing students for calculus or other college-level math courses. A review of number properties, factoring, the quadratic formula, and the Cartesian coordinate system will prepare students for advanced math concepts. Students will use graphing calculators to plot graphs and solve equations. Students will learn to solve a variety of problems including parent functions, transformations, even and odd functions, domain and range, operations, linear functions, regression, correlation, quadratic functions, polynomials, asymptotes, and exponential, logistic, and logarithmic functions. Trigonometric studies include angle measurement, arc length,

functions, reciprocal and quotient identities, Pythagorean identities, sines, and cosines. Sequences and series precede inquiries into the characteristics and applications of conic sections and vectors. The course concludes with an investigation into parametric equations and polar equations.

Calculus 1
Topics covered include angle measure, relations and graphs of trigonometric function, coordinate and polar trigonometry, reduction formulae, line representations of functions, fundamental triangle solutions and solutions of trigonometric equations, complex numbers, DeMoivres formula, real number line, the plane functions, space, second degree relations, polynomial functions, sequences and series, limits and rates of change.

Calculus 2
This course utilizes PLP math curriculum and tutoring with Math Specialist. Topics covered include angle measure, relations and graphs of trigonometric function, coordinate and polar trigonometry, reduction formulae, line representations of functions, fundamental triangle solutions and solutions of trigonometric equations, complex numbers, DeMoivres formula, real number line, the plane functions, space, second degree relations, polynomial functions, sequences and series, limits and rates of change.

Personal Finance
An important aspect of every individual's future is the ability to plan and implement sound and responsible financial goals. Personal Finance will educate students in a variety of financial and monetary subjects, including consumer services and protections. Lessons include a variety of essay types such as descriptive, persuasive, expository, and letter writing. The content in this course addresses many objectives of the Excellence in Economic Education Act of 2001. It is partially based on standards of the National Business Education Association and the National Standards for Family and Consumer Sciences Education. The lessons divided into seven units of study. These units are designed to guide the student through the process of personal financial planning. The

lessons identify the skills that are necessary for budgeting, purchasing, and financial success.
Unit 1- Economics
Unit 2- Time and Financial Planning
Unit 3- Ways to Save and Spend
Unit 4- Housing Expenses
Unit 5- Transportation
Unit 6- Shopping and Purchasing
Unit 7- Business Expertise

Science

Astronomy A
This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the origin of the universe, the Milky Way, and other galaxies and stars.

Astronomy B
Beginning with a look at astronomy's history, students will recognize the contributions of Ptolemy, Copernicus, Galileo, and Newton to our understanding of the universe. The second Unit investigates telescopes and detectors such as radio receivers. An examination of the characteristics and processes of the Sun will be followed by a look at the terrestrial planets: Mercury, Venus, and Mars. After studying the Earth-Moon system, students will explore facts about the minor planets, Jupiter, Saturn, and the outer planets. Moving beyond the solar system, students will learn the characteristics of stars, galaxies, and deep space objects.

Biology A
Students will develop appreciation for the living world. A brief history of biology followed by an investigation of the basic unit of life—the cell—will prepare students for deeper research. Students will explore topics concerning genetics, including meiosis, heredity, and DNA. Students will consider natural selection, origin of life theories, and the mechanics of evolution. An exploration of "little critters" such as bacteria precedes a study of plant structures, processes, and reproduction. Students will inquire into animal behavior and characteristics as they study invertebrates, amphibians, reptiles, birds,

and mammals, among others. An inspection of nutrition and disease will lead students to examine human body systems. The course will conclude with an analysis of the interdependence of living things in ecosystems.

Biology B
Students will develop appreciation for the living world. A brief history of biology followed by an investigation of the basic unit of life—the cell—will prepare students for deeper research. Students will explore topics concerning genetics, including meiosis, heredity, and DNA. Students will consider natural selection, origin of life theories, and the mechanics of evolution. An exploration of "little critters" such as bacteria precedes a study of plant structures, processes, and reproduction. Students will inquire into animal behavior and characteristics as they study invertebrates, amphibians, reptiles, birds, and mammals, among others. An inspection of nutrition and disease will lead students to examine human body systems. The course will conclude with an analysis of the interdependence of living things in ecosystems.

Chemistry A
A foundational branch of physical science, the principles and laws of chemistry find many applications in business, technology, health care, and other fields outside traditional scientific areas. Beginning with a look at measurements, calculations, data analysis, and the scientific method, students will investigate the properties of elements, compounds, and mixtures. A survey of the history of theories of atomic structure will lead students to Mendeléev's periodic table and an inspection of periodic law. Students will apply atomic theory in the study of molecular and chemical bonding interactions through chemical formulas, reactions, and stoichiometry. Students' knowledge will expand as they learn about the states of matter, gas laws, solutions, acids and bases, thermochemistry and reaction kinetics, and oxidation-reduction reactions. The course concludes with inquiries into organic chemistry, biochemistry, and nuclear chemistry. There are lab investigations, including video labs, to reinforce science concepts and skills.

Chemistry B
A foundational branch of physical science, the principles and laws of chemistry find many applications in business, technology, health care,

and other fields outside traditional scientific areas. Beginning with a look at measurements, calculations, data analysis, and the scientific method, students will investigate the properties of elements, compounds, and mixtures. A survey of the history of theories of atomic structure will lead students to Mendeléev's periodic table and an inspection of periodic law. Students will apply atomic theory in the study of molecular and chemical bonding interactions through chemical formulas, reactions, and stoichiometry. Students' knowledge will expand as they learn about the states of matter, gas laws, solutions, acids and bases, thermochemistry and reaction kinetics, and oxidation-reduction reactions. The course concludes with inquiries into organic chemistry, biochemistry, and nuclear chemistry. There are lab investigations, including video labs, to reinforce science concepts and skills.

Earth Science A
Students will learn about different Earth systems, how they interact with each other, and how humans impact these systems. Students will look at the scientific basis for land, water, atmosphere, and biosphere systems; discuss several environmental problems; analyze possible solutions; delve into laws already in existence; and discuss any future laws. Critical thinking will be required, as well as the ability to argue points from both sides of an issue. There are lab investigations, including video labs, to reinforce science concepts and skills.

Earth Science B
Students will learn about different Earth systems, how they interact with each other, and how humans impact these systems. Students will look at the scientific basis for land, water, atmosphere, and biosphere systems; discuss several environmental problems; analyze possible solutions; delve into laws already in existence; and discuss any future laws. Critical thinking will be required, as well as the ability to argue points from both sides of an issue. There are lab investigations, including video labs, to reinforce science concepts and skills.

General Sciences Terminology
The topic area of Physical Science covers motion, energy, machines, waves, electricity, atoms, and chemical reactions. The topic area of Life Science covers cells and cell theory,

mitosis, meiosis, Mendel and the study of inherited traits, x and y chromosomes, simple forms of life, classifying organisms, the human body, diseases, green plants, ecosystems, and biomes. The topic area of Earth Science covers the atmosphere, weather, weathering, the changing earth, the earth's rotation and revelation, astronomy, and the moon. Rounding out the lesson sequence are six Technology topics that include safety, science skills, science fair projects, technology and a science terms review. This is considered an elective credit.

Physical Science A

Terms like thermodynamics and atomic theory may sound intimidating but understanding those helps us to make sense of our world. In Physical Science, students will learn many fascinating chemistry and physics concepts. There is a brief introduction to the scientific method, lab safety, and the metric system. The study of chemistry begins with the atomic theory and the Periodic Table, applying theory to develop chemical formulas and balance equations. The course includes investigations into acids and bases, gas laws, and nuclear chemistry. Students explore Newton's laws of motion and other physics concepts including mass, force, motion, velocity, acceleration, gravity, and energy. A study of electricity and magnetism, simple machines, the laws of thermodynamics, and energy waves rounds out the physics portion of the course. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

Physical Science B

Terms like thermodynamics and atomic theory may sound intimidating but understanding those helps us to make sense of our world. In Physical Science, students will learn many fascinating chemistry and physics concepts. There is a brief introduction to the scientific method, lab safety, and the metric system. The study of chemistry begins with the atomic theory and the Periodic Table, applying theory to develop chemical formulas and balance equations. The course includes investigations into acids and bases, gas laws, and nuclear chemistry. Students explore Newton's laws of motion and other physics concepts including mass, force, motion, velocity, acceleration, gravity, and energy. A study of

electricity and magnetism, simple machines, the laws of thermodynamics, and energy waves rounds out the physics portion of the course. Throughout the course, there are lab investigations, including video labs, to reinforce science concepts and skills.

Social Studies

Africa America History

Students taking this course will pursue the indelible influence African Americans have had on the history of the United States by tracing the accomplishments and obstacles they faced from the slave trade to emancipation. Students will learn about the political, economic, social, religious, and cultural factors that have influenced African American life as well as explore the role of African Americans in the Revolutionary and Civil Wars. Students will come face-to-face with individuals who changed the course of African American history and learn more about slavery, racism, and the Civil Rights Movement. By analyzing the effects of segregation, violence and justice in the Jim Crow era, students will understand the causes of the race riots and the Civil Rights Movement. Students will also explore how the history and experience of African Americans continues to influence current events today.

Economics

The Economics course begins with a survey of the basic principles concerning production, consumption, and distribution of goods and services within the free enterprise system. Students will examine the rights and responsibilities of consumers and businesses, analyze the interaction of supply, demand, and price, and study the role of financial institutions. Types of business ownership, market structures, and basic concepts of consumer economics will be surveyed. The impact of a variety of factors including geography, government intervention, economic philosophies, historic documents, societal values, scientific discoveries and technological innovations on the national economy, and economic policy will be an integral part of the course. Students will examine the knowledge and skills necessary as self-supporting adults to make critical decisions relating to personal financial matters such as seeking college financial aid, using credit wisely, and balancing financial accounts.

Government

U.S. Government commences its examination of the grand American experiment in democracy with a general overview of the purpose, types, origin, and formation of governments. Students will explore how colonial self-rule, English law, and weaknesses in the Articles of Confederation influenced the formation of the U.S. Constitution. Students will investigate the principles of the Constitution and the federal system. The purpose, powers, and relationships among the American institutions of self-government—Congress, Presidency, and the Judiciary—will be examined as well as federal, state, and local governments. Students will become aware of their civic responsibility to vote and participate in the governmental process as they gain understanding of the functions and organization of political parties, the evolution of the two-party system, and the influence of public opinion and political ideology on government decisions.

US History A

Students will study American history by exploring important historical moments from the Reconstruction era through the end of World War II. Students learn about the industrialization of this growing nation and the economic and social changes it underwent as the nation transitioned from an agricultural society to an industrial society. Students analyze the challenges the nation faced as it was forced to choose between isolation and involvement in international armed conflicts. Students interpret the extraordinary changes the nation went through after the American Civil War and examine how those changes ultimately led to the United States' emergence as an international power at the conclusion of World War II.

US History B

Students conclude their exploration of American history in this last history installment. Students examine the difficulties the United States faced as it became an international military and economic power. They also analyze the Cold War, how the nation redefined itself in the 1950s, the turmoil of the 1960s era, as well as multiple wars on terror. Students also review significant presidents who implemented monumental policies and changes. This course brings covers present time and major contemporary events.

World History A

World History is a survey of the development of civilizations from prehistoric times to the present. The journey begins with ancient civilizations including Mesopotamia, Egypt, and China, and the foundations of western civilization: ancient Greece and Rome. Students will analyze developments in Africa, Asia, and Europe during the Middle Ages, including the Crusades. Students will understand how the Renaissance and Reformation provided a springboard for the Age of Reason and the Scientific Revolution. An inquiry into events such as the American War of Independence and French Revolution will prepare students to consider the great advances and social upheaval sparked by the Industrial Revolution. Students will probe the causes, events, and consequences of the two world wars and the rise and fall of Communism. The course looks at developments shaping current events.

World History B

World History is a survey of the development of civilizations from prehistoric times to the present. The journey begins with ancient civilizations including Mesopotamia, Egypt, and China, and the foundations of western civilization: ancient Greece and Rome. Students will analyze developments in Africa, Asia, and Europe during the Middle Ages, including the Crusades. Students will understand how the Renaissance and Reformation provided a springboard for the Age of Reason and the Scientific Revolution. An inquiry into events such as the American War of Independence and French Revolution will prepare students to consider the great advances and social upheaval sparked by the Industrial Revolution. Students will probe the causes, events, and consequences of the two world wars and the rise and fall of Communism. The course looks at developments shaping current events.

Personal Skills Electives

Peer Counseling

This course explains the role of a peer counselor and teaches observation, listening, and emphatic communication skills that counselors need, while also providing basic training in conflict resolution and group leadership. The skills taught will enhance their abilities to communicate effectively in personal and work relationships.

Personal Fitness

What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.

Speech

Speech Communication seeks to improve the interpersonal and public communication skills of students. Surveying the communication process, students will learn the components and functions of communication, differentiate between oral and nonverbal communication, and comprehend the listening process. Developing familiarity with self and personal strengths and weaknesses, students will boost self-confidence as public speakers in situations such as speeches or interviews. Students will apply their acquired communication skills in researching, preparing, and giving a speech.

Senior Seminar

This course is designed to help students make informed decisions about post high school goals. Senior Seminar is for students who are ready to face the "real world" after high school. This course will guide students through avenues such as college, military, apprenticeships, and volunteer services.

Student Assistant

This elective course is available for students who wish to work with teachers and other staff members. The student will assist in the classroom, in the office, or with other needed tasks. Working with staff members will allow the student to develop valuable life and workplace skills.

Student Success / Work Prep

This required course teaches the student the skills needed for success in school and the workplace. Students learn time management, study and self-assessment skills. Topics covered include self-assessment tools, testing, computer basics for IntelliSchool, staff and student expectations. There is also a section including several interest and skill inventories to help students begin considering their post-secondary goals.

Student Tutor

This course is available to students in good academic standing who have been recommended by their instructor and principal. The student will work with more than one student, tutor in more than one academic subject, complete 40 hours of tutoring during the semester, and complete a short reaction paper. May take class twice.

Work-Study

This course is designed to assist the student in the development of school to work skills. Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career or educational plans, students must demonstrate proficiency both in traditional academic areas and demonstrate mastery in the following workplace skills:

- Students use principles of effective oral, non-verbal, written and listening communication skills to make decisions and solve workplace problems
- Students apply computation skills and data analysis techniques to make decisions and solve workplace problems
- Students apply critical and creative thinking skills to make decisions and solve workplace problems
- Students work individually and collaboratively in team settings to accomplish objectives, work on and complete assigned projects
- Students demonstrate a set of marketable skills which enhance career options
- Students illustrate how social, organizational and technological systems function

- Students demonstrate technological literacy for productivity in the workplace
- Students apply principles of resource and time management and develop skills that promote personal and professional well-being.

Fine Arts

Animation
Channel your student's creativity into animation and watch them bring their imagination to life! Students will learn about the origins, history, and variations of this unique art form. Students will practice the 12 principles of animation and explore how the laws of motion and proportions influence their art. By creating animation sequences of their own, students will learn various properties to make their art come alive! Building on the prior prerequisite course, students will immerse themselves in the intricacies of animation and elevate their skills. Diving into modern animation and modeling techniques, students will learn about the use of perspective, methods of movement, and cohesive narratives to fully implement the animation process from start to finish. Finally, students will create a portfolio and explore the various careers in the animation industry.

Art History A
Students will develop knowledge of the history and theory of art and the relationship between artist, artwork, and society. Students will research and critique periods, styles, and works of art from early civilizations through the Middle Ages. Emphasis will be placed on the role of works of art based on subject matter, theme, concept, symbolism, or allegory/metaphor.

Art History B
Students will develop knowledge of the history and theory of art and the relationship between artist, artwork, and society. Students will research and critique periods, styles, and works of art from early civilizations through the Middle Ages. Emphasis will be placed on the role of works of art based on subject matter, theme, concept, symbolism, or allegory/metaphor.

Creative Writing
Students will develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis is on development of a personal writing style. Students analyze literary models and engage in peer review techniques.

Digital Art
This course provides computer science students with an introduction to visualization graphics and programming on personal computers. The course focuses on using a digital camera and practical application of digital imaging programs. Students learn how to place images in photos and how to mock up drawings of three-dimensional spaces.

Gothic Literature
Vampires, ghosts, and werewolves have lived in our collective imagination since the 18th century, and continue to influence the world of fiction today. This course focuses on the major themes found in Gothic literature and demonstrates the techniques writers use to produce a thrilling psychological experience for the reader. Themes of terror versus horror, the power of the supernatural, and the struggle between good and evil are a few of the classic Gothic subjects explored in this course. Are you brave enough to go beyond the fear and find an appreciation for the dark beauty of Gothic stories?

Graphic Novels
Students will analyze Gareth Hinds' interpretation of famous literary works. While reading the graphic novels, students will utilize traditional methods of literary analysis to analyze the literature while interpreting the visual effects that follow along with the text. The purpose of the class is to develop literary analysis skills through the mode of art and to analyze if art can be literature.

Humanities
Students will learn academic topics that examine the artistic and cultural accomplishments of a people. The humanities do not focus on society or the physical world but rather on the philosophical, spiritual and artistic aspects of human life on earth. The visual arts and performing arts are aspects of the culture of a society. Visual art can be

described as the expression of one's idea, experiences, or intentions through visual media. The performing arts in the humanities cover a variety of academic subjects and activities that are presented before an audience. The lessons in Humanities 1 discuss the performing arts of music, dance, theater, opera, motion pictures and television. Students complete writing activities such as expository and persuasive essays, compare-and-contrast essays, letters to the editor, reports and summaries.

Media Studies
Students will analyze forms of media for the purpose of understanding the tools of manipulation, power of the media, the internet and related issues, and critical thinking. The course empowers students to defend themselves against the power of the media and helps them to understand how to utilize the media for the benefit of humanity. Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.

Music Appreciation A
Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. This course not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you.

Music Appreciation B
Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. This course not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you.

Other Electives

American Sign Language 1A
Did you know that American Sign Language (ASL) is the third most commonly used language in North America? American Sign Language 1a: Introduction will introduce you to vocabulary and simple sentences, so that you can start communicating right away. You will explore Deaf culture – social beliefs, traditions, history, values and communities influenced by deafness.

American Sign Language 1B
The predominant sign language of Deaf communities in the United States, American Sign Language is a complex and robust language. American Sign Language 1b: Learn to Sign will introduce you to more of this language and its grammatical structures. You will expand your vocabulary by exploring interesting topics like Deaf education and Deaf arts and culture.

Anthropology A
What makes us human? Is it our ability to use language? Is it our abstract thinking skills or our use of tools and technology? In Anthropology 1: Uncovering Human Mysteries you will trace the history of homo-sapiens and explore our evolutionary trail. This course offers an anthropologic lens to observe our movement from cave dweller to modern human. It sheds light on how we forged our way and developed all of the things that make us human, such as our cultures, languages, and religions. We, as humans in the 21st century, are highly intelligent, innovative people with astounding technological ability—how did we get this way?

Anthropology B
How does your culture influence you? Find out how different locations shape various cultures and, in turn, how these cultures shape people's lives around the world—from the jungles of the Amazon to the islands of Indonesia. This course provides a fascinating look at this puzzle of culture. Many of our ancient cultures and languages were shaped by the geographical locations of our ancestors. You will begin to visualize new ideas about how ancient cultures flourished through their views on life, death, art, and survival. In learning about cultures through the ages, we are better equipped to understand the world around us today.

Child Development

Child Development prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. Students also investigate careers in child development.

Health Science: Public Health

What is public health? Who is in control of our health systems and who decides which diseases get funding and which do not? What are the human and environmental reasons for health inequality? Health Science: Public Health answers all of these questions and more. You will study both infectious and non-communicable diseases as well as learn how we conquer these on a community and global level through various methods, including proper hygiene, sanitation, and nutrition. Explore the role current and future technologies play worldwide as well as consider the ethics and governance of health on a global scale. Discover unique career opportunities, and fascinating real-life situations.

Injury Prevention and Safety

This course will cover the basics of first aid and emergency health care. It addresses basic survival skills that one may use to help survive the elements. Students will also cover driver's education as directed by the Arizona State Motor Vehicle Department and prepare and/or maintain a good driver standing with the state of Arizona. This class will also cover safety of current teen topics such as school violence, piercing, tattoos, etc.

Intro to Social Science

Topics in this course include making economic decisions, management of resources, AFL-CIO, unions, collective bargaining, the definition of anthropology, ethnography, human ancestors, origin of languages, community, mores, culture, divorce, deities, Aristotle, the development of psychology and philosophy, observation, Pavlov, psychosis, Hippocrates, introverts and much more.

Law and Order

Imagine if there were no laws and people could do anything they wanted. The world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In this course, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will appreciate the larger legal process and how it safeguards us all.

Physical Education

The course concentrates on performance of individual and team sports, with explanations of proper technique, rules of the game, and preparation. Students perform each sport on their own time while keeping a log of their activity, thus incorporating activity into their lives and gaining lifelong healthy fitness habits.

Psychology

Students explore the science of explaining and controlling human behavior. Psychology plays an integral part in everyday life because all decisions, relations, and emotions are closely tied to behavior and genetics. Within this course, students look at behavior, and they consider prominent psychologists who have made impressive and monumental discoveries through testing, research projects, and proving theories. Students study everything from the anatomy of the brain to psychological disorders.

Real World Parenting

Do you love children? Maybe you dream of being a parent someday. But, just how, exactly, do you learn to parent? Learning how to care for children while teaching them confidence and accountability is not an easy feat. In this course, you'll learn that being a parent is much more than simply feeding, bathing, and protecting a child. Creating a positive environment, nurturing, fostering education, and serving as a role model are all critical aspects as well. You'll learn how to be a positive force in the development of your future children as well as others around you.

Sociology A

In this course, students explore the various topics and sociological terminology necessary for understanding and exploring the field. Students investigate major sociological perspectives and the famous sociologists who invented and contributed to them. Additionally, students determine how researchers perform valid and reliable sociological studies. This course is ideal for students who are interested in pursuing post-secondary careers in sociology, psychology, law, or other social sciences.

Sociology B

Why do people disagree on so many big issues? Where do culture wars come from? Maybe you've wondered this as you've looked through your social media feed or read the latest online article about groups fighting over different social issues. This course takes a powerful look at how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change. Gaining a clearer picture of different sides of issues can help you understand how our lives are shaped by entertainment, social institutions, and social change.

Career Readiness/ Career Technical

3D Modeling

Are you interested in a career in technology? Are you curious about working in fields like virtual reality, video game design, marketing, television and motion pictures, or digital imaging? If so, this course in 3D Modeling is a great place to start as it is the foundation for all these career paths. Gain a deeper understanding of graphic design and illustration as you use 3D animation software to create virtual three-dimensional design projects. Hone in on your drawing, photography, and 3D construction techniques and develop the skills needed to navigate within a 3D digital modeling workspace. This course is an excellent introduction to careers in the fast-growing field of technology and design.

Careers in Criminal Justice

Most of us have watched a sensationalized crime show at one time or another, but do we really know how things work behind prison bars? Do we really understand all the many factors in our justice proceedings? The criminal justice system is a very complex field that requires seriously dedicated people who are willing to pursue equal justice for all. This course illuminates what those different career choices are and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. Find out more about what really happens when the television show ends and reality begins.

Career Prep A

Students are given tools to be successful in future careers. The career clusters and their associated career paths are the focus of the course. Students learn how to survey the job market, fill out paperwork, and thrive in the workplace. Students create an electronic portfolio throughout the course. The portfolio includes letters of interest to employers, resumés and cover letters, interview preparation documents, a career plan, as well as other reports. The course is designed for students who are currently working and can leverage real-life experience into their course projects.

Career Prep B

In Career Prep B, students are given tools to be successful in future careers. The career clusters and their associated career paths are the focus of the course. Students will learn how to survey the job market, fill out paperwork, and thrive in the workplace. Students will create an electronic portfolio throughout the course. The portfolio includes letters of interest to employers, resumés and cover letters, interview preparation documents, a career plan, as well as other reports. The course is designed for students who are currently working and can leverage real-life experience into their course projects.

Coding A

Have you ever wanted to create your own web page or wondered how your favorite websites were built? Maybe you want to know more about how computers and technology are affecting the world around us. In this course, you will explore the role technology plays in our lives as well as study the fundamentals of computer science, review hardware and software, and learn how the internet functions. You will also discover how to create and build your own website using HTML and CSS and learn basic and complex

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commands and sequences as you become familiar with programming languages like JavaScript and Python Programming. This course also covers data collection methods, access rights, protocols, and security.

Coding B

Do you love learning how things work and are excited about the idea of further exploring the world of computer science? If you thrived in Coding 1a: Introduction to Programming, now is your chance to build on that knowledge with Coding 1b: Programming. You will continue to cultivate an understanding of programming languages and expand on website development. You will learn the difference between web development and web application development as well as further explore Advanced Python, HTML, and JavaScript. You will also examine software engineering concepts, learn more about security, privacy, and ethics in technology, and explore the wide variety of careers in computing.

Cosmetology 1A

Students will study the growth of the cosmetology industry, while examining skills and characteristics that compose a good cosmetologist. Health and safety procedures, basic human anatomy, and ethical and legal conduct are analyzed along with chemistry as it applies to skin, hair, and nail treatments. This course provides foundational knowledge for those students thinking about a career in cosmetology. Students will learn about creating a thriving cosmetology business. Focusing on foundational business strategies, students will explore potential types of clients, customer service practices, marketing, advertising, and how to build a business from the ground up. By examining the tools, equipment, technology, and safety, students will become familiar with salon practices and the standards of care clients expect.

Cosmetology 1B

The cosmetology industry needs skilled and personable professionals well-versed in the latest trends and technological advances. These trends and advances will be examined through studying various skin disorders, infection control measures, paraffin treatments, nail sculpting, and the basics of manicures and pedicures. Additionally, students will delve into specific nail care techniques by applying and maintaining nail tips, acrylic, gel, and nail wraps. Students will discover the next steps towards launching a rewarding and creative career in cosmetology! Students will begin with learning skin types, different facial products, and how to perform a basic facial, as well as makeup application and hair removal techniques. Students will develop their own portfolio and prepare for licensing.

Culinary Arts 1A

Food, glorious food! It both nourishes and satisfies us, and it brings people together through preparation, enjoyment, and celebration. Learn about the history and development of the food service industry, the basics of nutrition and different dietary needs, and laws and regulations governing food service. You will also develop fundamental culinary arts skills, including how to read and follow recipes, understand weight and measurements used in the food service industry, and how to be safe and sanitary in the kitchen.

Culinary Arts 1B

Food is fundamental to life. Not only does it feed our bodies, but it's often the centerpiece for family gatherings and social functions with friends. Enhance your knowledge of the varieties of food and explore what it takes to develop real talent as a chef. Through hands-on activities and in-depth study of the culinary arts field, this course will help you hone your cooking skills and give you the opportunity to explore the variety of careers available in the culinary arts industry. You will learn the skills required to open, market, and manage a successful restaurant as you explore new technologies in food service.

Culinary Arts 2

Whether you aspire to be a world-class chef or just want to learn the skills needed to create your own dishes, this course will help you build a strong foundation and grow your knowledge of this exciting industry. You will explore baking and desserts, learn how to prepare proteins, and study nutrition and safety in the kitchen. You will enhance your understanding of sustainability in the food industry, learn to prepare meals from a global perspective, and dissect the business of cooking, from managing a kitchen to successfully running a catering company.

Cybersecurity 1

Ever wonder what it's like to be a hacker? Can someone be watching your personal, private information? Can anything be kept "secret" online? We depend more and more on the technologies we interact with every day. This creates the need for increased system and network security measures. And, it means we all need to know more about how to protect valuable and vulnerable information. This course introduces you to the tools, technologies, and methods needed to protect online information and addresses how these issues are impacting safety and rights on a global and personal level. Learn what career possibilities await you in the new and high-demand field of cybersecurity.

Digital Photography 1A

Have you wondered how professional photographers manage to capture that perfect image? Gain a better understanding of photography by exploring camera functions and the elements of composition while putting theory into practice by taking your own spectacular shots! Learn how to display your work for exhibitions and develop skills important for a career as a photographer.

Digital Photography 1B

Building on the prior prerequisite course, further develop your photography skills by learning more professional tips, tricks, and techniques to elevate your images. Explore various photographic styles, themes, genres, and artistic approaches. Learn more about photojournalism and how to bring you photos to life. Using this knowledge, build a portfolio of your work!

Fashion and Interior Design

Do you have a flair for fashion? Are you constantly looking for new ways to decorate or design your room? Explore the world of design and begin to understand the background and knowledge needed to develop a career in this field. Try your hand at designing through a project-based process, learning how color, composition, and texture can all affect great aesthetics. You'll develop the essential communications skills necessary to build a successful business and begin to develop the kind of portfolio that will lead to future career opportunities.

Health Science: Nursing

Nursing is an in-demand career, perfect for someone looking for a rewarding and challenging vocation in the healthcare sector. With a strong focus on patient care, a nurse must be skilled in communication, promoting wellness, and understanding safety in the workplace. In this course, you will explore communication and ethics, anatomy and physiology, and the practice of nursing. Learn how to build relationships with individuals, families, and communities and how to develop wellness strategies for your patients. From emergency to rehabilitative care to advances and challenges in the healthcare industry, discover how you can launch a fulfilling career providing care to others.

Hospitality and Tourism 1

Think about the best travel location you've ever heard about. Now imagine working there. Hospitality and Tourism 1: Traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field

Hospitality and Tourism 2

Building upon the prior prerequisite course, students will learn of different management styles, laws, and regulations that govern hotels and restaurants as well as how to develop job descriptions and business plans. Students will learn how to create menus, advertise vacancies, perform interviews, and understand financials of the hotel or restaurant.

Journalism A

Are you always the first to know what's going on at school? Maybe your social media accounts are a reliable place for others to find the latest breaking news… If so, you are just the kind of person every online, print, and broadcast news outlet is searching for! Learn how to write a lead that really "grabs" your readers, interview sources effectively, and write engaging news stories. You will explore the history of journalism

and see how the modern world of social media can provide an excellent platform for news. Turn your writing, photography, and collaborative skills into a rewarding journalism career!

Journalism B

Building on the prior prerequisite course, go beyond the world of print and discover how journalism can lead to exciting careers that will put you right in the action. Learn how to cover important events while honing your research and observational skills. Discover how journalism can shape your future and others.

Military Careers

Most of us have seen a war movie; maybe it had a hotshot aviator or a renegade private or a daring Special Forces operative. But, do you really understand how the military works or what it can do for you? The military offers far more career diversity than most people imagine, and this course will provide the information you need to gain a broader understanding of how to find the right fit. You will learn about the five military branches – Air Force, Army, Coast Guard, Marines Corps, and Navy – and examine which jobs you might like to pursue. From aviation, to medicine, to law enforcement, the military can be an outstanding place to achieve your dreams in a supportive and well-structured environment.

Manufacturing

Think about the last time you visited your favorite store. Now picture the infinite number of products you saw. Have you ever wondered how those things made it to the shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In this course, you will learn about different types of manufacturing systems as well as career opportunities, including engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! This course will show you how exciting, creative, and practical this industry can be.

Principles of Business Management A

In this course, students explore their roles as wage earners, consumers, and citizens as they discover the wide, exciting world of business.

Students investigate topics pertaining to investment strategies and business communications that are vital for success in today's economy. Students analyze the impact of marketing and the role of the government in the realm of business and economy.

Principles of Business, Marketing, and Finance A

Provide students with fundamental knowledge that will help them pursue a career in business! Students will explore different types of businesses and ownership forms, the impact of governments on business, and the marketing of goods and services. Students will learn about globalization, free trade, and various economic systems. The impact of technology on business, business ethics, and social responsibility are discussed, providing students with a foundational knowledge of business.

Principles of Business, Marketing, and Finance B

Building on the prior prerequisite course, you will expand your knowledge of the basics to explore advanced topics, such as marketing strategy, banking, and investments. Examine employability skills and careers in business, finance, and marketing as well as various entrepreneurship opportunities.

Principles of Health Science A

This CTE course is designed to help prepare students for a career in the health science field. It covers healthcare systems and the roles of team members within these institutions. The course has many opportunities for students to explore the various careers within the healthcare field. It emphasizes the personal and professional skills required to succeed in this arena, including personal character qualities, teamwork, and leadership. Coverage includes the science of healthcare, including measurement, SI system, anatomy and physiology, and safety practices. It covers topics of healthcare at various life stages, from birth to death. Laws and regulations, best practices, and professional ethics are discussed, as well. Because this course has a careers emphasis, other topics covered include career preparation, the role of student and professional organizations, and the state of the health-care career field.

Principles of Health Science B

This CTE course is designed to help prepare students for a career in the health science field. It covers healthcare systems and the roles of team members within these institutions. The course has many opportunities for students to explore the various careers within the healthcare field. It emphasizes the personal and professional skills required to succeed in this arena, including personal character qualities, teamwork, and leadership. Coverage includes the science of healthcare, including measurement, SI system, anatomy and physiology, and safety practices. It covers topics of healthcare at various life stages, from birth to death. Laws and regulations, best practices, and professional ethics are discussed, as well. Because this course has a careers emphasis, other topics covered include career preparation, the role of student and professional organizations, and the state of the health-care career field.

Restaurant Management

Have you ever dreamed of running your own eatery? What goes on behind the restaurant dining room is a very different world than what goes on out front and really determines the success or failure of an establishment. This course will show you exactly what's needed to run a successful restaurant, including ordering supplies, hiring quality workers, maintaining inventory, and managing a large staff. Understanding such concepts as food safety, hygiene, customer relations, marketing, and using a point-of-sale system are crucial to being an effective restaurateur. Whether you are hoping to operate a casual sit-down eatery or buy a food franchise, this course is the perfect first step.

Sports Marketing and Entertainment

Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more. Explore basic marketing principles while delving deeper into the multibillion-dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act.

Veterinary Science

Lions and tigers and bears, oh my! Whether you want to step into the wild side of veterinary medicine or just take care of the furry dogs and cats down your street, this course will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them. If you are drawn to the world of our furry, scaly, and feathered friends, this course is for you!

CONCEPT COURSES

There are eight skill-building courses designed for students who have had difficulty in specific academic programs. The content will be individually determined for each student and will include review and drill in the areas identified by the TABE test and the content pretest of the ALS spiral curriculum system. The length of the course will depend upon the needs of the student. Each course carries 0.5 elective credits.

Course Title	Credits
Math Concepts	0.5
Math Concepts EXT	0.5
Language Arts Concepts	0.5
Language Arts Concepts EXT	0.5
Reading Concepts	0.5
Reading Concepts EXT	0.5
Reading Horizons	0.5
Building Vocabulary	0.5

MISCELLANEOUS INFORMATION

SCHOOL-TO-SCHOOL TRANSFERS

Prior to a transfer to another IntelliSchool, parents, guardians, or students must complete and submit a new enrollment application.

There is considerable research documentation that shows a student moving from one school to another is directly related to decreases in test scores and academic growth. Whenever possible, a student who wishes a transfer for non-emergencies should request a transfer at the end of an academic year.

"CATCHING UP"

Students attending IntelliSchool for the sole purpose of making up credits to return to their previous school do so with the understanding that the responsibility to investigate what credits will be accepted in a transfer lies with them. All schools reserve the right to accept or deny course credits and set their own requirements for graduation within Arizona guidelines. Denying course credits can be disputed with the receiving school.

TRANSPORTATION AND PARKING

Transportation is not provided by IntelliSchool and is the sole responsibility of each individual student. If a student elects to drive, he or she is expected to demonstrate safe and responsible behavior while using a motor vehicle on the way to and from school and on or around school property. Parking arrangements will vary from site to site. Students are expected to follow the policies and guidelines established by their principal.

IntelliSchool provides bus passes for a small number of students. To be eligible, parents must fill out an application and write a letter explaining the family's financial hardship. The student will then be added to a waiting list for an available monthly bus pass. Behavior, productivity, and attendance are monitored each month and students with infractions in any of the three areas will lose their pass for the coming month. Students putting forth the best effort in all areas will be rewarded with the monthly passes.

PUBLIC NOTICES

CHILD ABUSE/NEGLECT REPORTING REQUIREMENTS

Pursuant to A.R.S. §13-3620(A) IntelliSchool and its staff are required by state law to report any suspected incidents of child abuse or neglect to the authorities (police and/or Child Protective Services). This includes those minor students who are engaged in a relationship with an individual who has attained his or her majority (age 18 or older). This reporting requirement is non-negotiable..

Reporting is also mandated if the student's birth certificate or proof of age is not received within 30 days of the student's first day of attendance; IntelliSchool is mandated by A.R.S. §15-828(D) to send written notification to the parent/guardian that they have an additional 10 days to produce the document or the school will report to the local law enforcement agency (police and/or Child Protective Services) that the student may be a missing, abducted or exploited child.

Once a report is made to Child Protective Services or the police department, the responsibility to notify parents of the report falls on those agencies. In no way is IntelliSchool or its staff responsible for notifying parents of the report.

CHILDFIND

The school is responsible for identifying, locating and evaluating all children with disabilities including children aged 3 to 21 and for referring children from birth through 2 years of age to Arizona Early Intervention Program (AzEIP) for evaluation and appropriate services.

Disclaimer: Items in this handbook will change as statute and academic requirements dictate.

RULES GOVERNING SPECIAL EDUCATION

IntelliSchool follows federal and Arizona requirements regarding Special Education (R7-2-401(I)(2): "Parents shall be fully informed about the requirements of IDEA (Individuals with Disabilities Education Act) 300.127, including an annual notice of the policies and procedures that the PEA (Public Education Agency) must follow regarding storage, disclosure to a 3rd party, retention, and destruction of personally identifiable information."

IntelliSchool will continue to provide parents/students with policies and procedures including those governing record retention, storage, information disclosure, and destruction of any personally identifiable information. Please contact your school's Special Education Department for more information.

NOTIFICATION REGARDING RIGHTS TO VIEW INSTRUCTIONAL STAFF'S CREDENTIALS

IntelliSchool provides all parents and guardians the opportunity to review any instructional staff member's resume, located in the lobby of the school. If resumes are not readily available in the lobby, please see the site secretary.

MCKINNEY-VENTO HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Homeless Assistance Act, a part of the NCLB legislation, defines homeless children and youth as: "individuals who lack a fixed, regular and adequate nighttime residence…and includes, sharing the housing of other persons, living in hotels or motels, trailer parks or camping grounds, living in emergency or transitional shelters, are abandoned in a hospital or awaiting foster care placement, or who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings, or living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings, and migratory children who qualify as homeless because they are living in circumstances described above."

Families and youth experiencing homelessness often do not have the documents ordinarily required for school enrollment. The McKinney-Vento Act requires schools to immediately enroll homeless students even if they do not have required documents, such as school records, medical records, proof of residency, or other documents. For the purposes of this act the term, "enrolled" is defined as "attending classes and participating fully in school activities." The act further requires the school's homeless liaison to immediately assist in obtaining immunizations or medical records for those students who do not have them.

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Educational Services Department a written request that identifies the record(s) they wish to inspect. The Educational Services Department will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students should write the Educational Services Department, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school

officials with legitimate educational interests. A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member; a person serving on the School Board; a person or company with whom the Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Charter School discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

<div align="center">
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605
</div>

ANNUAL NOTIFICATION TO PARENTS REGARDING THE CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

IntelliSchool has established written policies regarding the collection, storage, retrieval, use and transfer of student education information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents' rights of privacy. These policies and procedures are in compliance with:

- The Family Educational Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h, and the Federal Regulations (34 CFR, Part 99) issued pursuant to such Act;
- The Education of All Handicapped Students Act; Title 20, United States Code, Sections 1412 (2) (D) and 1417 (C); and the Federal Regulations (34 CFR 300.560-300.574) issued pursuant to such Act; and
- Arizona Revised Statutes, Title 15- Section 141.

Student education records are collected and maintained to help in the instruction, guidance and educational progress of the student; to provide information to parents and staff; to provide a basis for the evaluation and improvement of school programs; and for legitimate educational research. The student records maintained by the district may include, but are not necessarily limited to, identifying data; report cards and transcripts of academic work completed; standardized achievement test scores, attendance data; reports of psychological testing; special education records; health data; teacher or counselor observations; and verified reports of serious or recurrent behavior patterns.

These records are maintained in the Corporate Office of IntelliSchool under the supervision of the Educational Services Coordinator and are available to the teachers and staff working with the student. If your student should transfer to another school, these records will be sent to the new school upon their request. Otherwise, records are not released to most agencies or persons without prior written consent of the parent.

You have the right to inspect and review any and all records related to your student, including a listing of persons who have reviewed or have received copies of the information. Parents wishing to review their student's records should contact the Registrar for an appointment. School personnel will be available to explain the contents of the records to you. Copies of student's education records will be made available to parents when it is not practicable for them to inspect and review the records at the school. Charges for copies of records will be twenty-five cents per page.

If you believe information in the record file is inaccurate or misleading, you have the right to request that a correction be made or to add comments of your own. If, at any time, agreement between the principal and parent cannot be reached, contact the IntelliSchool Corporate Office and request a meeting with the Superintendent.

You will be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your student.

Copies of the Student Education Record Confidentiality Policies and Procedures may be reviewed in the Special Education office. Federal law also permits a parent to file a complaint with the Family Educational Rights and Privacy Act Office in Washington, D.C., if you feel the school is violating public school records policies and statutes. FERPA 01 3/99

DISCLOSURE OF STUDENT-IDENTIFYING INFORMATION

Legislation passed by Congress requires high schools to provide military recruiters with directory information related to students, age 16 and older. This legislation was designed to help recruiters share with young Americans information about potential military opportunities including scholarships.

This requirement is contained in the No Child Left Behind Act of 2001 and the National Defense Authorization Act for the Fiscal Year of 2002. Both laws override any previous restrictions found in the Family Educational Rights and Privacy Act about disclosing student information to military recruiters. In compliance and upon receiving a request from an armed services recruiter, IntelliSchool will make available personal information including full legal name, home address and home phone number for students age 16 and up. Parents and students may "opt out" or object to information being released. Forms are available at the school site.

RECORDS RETENTION

Pursuant to federal and state statutes IntelliSchool follows all records retention laws. Special Education records will be destroyed 4 years after final enrollment. For more information, please contact your principal.

**IntelliSchool reserves the right to change any of the policies, practices, procedures and privileges described in this handbook at its sole discretion. Notice of any changes will be provided at IntelliSchool's earliest convenience.

IntelliSchool's Behavior and Academic Expectations and Consequences

♦ I agree to be in uniform while at school. While in uniform, I understand that I represent IntelliSchool and will conduct myself in a manner that shows respect for the school and myself. I understand that I will be sent home if I violate the uniform requirements.

♦ I agree to never come to school under the influence of any drugs or alcohol. I will not bring alcohol or illegal drugs or drug paraphernalia on campus. I understand that if I violate this agreement, I may be asked to submit to a "drug-screening test," be subject to a search and/or face possible prosecution under the Arizona Penal Code and probable expulsion. I further understand that my failure to be searched or "drug tested" will result in serious disciplinary action not to exclude expulsion.

♦ I agree to not use, or bring any tobacco or vapor products onto any IntelliSchool campus.   I understand that such products will be confiscated and not returned.

♦ I agree to not let my phone use distract me while in school. I understand that I can ask for permission to use school phones for emergencies and contacting parents. I understand that it is the student's responsibility to arrange any necessary communication prior to school or through school phones rather than their cell phone.   I understand that staff can confiscate phones at any time without reason and failure to hand over a phone is insubordination. Finally, I agree that I am here to earn credits and if my phone interferes with that goal, I will relinquish that privilege of phone use.

♦ I understand that the use of personal music devices is a privilege and not a right. I understand that watching any form of video or playing games is not permitted and will result in confiscation. I understand that if my phone is also my music player and I use the phone or text, the phone can be confiscated and I will lose the privilege. I understand that I also must keep the volume on all devices at a reasonable level (as determined by staff) or they will be confiscated. Most importantly, I realize that if my phone use is interfering with my academic production, I may lose that privilege.

♦ I agree to never jeopardize IntelliSchool, its staff or its students by having a weapon on campus. I understand that if I violate this agreement, I may be subject to a search and possible prosecution under the Arizona Penal Code and will face certain expulsion.

♦ I understand that failure to attend school for 20 hours each week will result in disciplinary action and eventually suspension. I understand that students have the option to attend additional hours each week to be used as "bank time" which can be applied to future absences.   I realize that at the end of each week any absences not made up become "permanent". I understand that the key to maintaining good attendance is to communicate with the site secretary and make every effort to do 20 hours a week.

♦ I agree to be on time to class and I understand that habitual tardiness will result in ISS (In-School Suspension) or further disciplinary action. I also understand that not attending my assigned session and failing to get permission to attend another session instead can result in disciplinary action. (Attending another session for additional hours is not a problem as long as the assigned session is attended.)

♦ I agree to maintain scores of 70% mastery or better in all academic work. I understand that I am responsible for showing my notes before receiving tests and that notes are part of the curriculum. I understand that notes are handwritten, required, and should not be shared. I

understand that I will be required to attend note-taking workshops if I am unable to take notes appropriately.

♦ I agree to never engage in cheating or plagiarism. This includes helping another student without a teacher's permission or helping in any way on a test. I agree to never log on as another student or allow another student to log on as me. I understand that passing off someone else's work as mine is plagiarism and can result in suspension. I understand that using the internet to look up answers is also cheating and will result in disciplinary action.

♦ I agree to communicate to teachers whenever a class has been completed. I understand that it is the student's responsibility to notify teachers of completed work. I also accept the responsibility for keeping copies of academic products (other than test and testing materials). I understand that all Word documents should be saved on the student's drive until the end of the year.

♦ I agree to never abuse the technology available at IntelliSchool as explained in both the student and parent handbook. I understand that this includes using the school printer for personal items. I also understand that this includes improper use of the internet.

♦ As a student of IntelliSchool, I will not engage in the following behaviors:
  o Intimidation (both physical and verbal)
  o Bullying
  o Physical and/or emotional abuse
  o Gang-related activities (tagging, throwing signs, etc.)
  o Harassment (sexual, racial, etc.)
  o Theft or damage of IntelliSchool property

Your signature indicates you have read the expectations above, received a school handbook and are responsible for reading the information provided in the handbook.

_____

Student Signature   Date

_____

Parent/Guardian Signature   Date