



**PACIFIC VIEW
CHARTER SCHOOL**
A California Public School

**Parent/Student
Handbook
2018-2019**

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Phone: 760-757-0161
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www.pacificview.org

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IMPORTANT INFORMATION

School Telephone: (760) 757-0161 Oceanside
Fax: 760-435-2666

(951) 697-1990 Moreno Valley
Fax: 951-697-1994

Web Site: www.pacificview.org

Office Hours: 8:00 AM to 4:00 PM

Founding Executive Director: Gina Campbell

Director of Student Services: Gayl Johnson **Director of Curriculum:** Erin Gorence

Director of Central Office & Finance: Kira Fox

Lead Supervisory Teacher-High School: Kathi Cohen

Lead Supervisory Teacher- Elementary: Kathy Meck

Site Supervisor Moreno Valley: Jennifer Dean

School Counselor: Celia Hernandez

Supervisory Teachers:

Jodi Campanelli

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Lisa Detavernier

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Julie Raab

Celina Sheng (MV)

Stacey Tiffany-Diaz (MV)

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Joe Chutuk

Kathi Cohen

Barbara Lert (MV)

Lindsey Pak

Diane Ransom

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Geoff Weeks

Ben Castro (MV)

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Instructional Aide(s): Bethany Jose, Hannah Gardner,

Office Clerk: Erica Torres, Amanda Johnson

Board of Trustees:

Martha Brown- President
Jon Walters - Vice President
Nichole Taylor - Board Trustee
Eve Meyer - Board Trustee

Welcome to Pacific View Charter School

I would like to take this opportunity to welcome you to Pacific View Charter School. We are committed to providing the best possible education for our students.

Student success rests on parental involvement. At Pacific View Charter School, parents partner with their child's teacher to provide a positive and successful learning environment. Students are provided with a personalized learning plan which develops 21st Century skills and prepares him or her for college and the work force. We are committed to providing a productive and satisfying experience for your child during the school year.

Our school takes pride in its highly qualified and dedicated staff. These educators welcome your input, and are committed to the success of each student. If there is anything we can do to assist you or your child, please do not hesitate to call. Our goal remains to provide the best possible education for each student.

Sincerely,

Gina Campbell
Founding Executive Director

Charter School Information

Today, California is at the leading edge of the innovative and fast-growing public charter school movement, with 1275 schools, serving more than 630,000 public school students.

Charter schools are independent public schools with rigorous curricula and unique educational approaches. In exchange for operational freedom and flexibility, charter schools are subject to higher levels of accountability than traditional public schools. Charter schools, which are tuition-free and open to all students, offer quality and choices in the public education system.

The "charter" establishing each such school is a contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. In California, charters are granted for five years. At the end of the term, the entity granting the charter ("authorizer") may renew the school's contract. Charter schools are accountable to their authorizer, and to the students and families they serve, to produce positive academic results and adhere to the charter contract.

Like traditional public schools, charters receive state funding based on a formula for each child enrolled in the school. Many charters also do additional fundraising to obtain grants and donations to pay for programs that are not fully funded by state or school district formulas.

When lawmakers passed the Charter Schools Act of 1992, California became the second state in the country (after Minnesota) to enact charter school legislation. The intent was to allow groups of educators, community members, and parents, to create an alternative type of public school.

Pacific View Charter School is a K-12 WASC accredited public school that opened in August 1999. In May of 2007, Pacific View Charter School received certification from California Charter Schools Association for its high standards and quality of program. The school provides Oceanside and neighboring communities an educational alternative to the traditional school setting. Enrollment at the school is strictly on a voluntary basis. Students in San Diego County and in any neighboring county are free to attend. Pacific View Charter School staff work in an atmosphere of collaboration and mutual understanding with all who attend. Through the Personalized Learning Model, PVCS provides a partnership with our parents, students, and staff. We hope you find your experience at PVCS a positive one.



VISION STATEMENT

Students at Pacific View Charter School use technological tools and research-based curricula to achieve personal and academic success. In a Personalized Learning environment, the students develop 21st Century skills to be prepared for college and the workforce. Pacific View Charter School students are global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning.

MISSION STATEMENT

The Pacific View Charter School community is focused on the success of each student and partners with parents in the education of their children. The school is committed to providing a safe and exceptional learning environment utilizing 21st Century tools, resources and curriculum. Highly Qualified Teachers guide the learning process through current research and methodologies.

CORE VALUES

The Personalized Learning Model

We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force.

Parental Involvement

We believe parents are an integral part of the student's personal and academic success. Pacific View Charter School partners with parents in the education of their children and in the governance of the Charter School.

Students Succeeding in the 21st Century

We believe it is critical that students develop learning and innovation skills in the areas of creativity, critical thinking, problem solving, communication, and collaboration. Curriculum that utilizes information and communication technology (ICT) literacy tools, and media will prepare students for the 21st Century.

Fiscal Solvency

We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter.

Accountability

We believe that student achievement is a critical indicator of our success at Pacific View Charter School. We are committed to the success of each student through the collection and analysis of student data and research based programs and interventions.



PVCS Program Components

WASC Accredited K-12

Credentialed Highly Qualified Teachers

Personalized Lesson Plans

Strong Family Involvement

Online Learning Opportunities

Computer Lab

Workshops, Clubs & Activities

Educationally Appropriate Events

Nurturing & Caring Environment

Community Service Opportunities

College and Career Resources

Student Success Team (SST)

Restorative Alliance



School Wide Learner Outcomes

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community.
- Listen with understanding and interpret effectively
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and/or career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and the pathway to meet college eligibility requirements.

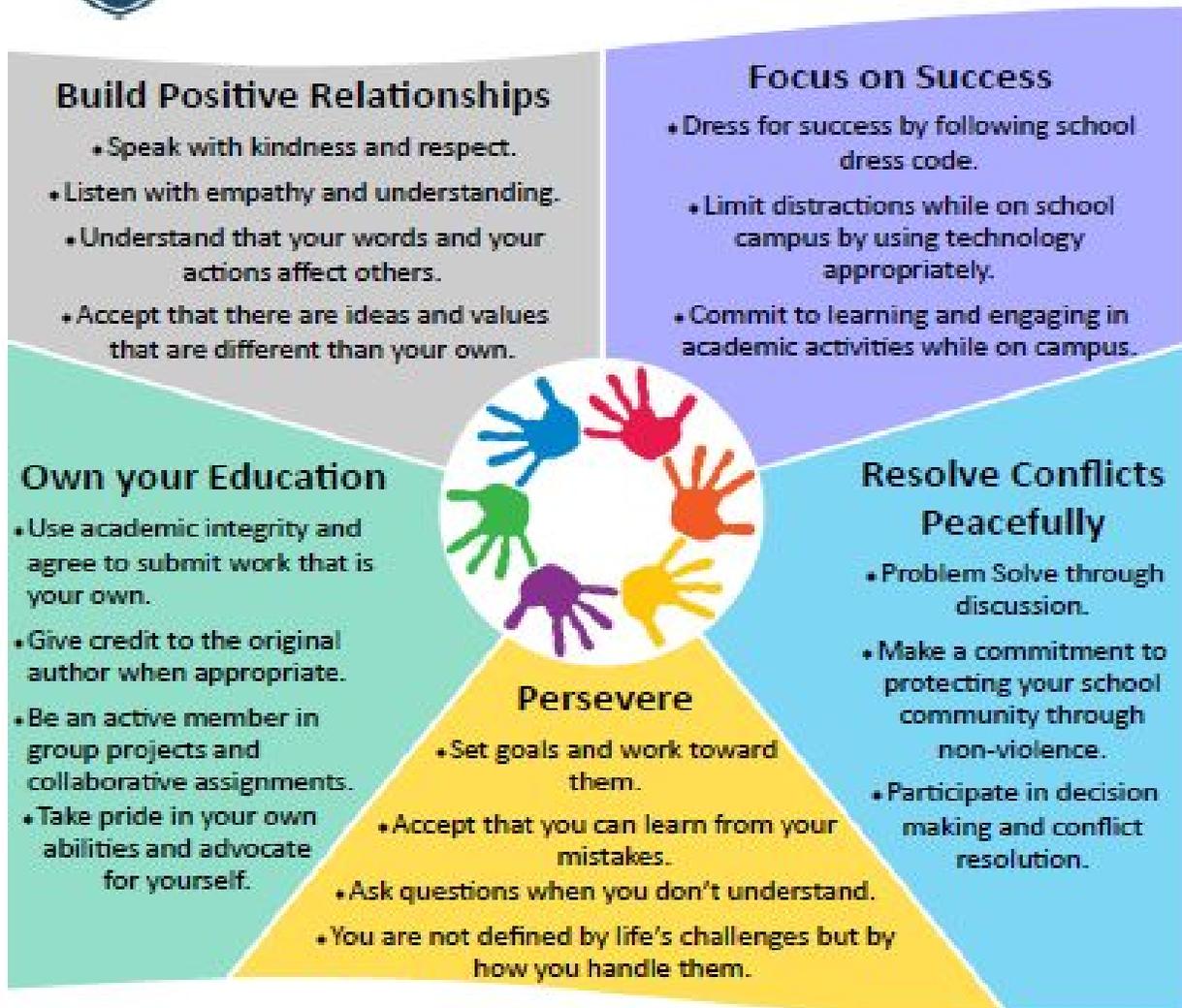
Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our global society.
- Will contribute to the improvement of their school and local community by maximizing learning and creating future educational goals.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.



PACIFIC VIEW CHARTER SCHOOL

CODE OF CONDUCT



Pacific View Charter School is committed to creating a safe environment for all students in which the development of positive relationships and commitment to learning creates a schoolwide culture of college and career readiness.

Pacific View Charter School Program Requirements

Steps To Enrollment:

Log on to:

www.pacificview.org

- Documents necessary for enrollment

- 1) Birth Certificate
- 2) Two proofs of residency
- 3) Transcript
- 4) Immunization record
- 5) Disenrollment form from previous school

- All students and parents must attend a registration meeting.

- The Supervisory Teacher, parent, and student will sign a master agreement at the time of enrollment.

Program Requirements:

- All assignments will be completed and submitted to the Supervisory Teacher on a weekly basis.

- All students must receive a minimum of 175 days of instruction per school year.

- Students in grades 9-12 are encouraged to perform community service hours while attending PVCS .

- **High School** students will have a transcript analysis done to be properly placed in courses needed. Students receive coursework instruction that will fulfill graduation requirements. Two official transcripts are free of charge, any additional transcripts cost \$3.00.

- It is recommended that students attend at least one workshop, activity, or field trip per month.

- If you or your children are signed up for an activity, workshop, or field trip, please make the effort to attend. If you cannot attend, please let the teacher know in advance. This will allow others to come who might be on a waiting list.

- Parents will provide all transportation needs in attending workshops, activities, field trips, and regularly scheduled appointments.

- The parent is responsible for all materials checked out from PVCS. Be mindful of the checkout time period of all library books and resource materials. This shows consideration to other families in the school who may also need that particular resource material. You will be **responsible for payment** for any lost or damaged books, computers and materials.

- Supervisory Teachers will help parents to understand their role and their responsibilities in the education process at PVCS.

- Pacific View Charter School will terminate any student's enrollment if the parent or student is not fulfilling the requirements of the school program.



General Information

Parents' or Guardians' Commitment

1. Provide a regular time, place and supervision for daily lessons and ensure your student's work is completed on time.
2. Call your Supervisory Teacher with any needs, questions, curriculum problems, or leaves of absence.
3. Meet with your Supervisory Teacher regularly and be on time for appointments.
4. Supervise and direct student's daily lessons. Provide opportunities and support for oral discussions and review.
5. Be a positive role model for your student. Show him/her that education is important to you by holding high expectations.
6. Respect school property.
7. Prepare student to discuss assigned work with the teacher when asked.
8. Encourage and help students to become actively involved in the learning process.
9. Assign homework if your student needs more time to complete an assignment, research papers, or to practice a difficult concept.
10. Monitor your student's progress.

Supervisory Teachers' Commitment

1. Create a welcoming environment for all parents and students.
2. Foster a safe and positive learning environment at PVCS.
3. Set and hold high expectations for **ALL** students.
4. Provide instructional leadership to each parent in teaching the curriculum. This will include any texts, workbooks, teacher's editions, tests, and supplemental or alternative materials.
5. Give suggestions on motivating children to work efficiently and in a timely manner. Advise parents if they are pushing the students too hard or not enough.
6. Provide timely feedback on all student assignments and tests.
7. Provide regular communication through newsletters and other means.
8. Offer workshops and labs.
9. Return all phone calls or emails within 24 hours during working hours.
10. Evaluate and document student progress.
11. Offer parents a variety of additional resources and effective teaching strategies to help meet students' academic needs.
12. Suggest ways that parents can support their student's learning at home.

INSTRUCTIONAL STRATEGIES & OPTIONS

Alternative instructional strategies are offered at Pacific View Charter School to ensure an individualized approach to each student's education. Some of the offerings will include:

- A personalized High School Independent Study program.
- Regularly scheduled parent and student conferences with a credentialed teacher.
- Supplemental classroom instruction time.
- Tutoring opportunities with teachers and peers.
- Technology embedded within the curriculum.
- Biology Lab, English and Math Workshops, Spanish Workshop, and Work Experience.
- Online learning opportunities
- Access to Computer Lab and Study Hall
- Blended learning program for grades 5-8 (Oceanside) and grades 7-8 (Moreno Valley)
- Community service opportunities for students in grades 6-12.



ACADEMIC PERFORMANCE

Through successful completion of academic work, students will demonstrate:

- Their level of proficiency indicated by progress through the California State Performance Standards in all core areas – language arts, reading, written and oral expression, mathematics, social science, and science.
- Their ability to review and revise assignments to achieve an acceptable level of mastery.
- Their ability to demonstrate a sustained effort by completing long-term projects that will encompass a variety of skills.
- Their ability to explore and analyze real-life situations/problems and come up with a workable solution.
- Their ability to use the computer as a research tool.
- Their ability to set timelines and meet deadlines.

ASSESSMENT

Students in Grades 3-12 will be given a school-wide assessment screening Star Enterprise in mathematics and reading to determine a skills baseline of information. This assessment will be given at intervals to help assess targeted growth areas.

Students will be tested in all academic disciplines throughout the year to determine subject mastery. Students may be asked to keep a portfolio of completed work to document progress.

Pacific View Charter School participates in assessments required by the State of California.

Currently these include:

- CAASPP Smarter Balanced Assessments – Grades 3-8 and 11
- Physical Fitness Test – Grades 5, 7, and 9
- CAST Science – Grades 5, 8, and once in HS
- ELPAC – for English Language Learners

PARENT PARTICIPATION

Active participation by parent or guardian in areas outside the daily educational process is not only encouraged, but is welcomed.

Other ways to become involved may consist of the following:

- Become a parent representative on the Pacific View Charter School Board.
- Join the Parent Advisory Committee (PAC).
- Assist with a class or workshop.
- Donate materials.
- Work on a fundraiser.

Offer expertise in areas such as:

Computer programs
Office management or training
Library
Music
Arts and crafts.

Create a bulletin board.

Host parent support meetings.

Assist with the phone tree.

Offer to carpool.

A tuberculin clearance is mandatory for all who volunteer at PVCS.

COMPUTER LAB HOURS:

M,T,Th,F-8:00-4:00
**Wednesday –
8:00-2:00**

COMPUTER LAB/STUDY HALL RULES

All students and parents must sign a Technology Use Agreement before being allowed into the computer lab.

1. Sign in upon arrival and sign out when you leave.
2. Sign in to use the Internet. Students must receive a password from PVCS personnel to log-on.
3. No food/drinks in the Computer Lab, but food/drinks may be consumed in the Study Hall.
4. No talking – this is a quiet work space.
5. No downloading of any kind on any computer is allowed.
6. **DO NOT** change settings on any computer.
7. Inform the Instructional Aide if there is a problem with a computer. **DO NOT** attempt to fix the problem yourself.

DRESS CODE POLICIES

The intent of the dress code is to have students wear clothing that is appropriate for school and the learning environment. Good taste and grooming are an important part of our students' education. See Dress code Policies for specific information.

PVCS IS A CLOSED CAMPUS

Students may not leave the PVCS campus without being accompanied by a parent/guardian. Please bring a snack/lunch if you will be here for an extended amount of time.

CELL PHONES

Appropriate use of cell phones is required while on campus.

CONSENT FORMS

Prom or dance consent forms from other schools must be filled out completely, signed by the parent of the host student and the parent/guardian of the student enrolled at PVCS. This must be done prior to submitting them to the teacher and the Administration for approval and a signature. There may be a 24 hr. turn-around time for requests:

If approved, the student will be representing our school and our expectation is that the student's conduct is appropriate at all times. If a problem occurs at another school, the student may possibly be disenrolled from PVCS.

Pacific View Charter

IEP Services

Due to the unique format at Pacific View Charter School, students with an individualized education program (IEP) who enroll at Pacific View Charter typically receive an interim service level of monthly consultation from special education staff to the general education teacher. An IEP meeting will be held within 30 days of enrolment to review student progress and determine whether the interim service level should be adjusted.

Pacific View Charter School Custody Law Notification

Custody disputes must be handled by the courts. By law, if parents are legally separated or divorced, each parent has equal rights to the custody of the child/children UNLESS one of them has a signed court order that indicated otherwise. The school has no legal right to refuse biological parent's access to their child/children and/or school records.

If a parent has a signed, current court order limiting the other parent or any other person, the school **MUST HAVE A COPY** of the court order on file. IF a copy is not on file, the school is required by law to release children to their parents with proper identification. Situations that put the welfare of students in question will be handled at the discretion of the Executive Director/Designee. In situations that become a disruption to the school, the Oceanside Police Department will be contacted, and an officer will be requested to intervene.

Parents are asked to make every attempt not to involve schools in custody matters. Please have current information on file for your child/children.

Pacific View Charter School

DRESS CODE POLICIES

(Revised 5-22-08)

The intent of the dress code is to have students wear clothing that is appropriate for school and the learning environment.

The following will not be acceptable at PVCS:

- ❖ Beach wear
- ❖ Pajamas or slippers
- ❖ Halter tops/Spaghetti strap tops/Tube tops
- ❖ Bare midriffs that show any skin – front or back
- ❖ Low-cut tops (use the “L” rule)
- ❖ Short shorts/skirts (use arm’s length rule)
- ❖ See-through outfits
- ❖ Any form-fitting clothing (e.g. Bandage-type clothing)
- ❖ Bare feet
- ❖ Gang related clothing /Clothing with profanity or vulgarity
- ❖ No undergarments showing
- ❖ Wearing baggy or sagging clothing
- ❖ Clothing or products that promote tobacco, alcohol, drugs or sex
- ❖ Hats, “do-rags”, sweatshirt hoods and caps are to be removed while inside PVCS
- ❖ Wearing sunglasses while in the building

DRESS CODE ENFORCEMENT:

PVCS staff is expected to enforce the dress code in a fair and consistent manner. If a student violates the dress code, he/she may be asked to leave or be given an oversized cover-up to wear during the appointment time. Should a student come dressed inappropriately a second time, he/she will be asked to leave and the teacher will fill out a disciplinary form.

CLOSED CAMPUS

Pacific View Charter School enforces a strict closed campus rule. This rule is enforced in the interest and safety of students and staff. Students are required to sign in and out at both the reception and the computer lab areas. Students are not permitted to return to PVCS once they leave the school premises each day. Strict observance of this rule will be enforced. Students found in violation of this rule will be documented on a disciplinary form.

Sexual Harassment and Non-Discrimination Policies

Pacific View Charter School is committed to equal opportunity for all individuals in education. PVCS programs and activities will be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability, or any other unlawful consideration.

HARASSMENT – A DEFINITION:

Harassment is unwanted and unwelcome behavior from other students or staff members that interferes with another individual's life. When it is sexual in nature, it is "sexual harassment." When it is racial in nature, it is "hate-motivated behavior", sometimes called a "hate crime."

DISCRIMINATION – A DEFINITION:

Discrimination is negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion or gender.

WHAT YOU SHOULD DO:

- Don't ignore it. Harassment does not usually "go away."
- Though it may be hard to do, tell your harasser to stop. You might write a letter that describes the behavior in detail. Keep a copy for yourself and deliver the letter to your Supervisory Teacher or the Executive Director.
- Don't blame yourself and don't feel helpless, trapped or confused.
- Seek help from someone you trust.
- Keep a written record of every incident.

NOTE: PVCS has a *Uniform Complaint Procedure* that will be followed in cases of alleged harassment or discrimination. Please contact the Executive Director or a Supervisory Teacher for assistance.

COMPLIANCE INFORMATION

The staff at PVCS will work with parents and students to facilitate success in this educational alternative. Pacific View Charter School has specific policies concerning student suspensions and expulsions as outlined in the Master Agreement. However, you may be asked to voluntarily terminate your enrollment for the following reasons:

- 1) Although many people try home-based education, not all are successful. Many people feel they are not doing a good job initially; however, they usually catch on in a short time. The Supervisory Teacher will assist parents and allow time for them to adjust to their new role. If, after a reasonable time, the Supervisory Teacher does not see success, he/she may recommend another educational option.
- 2) Student is unhappy/unsuccessful in this educational environment. Although this condition can often be improved by working closely with a Supervisory Teacher, the initial excitement of home schooling sometimes disappears completely for a student who is lonely, works better with groups than as an individual, or cannot accept a parent as a teacher. This is more likely to occur with a child who has been happy in a traditional classroom.
- 3) Parents may not have the necessary time to spend supervising and teaching their student one-on-one.

Withdrawing your student:

If you decide to exit your student from the program, please contact your Supervisory Teacher to set up an appointment to return all books, supplies, and materials. Official transcripts will not be released and credits will be withheld until all books/materials have been returned or paid for by the parent.

NOTE: You must turn in all books, technology, materials and equipment at the time of the exit meeting. Credits will be withheld and only unofficial transcripts will be released until all materials have been returned or paid.

HELPFUL HINTS FOR PARENTS GETTING STARTED

1. Read and familiarize yourself with the Parent/ Student Handbook.
2. Stay in contact with your Supervisory Teacher.
3. Write down scheduled appointments in a personal calendar and have an up-to-date family calendar to help keep everyone organized.
4. Set up your student's work area. Decide if it will be at the kitchen table, in the bedroom, or in a "special classroom." Find an appropriate, permanent work area for you and your student. A quiet place away from distractions is most effective for learning. Make sure that you allow room for storing books, pens, pencils, paper, etc.
5. Be organized! This is a modeled behavior that your student will learn to copy.
6. Devise a record keeping system for tracking student progress.
7. Establish reasonable daily and long-term goals and objectives for your student. Growth and development rates vary from child to child. Avoid comparisons. Be positive and encouraging.
8. Be consistent! Consistency in your daily schedule is a major factor for success.
9. Read for enjoyment
10. When enrolling in workshops & events, please keep in mind that these classes and activities have limited space. If you plan on participating, please sign up as instructed as soon as a class or activity is announced. Please call if you or your student is unable to attend.
11. Communication is important: talk **with** your student, not **at** him or her. Praise your student when he/she has put in extra effort or attempted to "stretch" educationally. Nothing encourages students more than praise from their parents and teachers.
12. Make sure your student keeps consistent sleeping and eating habits to maximize optimum learning.
13. Stress the significance of getting and maintaining a good education. Look for opportunities to connect school to everyday life.



Pacific View Charter School
Graduation Requirements- 2018-2019
220 credits
 Board Approved

Discipline	Courses
English	40 Credits of English including: ✓ Grammar and Composition ✓ World Literature ✓ American Literature ✓ English Literature
Mathematics	30 Credits of Mathematics including: ✓ Algebra I or Math 1
Science	30 Credits of Science including: ✓ Biology with lab (10 credits) ✓ Any Physical Science Course
Social Science	30 Credits of Social Science including: ✓ World History ✓ United States History ✓ Civics ✓ Economics
Foreign Language OR Fine Arts	10 Credits
Health Science	5 Credits ✓ Health
Physical Education	20 Credits
Career/Technology*	10 Credits of Career/Technology including: ✓ Introductory Course (1 credit) ✓ Exit Course (1.5 credits) ✓ Careers 1 (5 credits) ✓ Careers 2 (2.5 credits)
Electives	45 Credits of Electives

*Introductory and Exit course requirements apply to all students enrolling at PVCS beginning in the 15/16 school year.

PVCS Course Descriptions (Revised 12/20/17)

Pacific View Charter School offers courses in the following formats to satisfy the School's graduation requirements: Textbook based courses and Edgenuity® online courses. UC/a-g approved courses are indicated by an asterisk*.

Language Arts / English

***English 9A (5 credits)**

English 9A is a one-semester course designed to give students the language skills that will prepare them for college and career readiness. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core Standards.

***Edgenuity English 9A (5 credits)**

This English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game."

Foundations English 9A (5 credits)

English 9A is a one-semester course designed to give students the language skills that will prepare them for college and career readiness. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces.

***English 9B (5 credits)**

English 9B is a one-semester course designed to give students the language skills that will prepare them for college and career readiness. In this course students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative,

synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core Standards.

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This English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game."

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***English 10A (5 credits)**

English 10A is a one-semester course designed to continue and extend the language skills that will prepare students for college and career readiness. In this course, students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core State Standards.

***Edgenuity English 10A (5 credits)**

Focused on application, this English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analyses, research,

narrative, and compare-contrast essays.

Foundations English 10A (5 credits)

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***English 10B (5 credits)**

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Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

Foundations English 10B (5 credits)

English 10B is a one-semester course designed to continue and extend the language skills that will prepare students for college and career readiness. In this course, students refine the skills necessary for the development of academic literacy. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. The focus is on reading a variety of literary and informational texts in order to construct coherent writing pieces. The course is required for graduation and is aligned with the Common Core State Standards.

***English 11A American Literature (5 credits)**

English 11A is designed to provide students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness. English 11A is a survey of American literature from the foundations of America to the Civil War. Students study representative works from each major literary period in relation to corresponding social and political events and issues. The course will help students build skills in reading comprehension, literary response and analysis, writing strategies and application, vocabulary development, and written and oral English language conventions. Students study representative works from each major literary period in relation to corresponding social and political events and issues. The course is required for graduation and is aligned with the Common Core English-Language Arts standards.

***Edgenuity English 11A American Literature (5 credits)**

This English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing.

Foundations American Literature 11A (5 credits)

Foundations American Literature 11A is an English course designed to satisfy state standards, objectives and student competencies for English 11. This course contains an extensive selection of classic and contemporary works written by a variety of authors. The chronological approach of the textbook encourages students to make the connection between American Literature and events in American history. Students explore language arts skills through the use of visual clues, graphic organizers, before, during and after reading experiences and a variety of reading responses and writing activities.

***English 11B American Literature (5 credits)**

English 11B is designed to provide students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness. English 11B is a survey of American literature from the foundations of America to the Civil War. Students study representative works from each major literary period in relation to corresponding social and political events and issues. The course will help students build skills in reading comprehension, literary response and analysis, writing strategies and application, vocabulary development, and written and oral English language conventions. Students study representative works from each major literary period in relation to corresponding social and political events and issues. The course is required for graduation and is aligned with the Common Core English-Language Arts standards.

***Edgenuity English 11B (5 credits)**

This English course invites students to delve into American literature from early American Indian

voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing.

Foundations American Literature 11B (5 credits)

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***English 12A British Literature (5 credits)**

English 12A is a one-semester course designed to provide students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness. The course is intended to deliver a chronological, thematic survey of British literature starting with its foundations in Anglo-Saxon times through the Renaissance. Students study representative works from each major literary period in relation to corresponding social and political events and issues. The course is required for graduation and is aligned with the Common Core English-Language Arts standards.

***Edgenuity English 12A British Literature (5 credits)**

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Foundations British Literature 12A (5 credits)

Foundations British Literature 12A is an English course designed to satisfy state standards, objectives and student competencies for English 12. This course contains an extensive collection of British Literature written by a variety of authors and encompasses a variety of genres. Students explore language arts skills through the use of visual clues, graphic organizers, before, during and after reading experiences and a variety of reading responses and writing activities.

***English 12B British Literature (5 credits)**

English 12B is a one-semester course designed to provide students with the opportunity to develop the language skills that will prepare them for real-world situations and promote college and career readiness. The course is intended to deliver a chronological, thematic survey of British literature starting with its foundations in Anglo-Saxon times through the Renaissance. Students study representative works from each major literary period in relation to corresponding social and political events and issues. The course is required for graduation and is aligned with the Common Core English-Language Arts standards.

***Edgenuity English 12B British Literature (5 credits)**

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Foundations British Literature 12B (5 credits)

Foundations British Literature B is an English course designed to satisfy state standards, objectives and student competencies for English 12. This course contains an extensive collection of British Literature written by a variety of authors and encompasses a variety of genres. Students explore language arts skills through the use of visual clues, graphic organizers, before, during and after reading experiences and a variety of reading responses and writing activities.

Mathematics

Math 1 Readiness A (5 credits)

The purpose of the Math 1 Readiness course is to formalize and extend the mathematics that

students learned in the middle grades. Common core math standards are addressed, including patterns in math, exponent rules, absolute value, order of operation, integer computations, square roots, polynomials, creating, solving and graphing linear equations and inequalities, determine and understand slope, basic geometric concepts, and basic statistic concepts. The course will focus on numeric and algebraic manipulation. Students will build mathematical skills that allow them to solve problems and reason logically. Students will build context and connections of the mathematics to the world around them through the use of real problems and situations. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose. Students will develop the Mathematical Practice skills required for the Common Core State Standards.

Math 1 Readiness B (5 credits)

The purpose of the Math 1 Readiness course is to formalize and extend the mathematics that students learned in the middle grades. Common core math standards are addressed, including patterns in math, exponent rules, absolute value, order of operation, integer computations, square roots, polynomials, creating, solving and graphing linear equations and inequalities, determine and understand slope, basic geometric concepts, and basic statistic concepts. The course will focus on numeric and algebraic manipulation. Students will build mathematical skills that allow them to solve problems and reason logically. Students will build context and connections of the mathematics to the world around them through the use of real problems and situations. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose. Students will develop the Mathematical Practice skills required for the Common Core State Standards.

***Math 1A (5 credits)**

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane.

***Math 1B (5 credits)**

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students

use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane

***Math 2A (5 credits)**

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

***Math 2B (5 credits)**

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

***Math 3A (5 credits)**

Math 3 completes the three-course sequence of Common Core Mathematics and will extend the principles introduced in Math 1 and Math 2. In this course, students will expand their knowledge of linear equations, quadratic and complex numbers, polynomials, statistics and probability, distribution, and mathematical modeling. This course incorporates previous mathematical concepts in which students broaden their understanding and recognize that all math is logical, interrelated, and applicable. In Math 3, students will deepen and extend an understanding of functions by applying them to new types of functions, such as logarithmic, rational and trigonometric functions. Students will solve real-world problems, find patterns, make conjectures, and create models to solve problems. This course will assist students in being college and career ready by making the concepts relevant to mathematical applications that are used in the real world.

***Math 3B (5 credits)**

Math 3 completes the three-course sequence of Common Core Mathematics and will extend the principles introduced in Math 1 and Math 2. In this course, students will expand their knowledge of linear equations, quadratic and complex numbers, polynomials, statistics and probability, distribution, and mathematical modeling. This course incorporates previous mathematical concepts in which students broaden their understanding and recognize that all math is logical, interrelated, and applicable. In Math 3, students will deepen and extend an understanding of functions by applying them to new types of functions, such as logarithmic, rational and

trigonometric functions. Students will solve real-world problems, find patterns, make conjectures, and create models to solve problems. This course will assist students in being college and career ready by making the concepts relevant to mathematical applications that are used in the real world.

***Edgenuity Common Core Math 1A (5 credits)**

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane

***Edgenuity Common Core Math 1B (5 credits)**

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane

***Edgenuity Common Core Math 2A (5 credits)**

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

***Edgenuity Common Core Math 2B (5 credits)**

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for

the volumes of various solids.

***Edgenuity Common Core Math 3A (5 credits)**

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

***Edgenuity Common Core Math 3B (5 credits)**

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

***Edgenuity Probability & Statistics A (5 credits)**

This high-school course provides an alternative math course for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. It begins with an in-depth study of probability, with a focus on conceptual understanding. Students then move into an exploration of sampling and comparing populations. The first semester closes with units on data distributions and data analysis—including how to summarize data sets with a variety of statistics.

***Edgenuity Probability & Statistics B (5 credits)**

This high-school course provides an alternative math course for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. It begins with an in-depth study of probability, with a focus on conceptual

understanding. Students then move into an exploration of sampling and comparing populations. The first semester closes with units on data distributions and data analysis—including how to summarize data sets with a variety of statistics.

Business Math A (5 credits)

Business Math A is a mathematics course that explores mathematical concepts in the business world. Students learn to use mathematics effectively as a tool in their personal and business lives by learning and reviewing mathematical operations with whole numbers, decimals, fractions, ratios, and percentages. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate information.

Business Math B (5 credits)

Business Math B is a mathematics course that explores mathematical concepts in the business world. Students learn to use mathematics effectively as a tool in their personal and business lives by learning and reviewing mathematical operations with whole numbers, decimals, fractions, ratios, and percentages. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate information.

Sciences

Earth Science A (5 credits)

Earth Science A is an introductory course to familiarize the student with the basic principles of earth science. It is a concept-oriented investigative approach to science. Through data analysis, demonstrations, and audio/visual media, the student will experience the four branches of earth science: geology, oceanography, meteorology, and astronomy.

Earth Science B (5 credits)

Earth Science B is an introductory course to familiarize the student with the basic principles of earth science. It is a concept-oriented investigative approach to science. Through data analysis, demonstrations, and audio/visual media, the student will experience the four branches of earth science: geology, oceanography, meteorology, and astronomy.

Topics in Earth Science A (5 credits)

Topics in Earth Science A is designed to engage the student at a deeper level with current events and concerns related to Earth Science. Students will investigate the greenhouse effect on natural systems, the ozone layer, and California's fresh water supplies and uses. Through data analysis, demonstrations, and audio/visual media, the student will experience the branches of Earth Science with an emphasis on human's use of resources and impact on the environment especially as related to California.

Topics in Earth Science B (5 credits)

Topics in Earth Science B is designed to engage the student at a deeper level with current events and concerns related to Earth Science. Students will investigate the carbon cycle, ocean

currents, biomes including rainforests and deserts. Through data analysis, demonstrations, and audio/visual media, the student will experience the branches of Earth Science with an emphasis on human's use of resources and impact on the environment especially as related to California.

***Biology A (5 credits - with lab)**

Students will identify fundamental life processes, recognize the cause of genetic variation in a population, determine an organism's genotype and phenotype, and the function and structure of DNA. The balance of an ecosystem and the process of evolution will be investigated. Students will explore the many levels of organization of the human body. They will also recognize how the coordinated structures and functions of organ systems allow the human body to remain relatively stable despite changes in the surrounding environment. The variety of and mechanisms available to fight disease will also be examined.

Lab Workshop Requirement

Edgenuity Biology A (5 credits)

This compelling course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

Foundations Biology A (5 credits - with lab)

Students will identify fundamental life processes, recognize the cause of genetic variation in a population, determine an organism's genotype and phenotype, and the function and structure of DNA. The balance of an ecosystem and the process of evolution will be investigated. Students will explore the many levels of organization of the human body. They will also recognize how the coordinated structures and functions of organ systems allow the human body to remain relatively stable despite changes in the surrounding environment. The variety of and mechanisms available to fight disease will also be examined.

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Lab Workshop Requirement

Ecology A (5 credits)

Ecology A provides students with an environmental outlook related to human health and biodiversity. Students will investigate genetic engineering and the effects on the environment, biodiversity, and human impact on ecosystems. Using data analysis, demonstrations, and audio/visual media, the student will investigate changes in biodiversity, examine human use of different ecosystems, and make informed decisions regarding human health, biodiversity, and genetic engineering.

Ecology B (5 credits)

Ecology B provides students with an understanding of how human activity impacts the survival, biodiversity, and environment of species. Students will investigate how species are distributed, selective pressures of evolution, and factors of species survival. Using data analysis, demonstrations, and audio/visual media, the student will investigate differential survival of organisms, examine the earth's rich biodiversity, and the isolation of species.

Integrated Science A (5 credits)

This course employs a concept-oriented investigative approach to science. Integrated Science covers topics such as heat, waves, electricity and magnetism, motion, and the conservation of energy and momentum. Students will create science drawings that accurately represent information presented to them in instructional videos. Through data analysis, demonstrations, and audio/visual media, the student will experience branches of earth and life science.

Integrated Science B (5 credits)

This course employs a concept-oriented investigative approach to science. Integrated Science covers topics such as atomic and molecular structure, organic chemistry, chemical bonds, acids and bases, and reaction rates. Students will create science drawings that accurately represent

information presented to them in instruction videos. Through data analysis, demonstrations, and audio/visual media, the student will experience branches of earth and life science.

Social Sciences

***World History A (5 credits)**

Students will study the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will develop an understanding of current world issues, relating them to historical, geographic, political, economic, and cultural contexts. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives.

***Edgenuity World History A (5 credits)**

This course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

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***Edgenuity World History B (5 credits)**

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***United States History A (5 credits)**

This course covers the major turning points in American history with an emphasis on the 20th century. The students will review the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. Instruction will be delivered in the form of educational videos.

***Edgenuity United States History A (5 credits)**

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial

expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Foundations U.S. History A (5 credits)

This course covers the major turning points in American history with an emphasis on the 20th century. The students will review the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power.

***United States History B (5 credits)**

This course is the second half of United States History and covers the period from World War II to the present time. Students will learn about the impact of the Cold War, the Vietnam War, and the Civil Rights movement. Students will understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for its preservation and protection. Instruction will be delivered in the form of educational videos.

***Edgenuity United States History B (5 credits)**

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Foundations U.S. History B (5 credits)

This course covers the major turning points in American history with an emphasis on the 20th century. The students will review the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals. Students will trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power.

***Civics (5 credits)**

Students will deepen their understanding of the institutions of American Government through an online interactive textbook. The interactive textbook includes interactive polls to debate current issues, an interactive constitution, categorized maps and timelines, content related videos, note taking tips, writing assignments, and a link to current events. The course should prepare students to vote, reflect on the responsibility of citizenship, understand the many facets of American government, and participate in the community.

***Edgenuity Principles of American Democracy (Civics) (5 credits)**

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

Foundations Civics (5 credits)

Students will deepen their understanding of the institutions of American Government through an online interactive textbook. The course should prepare students to vote, reflect on the responsibility of citizenship, and understand the many facets of American Government and to participate in the community.

***Economics (5 credits)**

Students will deepen their understanding of the economic problems and institutions of the nation and the world. The interactive textbook includes charts, graphs, timelines, content related videos, note taking tips, writing assignments, and a link to current events. The course will help the student learn to make reasoned decisions on economic issues as future citizens, workers, consumers, and business people.

***Edgenuity Economics (5 credits)**

This semester-long course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also

master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

Foundations Economics (5 credits)

Students will deepen their understanding of the economic problems and institutions of the nation and the world. The course will help the students learn to make reasoned decisions on economic issues as future citizens, workers, consumers, and business people.

Fine Arts

***Art Appreciation A (5 credits) (both A & B must be completed for A-G UC credit)**

This course covers the history of art from ancient to modern times. Students will discover how social, political, and economic events have influenced the development of artistic styles. It includes information on the lives of major artists, their style and choice of mediums. Students will develop an understanding of the importance of art in our society and how it can add to our quality of life.

***Art Appreciation B (5 credits) (both A & B must be completed for A-G UC credit)**

This course continues the history of art from ancient to modern times. Students will learn to recognize great works of art through photographs and significant information about the work. Students will apply their factual knowledge of art along with their personal creative expression in a variety of art mediums. Students will develop an understanding and appreciation for the rich traditions of art.

***Color & Design (5 credits) (both Color & Design & Painting must be completed for A-G UC credit)**

Students will apply artistic processes and skill using a complete, hands-on art textbook. This course will enable students to explore art through their own creativity, using a variety of techniques and materials.

***Painting (5 credits) (both Color & Design & Painting must be completed for A-G UC credit)**

Students will use a complete hands-on art textbook to explore the many styles and techniques of painting. This course will enable students to develop their own style through two processes: 1) the study and copying of established styles to introduce the new painter to established techniques and 2) the practicing and experimenting with various media and techniques to improve their skills. Students will study an art period in detail, enabling them to refine their artistic perception, aesthetic valuing and make connections in the historical and cultural context

of the art period. Some of the California State Standards in Visual Arts, Proficient and Advanced, are recognized in this course.

Health Science

Health (5 credits)

This course is designed to enable students to gain awareness, knowledge and skills for health literacy. Students will be able to gather, understand and use health information to enhance his or her health through a variety of videos, online activities, and textbook instruction. During this course, students will acquire the skills needed to make informed decisions for optimum health.

Foreign Language

***Edgenuity Spanish IA (5 credits)**

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

***Edgenuity Spanish IB (5 credits)**

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

***Edgenuity Spanish 2A (5 credits)**

High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

***Edgenuity Spanish 2B (5 credits)**

High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

Spanish by Examination (10 credits)

Students who demonstrate mastery of Spanish 1 curriculum through successful completion of a comprehensive exam shall be granted ten credits of Spanish. The student will exhibit a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than 75% in a comprehensive final exam of the course.

Physical Education**Physical Education Course 1 (5 credits)**

This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, biochemical principles and particular team support activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future and explore the benefits of exercise.

Physical Education Course 2 (5 credits)

This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of sportsmanship, fair play, rules of a game and games played in other countries in order to develop basic awareness of important issues in physical activities. Students will explore the impacts of historical events on physical related activities.

Physical Education Course 3 (5 credits)

This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating

in movement activities. Students will research areas of fitness, nutrition, biochemical principles and particular sports activities in order to develop a basic awareness of overall health and total wellness. Students will plan how to maintain an enhancing level of physical fitness for their own future, explore the job of a fitness trainer, and develop a personal fitness program for another individual.

Physical Education Course 4 (5 credits)

This course is designed for students to participate in physical activity under the direction of an approved adult advisor. During the course, students will demonstrate an effort to enhance their skills, improve personal responsible behavior, and exhibit respect for others while participating in movement activities. Students will research areas of fitness, careers in related fitness areas, personal achievements and the effects of aging on health and fitness. Students will plan how to maintain an enhancing level of physical fitness for their own future, explore the needs of physically challenged students, and examine ways to include them in physical activities as much as possible.

Career/Technology

Intro Course (1 credit)

The Introductory course is a 1-week course. This course serves as an introduction to the personalized learning model at Pacific View Charter. It will also teach skills in online learning, digital communication, digital citizenship, Google Drive and PVCS assessments.

Exit Course (1.5 credits)

This course is the final course required for graduation. It will allow students to synthesize and evaluate their learning and high school experiences to prepare for college and career. This course will require students to create a plan for post-graduation as well as complete all of the requirements for graduation and beyond. This culminating course will allow students to reflect on their high school experience and take steps to make concrete plans for the future.

Careers 1 (5 credits)

This course is designed to give students the skills they will need for pursuing a career. In this course students will learn how to look for a job, write a resume, be interviewed, dress appropriately, and fill out an application. They will explore many career opportunities and participate in a job shadow. This course will prepare students for the world of work.

Careers 2 (2.5 credits)

This course introduces students to the full range of occupations in the U.S. economy, developed by the Office of Vocational and Adult Education (OVAE). From the Supreme Court Justice to robotics engineer, each cluster contains a variety of jobs that will appeal to students of widely varying interests. Students will choose a career cluster on which to focus based on their

personal inventory and research completed in Careers 1. The goal of the course is to provide a link between what students learn in school and the knowledge and skills they need for success in college and careers.

Electives

Poetry A (5 credits)

This course introduces students to the poetry of various authors, styles, and themes. Students will learn about a variety of themed poetry, focusing on two new themes per week. Students will analyze each theme and then create their own poems using that theme. Students will also develop an appreciation for poetry and the various styles and themes studied. This course will focus on twelve poetic themes: memories, poems of loss, surreal poems, myth/legend poems, love poems, the natural world poems, extended metaphor poems, reanimating dead metaphors, political poems, war poems, dream poetry, and poetry about writing.

Poetry B (5 credits)

This course introduces students to the poetry of various authors, styles, and structures. The course focuses on multiple poetic structures and how structured poems are developed. Students will be taught about many types of poetic structures, focusing on two new structures per week. For each type of structure covered, a brief history will be given, including examples of specific poems, before students create their own versions of the same style. Students will also develop an appreciation for poetry and the various styles and structures studied. This course will focus on structured types of poetry, as well as various subtypes that are used as guides to create poems out of surrounding materials: traditional structures of poems, haiku, limericks and epitaphs, sonnets and villanelles, prose, odes, chance poems, concrete poems, and cut-out poems.

Study Skills (2.5 credits)

This 2.5 credit elective course is designed to help students gain study skills that will prepare them for college and career. The class focuses on developing a growth mindset and helps students learn strategies to enhance success. These strategies include: time management, note-taking, outlining, reading skills, math skills, test-taking strategies and overall self-awareness of learning. After completing this course, students will master the skills to be life-long learners with a growth mindset. They will develop the math and reading skills to reduce test anxiety, be more comfortable asking for help, and develop organizational and time management skills required to prepare for college and the workplace.

Exploring Literature Readiness A (5 credits)

Exploring Literature Readiness A is an elective course designed to give students the fundamental writing and reading skills that will prepare them for English 9 and 10. This course will assist students in developing practical writing and reading skills with an emphasis on literary analysis.

Exploring Literature Readiness B (5 credits)

Exploring Literature Readiness B is an elective course designed to give students the fundamental writing and reading skills that will prepare them for English 9 and 10. This course will assist students in developing practical writing and reading skills with an emphasis on literary analysis.

World Cultures A (5 credits)

This course introduces students to ideas, traditions, and ways of life of cultures in Africa and the Middle East. Students will investigate the development of civilizations in these areas and the factors such as geography, government, and economic systems that led to differences among them. Students will also develop an appreciation for the art, music, and literature of Africa and the Middle East.

World Cultures B (5 credits)

This course introduces students to ideas, traditions, and ways of life of cultures in Asia and Oceania. Students will investigate the development of civilizations in these areas and the factors such as geography, government, and economic systems that led to differences among them. Students will also develop an appreciation for the art, music, and literature of Asia and Oceania.

World Cultures C (5 credits)

This course introduces students to ideas, traditions, and ways of life of cultures in Latin America, Australia, and Canada. Students will investigate the development of civilizations in these areas and the factors such as geography, government, and economic systems that led to differences among them. Students will also develop an appreciation for the art, music, and literature of Latin America, Australia, and Canada.

World Geography A (5 credits each)

This course will explore the geographical influences that affect human activity. Students will investigate different regions of the world by examining the relationships between people and their environment. Students will develop critical thinking and map skills, as well as, enhance their understanding of world regions and cultures.

World Geography B (5 credits)

This course will continue to explore the geographical influences that affect human activity. Students will investigate different regions of the world by examining the relationships between people and their environment. Students will develop critical thinking and map skills, as well as, enhance their understanding of world regions and cultures.

Child Development (5 credits)

Child Development is an introductory course exploring human development from reproduction, conception, and birth through age five. Focus is given to physical, social, intellectual, and emotional development along with basic parenting skills. In this course, students will learn effective parenting skills, explore teen pregnancy and parenthood, study prenatal development and preparing for birth, explore a child's development through the first year, monitor a child's development through year three, study a child's development through age six, learn about the health, safety and special challenges of children.

Commercial Art (5 credits)

Students will use a complete hands-on art textbook to explore various commercial art applications. This course will enable students to investigate the creative aspect of commercial art while recognizing its emphasis on promotion, definition, and enhancement. Many commercial art applications will be performed, either through free-hand media techniques or with computer assistance.

Drawing (5 credits)

Students will refine observation skills and develop drawing techniques using a complete, hands-on art textbook. This course will enable students to fulfill three distinct artistic needs of the drawing process, including fine-tuning observation skills, becoming aware of art element relationships, and performing preliminary sketches.

Foods 1 (5 credits)

This course provides an introduction to foods and nutrition. Topics in this course include food safety, general nutrition, and personal diet evaluation. Students will also learn the fundamentals of planning, preparing, and serving simple meals. Basic equipment use and care, food purchasing, and preparation techniques will be covered.

Foods 2 (5 credits)

This course is a continuation of Foods 1 which includes advanced practice in food safety, shopping, preparation, and presentation of full meals. It will include a variety of advanced food preparation techniques. Students will also investigate food preservation and storage. Foods from around the world will be included.

Keyboarding A (5 credits)

In this elective course, students will develop correct techniques for touch-typing in order to increase the speed and accuracy of their typing abilities. They will also be introduced to basic conventional typing practices. Timed tests that track the number of words typed per minute and the number of mistakes made during the same time period will be given regularly. A typewriter or a computer with a word processing program is needed for work at home, or the computers in the school computer lab may be utilized for this class.

Keyboarding B (5 credits)

This elective course will expand the student's basic touch-typing skills. There will also be a greater emphasis on typing practices such as formatting, page layout, and error detection. Timed tests that track the number of words typed per minute and the number of mistakes made during the same time period will be given regularly. A typewriter or a computer with a word processing program is needed for work at home, or the computers in the school computer lab may be utilized for this class.

Computer Programming with Scratch (5 credits)

This course introduces students to computer programming using the Scratch platform, a free computer programming language developed by researchers at the MIT Media Lab. The Scratch platform was designed to aid students in creative computing endeavors and provide a way for students to create a wide variety of interactive media projects – animations, stories, games, and share those projects with others in an online community. Creative computing supports the development of personal connections to computing by drawing on creativity, imagination and interests.

Drivers Education (5 credits)

This course is a foundation of theory for responsible driving. Emphasis is placed upon mechanics of driving, execution of driving operations and rules of safe driving. It is aligned to the California State Standards for Drivers Education and approved by the DMV.

Cartooning (5 credits)

Students will apply artistic processes and skills for cartooning using a complete, hands-on art textbook. This course will enable students to explore cartooning through their own creativity, using a variety of techniques and materials. This course allows students to create their own cartoons and cartooning portfolio, it is the goal of the class to demonstrate in their own works of art a personal style.

Mythology (5 credits)

This course introduces students to the mythology of different cultures from around the world. Students will investigate the development of myths and their relation to civilizations including the factors such as geography, history, and belief systems that led to different myths across cultures. Students will also develop an appreciation for the art, literature, and historical roots of the various cultures studied. This course will focus on six cultures from around the world: Greek

and Roman civilization, Egyptian civilization, Japanese civilization, Celtic civilization, Mayan civilization, and Norse civilization.

***Edgenuity Psychology A (5 credits)**

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

***Edgenuity Psychology B (5 credits)**

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Read 180 A (5 credits)

Read 180 is a comprehensive system for raising reading achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Read 180 prepares students to read, write, speak, listen, and use language in a variety of content areas and contexts. Read 180 helps students build independence in the following domains: build independence as readers, speak confidently and listen critically, write critically and effectively, and encounter worldviews.

Read 180 B (5 credits)

Read 180 is a comprehensive system for raising reading achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Read 180 prepares students to read, write, speak, listen, and use language in a variety of content areas and contexts. Read 180 helps students build independence in the following domains: build independence as readers, speak confidently and listen critically, write critically and

effectively, and encounter worldviews.

Read 180 C (5 credits)

Read 180 is a comprehensive system for raising reading achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Read 180 prepares students to read, write, speak, listen, and use language in a variety of content areas and contexts. Read 180 helps students build independence in the following domains: build independence as readers, speak confidently and listen critically, write critically and effectively, and encounter worldviews.

Read 180 D (5 credits)

Read 180 is a comprehensive system for raising reading achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Read 180 prepares students to read, write, speak, listen, and use language in a variety of content areas and contexts. Read 180 helps students build independence in the following domains: build independence as readers, speak confidently and listen critically, write critically and effectively, and encounter worldviews.

Musical Instrument (2.5 credits per 12 hours /5 credits max.)

This course provides credit for individual performance study on an instrument or voice approved by the school director or designee. The instruction may be in piano, harpsichord, organ, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, violin, viola, cello, string bass, harp, guitar, percussion, or voice. Students are required a minimum of twelve weekly one hour lessons to earn 2.5 credits and may earn a maximum of 5 credits for the course. Each lesson must be signed off by a music instructor and turned in weekly to the Supervisory Teacher for credit.

Peer Tutor (2.5 credits)

Peer tutoring provides high school students with a structured experience to assist other students with their studies. Peer tutors assist students in academic achievement by meeting with them to clarify learning problems and study skills. Tutoring is a supplement to teaching. Tutors also receive hands-on career experience which will then assist the student in selecting and developing college and/or career options.

Office Aide (2.5 credits)

Students will assist office staff with various duties, including but not limited to: clerical assistance, greeting visitors, directing questions to appropriate staff members, answering and forwarding incoming calls and distributing materials to classrooms.

Credit Recovery
English

Credit Recovery English 9A (5 Credits)

In this course, students will learn to use the Internet to communicate. They will explore mass media and gain an understanding of journalism and advertising practices. This course has been specifically built with the credit recovery student in mind. The course content has been appropriately grouped into smaller topics to increase retention and expand opportunities for assessment.

Credit Recovery English 9B (5 Credits)

In this course, students will learn to use the Internet to communicate. They will explore mass media and gain an understanding of journalism and advertising practices. This course has been specifically built with the credit recovery student in mind. The course content has been appropriately grouped into smaller topics to increase retention and expand opportunities for assessment.

Credit Recovery English 10A (5 Credits)

In this course, students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings creatively and thoughtfully, to present material orally, and to evaluate material and ideas presented not only in the literature but also in the media.

Credit Recovery English 10B (5 Credits)

In this course, students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings creatively and thoughtfully, to present material orally, and to evaluate material and ideas presented not only in the literature but also in the media.

Credit Recovery English 11A (5 Credits)

As students move toward the end of their high school careers, it is important to look forward and to understand how the skills they are developing in high school will transfer to college and the work place. In this course, students will understand the practical applications of strong communication skills: reading, writing, listening and speaking. This class will prepare students for college and beyond.

Credit Recovery English 11B (5 Credits)

As students move toward the end of their high school careers, it is important to look forward and to understand how the skills they are developing in high school will transfer to college and the work place. In this course, students will understand the practical applications of strong communication skills: reading, writing, listening and speaking. This class will prepare students for college and beyond.

Credit Recovery English 12A (5 Credits)

This is a shortened version of the standard English 12A Foundations course. Its length makes it

suitable for use in summer programs and in other contexts in which instructional time and teacher time may be limited. Additional activities make it appropriate for English Language Learners. Extensive use of instructional tutorials enables the course to be shorter while maintaining high quality and the same concept load. Audio is provided for every lesson.

Credit Recovery English 12B (5 Credits)

This is a shortened version of the standard English 12B Foundations course. Its length makes it suitable for use in summer programs and in other contexts in which instructional time and teacher time may be limited. Additional activities make it appropriate for English Language Learners. Extensive use of instructional tutorials enables the course to be shorter while maintaining high quality and the same concept load. Audio is provided for every lesson.

Math

Credit Recovery Common Core Math 1A (5 credits)

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane

Credit Recovery Common Core Math 1B (5 credits)

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane

Credit Recovery Common Core Math 2A (5 credits)

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning

their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

Credit Recovery Common Core Math 2B (5 credits)

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

Credit Recovery Common Core Math 3A (5 credits)

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

Credit Recovery Common Core Math 3B (5 credits)

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

Science

Credit Recovery Biology A (5 Credits)

This course is an introduction to general biology and to the processes of scientific inquiry and thinking. It will include the fundamental principles of living organisms including physical and chemical properties of life, cellular organization and function, the transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life will be examined.

Credit Recovery Biology B (5 Credits)

This course is an introduction to general biology and to the processes of scientific inquiry and thinking. It will include the fundamental principles of living organisms including physical and chemical properties of life, cellular organization and function, the transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life will be examined.

Social Science

Credit Recovery Principles of American Government (5 Credits)

American Government is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. The principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights will be examined as will the roles of individuals and groups in the American political system. Students will compare the American system of government with other modern systems and assess the strengths and problems associated with the American system.

Credit Recovery Economics (5 Credits)

Students will be introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American Free Enterprise System, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American Free Enterprise System as well as the how the U.S. economy has a global impact.

Credit Recovery United States History A (5 Credits)

This course is designed to provide the student with a basic understanding of American History. The content will focus on the origins of the nation's democratic principles and continue through present day domestic and foreign issues that affect American society. There will be a particular emphasis on the individuals and groups that have not only been impacted by the nation's development but those who have made contributions as well. Semester A covers the period

from the Pre-Columbian Era to the Civil War.

Credit Recovery United States History B (5 Credits)

This course is designed to provide the student with a basic understanding of American History. The content will focus on the origins of the nation's democratic principles and continue through present day domestic and foreign issues that affect American society. There will be a particular emphasis on the individuals and groups that have not only been impacted by the nation's development but those who have made contributions as well. Semester B covers the period from Reconstruction to the Modern Era.

Credit Recovery World History A (5 Credits)

This course is a survey of world history from prehistoric to contemporary times. Students will learn about the socioeconomic, political, and ideological conditions of various time periods as they study historical events and cultural achievements or world regions. Semester A covers from the beginnings of civilization to the Middle Ages.

Credit Recovery World History B (5 Credits)

This course is a survey of world history from prehistoric to contemporary times. Students will learn about the socioeconomic, political, and ideological conditions of various time periods as they study historical events and cultural achievements or world regions. Semester B covers from the Renaissance and Reformation to the Contemporary Period.

Electives

Credit Recovery Spanish 1A (5 Credits)

This course provides students with instruction in the basics of learning the language of Spanish. This includes but is not limited to the vocabulary topics of greetings, time, dates, colors, clothing, numbers, weather, family, houses, sports, food and school. The course also introduces basic and stem-changing verbs and their formation and use in the present tense. Students also learn about interrogatives, question formation, and adjectives and their form and use, in addition to possessives, prepositions, and other grammatical structures. Finally, students will become acquainted with the Spanish-speaking countries of the world and their cultures. Spanish 1A covers the topics: Saludos, El Dia y La Fecha, El Tiempo, La Hora, and Los Colores

Credit Recovery Spanish 1B (5 Credits)

This course provides students with instruction in the basics of learning the language of Spanish. This includes but is not limited to the vocabulary topics of greetings, time, dates, colors, clothing, numbers, weather, family, houses, sports, food and school. The course also introduces basic and stem-changing verbs and their formation and use in the present tense. Students also learn about interrogatives, question formation, and adjectives and their form and use, in addition to possessives, prepositions, and other grammatical structures. Finally, students will become acquainted with the Spanish-speaking countries of the world and their cultures. Spanish 1B covers the topics: Los Lugares, La Familia, La Comida, Las Actividades, and La Escuela.

Credit Recovery Psychology A (5 credits)

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Credit Recovery Psychology B (5 credits)

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Pacific View Charter School

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Pacific View Charter School

Students

Student Policy #1

ADMISSIONS AND ENROLLMENT

The goal of this admissions policy is to attract, enroll, and retain at our school the broadest spectrum of students and families representative of the rich diversity existing in the County. The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations; the charter program will not charge tuition and the school will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender or disability.

Our school is open to any student in the state and “if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing.” Preference shall be extended to pupils currently attending the charter school and the following preferences, which are listed below in order of priority:

- Relatives of the school’s founding families (not to exceed 10% of the school’s total population)
- Students residing within the boundaries of the sponsoring District. If enrollment was based on the preferential treatment received due to in-district residence, the student must continue to reside in the district in order to remain enrolled.
- Siblings of students currently enrolled in the school
- Relatives of staff and governing board members (not to exceed 10% of the total student population)
- Students identified as Economically Disadvantaged

Adopted: 12-07-04

Amended:

Pacific View Charter School

Student

Student Policy #2

ATTENDANCE

Non-Classroom Based Programs

All attendance for non-classroom based programs shall be in accordance with current law and regulations.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Student

Student Policy #3

Student Complaints

Notification

Students who wish to file a complaint against personnel, another student or a program may notify their teacher or the Director.

Procedures

Depending upon the nature of a complaint the pupil will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, administration will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the pupil's complaint will be obtained from the student.

Confidentiality

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will timely investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Students

Student Policy #4

Student Dress Code

Board Philosophy

The Board recognizes the need for students of the School to dress appropriately for school.

General Guidelines

Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

Review Process

The Board recommends that any dress code should be reviewed, preferably by a committee of students, faculty, parents and administrators, prior to presenting it to the Board for approval.

Sun Protective Clothes

The code must allow students to wear sun protective clothing, including hats when outside.

Prohibited Conduct and Sanctions

Students who repeatedly violate the School Dress Code may be subject to discipline, including suspension and expulsion from School.

Adopted: 12-07-04

Amended: 07-05-05

Pacific View Charter School

Students

Student Policy #5

Educational Records and Student Information

The Family Educational Rights and Privacy Act (“FERPA”) provide that a parent has the right to inspect and confirm the accuracy of education records relating to his or her child. FERPA also restricts the access of outside parties to educational records.

FERPA applies to all public schools and any state or local education agency that receives Federal education funds. Compliance with FERPA is necessary if schools are to continue to be eligible to receive Federal education funds.

Policies/Annual Notification

FERPA requires that schools and local education agencies have written and accessible policies stating which educational records will be protected and which educational records may be released and the circumstances under which those records will be released. Each year, schools must give parents public notice of the types of information designated as directory information. By a specified time after parents are notified of their review rights, parents may ask to remove all or part of the information on their child that they do not wish to be available to the public without their consent. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (e.g., special letter, inclusion in a PAC bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Withholding of Transcripts, Grades, and Diplomas

Pacific View Charter School may withhold transcripts, grades and diplomas (EC§48904.3(a)) where a student has willfully cut, defaced or otherwise destroyed property or has failed to return property, such as textbooks, loaned to the student. Pacific View Charter School will make a demand upon the student and shall afford the student an opportunity to be heard before withholding transcripts, grades, or diplomas.

Educational Record Defined

An educational record is any written or computerized document, file, entry, or record regarding a student that is compiled by a school or local educational agency. Such information includes but is not limited to:

- a. Date and place of birth, parent and/or guardian’s address, and where the parties may be contacted for emergency purposes.

- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records
- f. Attendance records and records of past schools attendance;
- g. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student.

Directory Information Defined

Part of the education record, known as directory information, includes personal information about a student that can be made public, provided that a school has stated its policy regarding directory information in its FERPA policy. Directory information may include a student's name, address, and telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extracurricular activities or recipients of awards, pictures of students, and height and weight of athletes. Release of directory information is allowed as outlined below.

Parental and Legal Guardian Rights

A parent and/or legal guardian has the right to inspect and review his or her child's education records. If upon review, a parent or legal guardian discovers any information or notation that is factually inaccurate, he or she may request the school to amend the record. The school must respond to this request in a reasonably prompt time period. This right does not include grades or educational decisions made by school personnel.

a. Request for Amendment of Education Record

Any request for an amendment to an education record must be made in writing and submitted within thirty (30) days of the discovery of the error. A request to amend any education record does not confer upon a parent or legal guardian a right to have any amendment made. The school shall respond within ten (10) days of the receipt of the request to amend. The school's response must be in writing and if the request for amendment is denied, the school must set forth the reason for the denial. The school must note any objection to an adverse decision upon the record if so requested by the parent or legal guardian.

b. Copies

The school is not obligated to provide copies of any information unless providing copies is the only means of access. The school may charge reasonable fees for copies it provides to parents.

Disclosure of Education Records and Directory Information

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. With the exceptions listed below, Pacific View Charter School will not release educational records to any person or entity outside the school without the written consent of a parent or eligible student. However, FERPA allows schools to disclose records, without consent, to the following parties:

- a. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

- b. Other schools to which a student is transferring;
- c. Certain government officials listed in 34 C.F.R. Part 99 in order to carry out lawful functions;
- d. Appropriate parties in connection with financial aid to a student;
- e. Organizations conducting certain studies for the school;
- f. Accrediting organizations;
- g. Individuals who have obtained lawful court orders or subpoenas;
- h. Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to a specific State law.

Although the charter school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance, it is the policy of the school that it will not release any directory information unless authorized by written consent of the parent or guardian.

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by PVCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202-4605**

Adopted: 12-07-04

Amended: 05-03-05
06-18-06

Pacific View Charter School

Students

Student Policy#6

Pupil Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students. When the Policy is violated, it may be necessary to suspend or expel a student from the school

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled student shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Administrative Procedures For Pupil Suspension and Expulsion

A. Definitions (as used in this policy)

1. "Board" means governing body of the Charter School.
2. "Expulsion" means disenrollment from the Charter School.
3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Director to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Director/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to vaporized products, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel inside the facility.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.3.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will be first attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended with this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian responds to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) days after the Director or designee determine that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules, which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and represented by counsel or an advocate;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charged is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who

will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

The Director or designee following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the right to appeal the expulsion to the District Board of Education. If either Board will not hear such appeals, the Charter School will establish a new panel of retired or current school administrators or teachers who are not related to the Charter School; to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
- 3) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

J. Disciplinary Records

The school shall maintain records of all student suspension and expulsion at the School. Such records shall be made available for the Chartering Agency's review upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County of their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a

recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

N. Accepting Expelled Students

In order to attend Pacific View Charter School an expelled student from another school must have the approval of the PVCS Board of Trustees.

The parent/guardian must attend each meeting with the student as well as accompany the student any time they may be required to be on campus until the expulsion expires.

Adopted: 12-07-04

Amended: July 20, 2010

Pacific View Charter School

Student

Student Policy #7

Health Examinations and Immunizations

Health Examinations

The Governing board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.

In addition to verifying that students have complied with legal requirements for health examinations and immunizations before enrolling in the School, the School shall administer tests for vision, hearing and scoliosis as required by law.

The Director, or designee, shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

Reports to the Board regarding the number of student found to have physical problems and the effort made to correct them shall in no way reveal the identity of students.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Students entering the School shall present an immunization record, which shows at least the month and year of each immunization the student has received, in accordance with law. Students shall be excluded from School or exempted from immunization requirements only as allowed by law.

Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due before he/she is admitted to the School.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Students

Student Policy #8

Freedom of Expression Policy

Students attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, and wearing buttons, badges and other insignia. The Board of Trustees ("Board") respects students' rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing in accordance to Pacific View Charter School Dress Code, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Students

Student Policy # 09

Policy Against Plagiarism

Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension or expulsion from School.

The Director, or designee, may establish a committee comprised of students, parents/guardians, staff, administrators, and member of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty.

Pacific View Charter School

Students

Student Policy #10

Internet Use Policy and Agreement

Introduction

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. Pacific View Charter School (hereinafter the "Charter School") provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted Internet Policy and Agreement ("Policy") to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. This agreement sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself "bad" or illegal, but only that the use does not further

the educational goals and purposes of the Charter School.

Students are reminded that their use of Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly.

Further, students acknowledge there is no right to privacy in their internet or email access through the Charter School. Students have no reasonable expectation that Internet use or email access using equipment or networks that the Charter School owns is private. The Charter School has the right to monitor its equipment and data networks to ensure that students are abiding by the terms of this Policy.

Student Use of Internet and Technology

Before a student is authorized to use the Charter School's technological resources, the student and his or her parent/guardian must sign and return an Internet Use Policy and Agreement Acknowledgement Form specifying user obligations and responsibilities. In that agreement, the student and his or her parent/guardian will agree to not hold the Charter School or any of its staff responsible and shall agree to indemnify and hold harmless the Charter School and all Charter School personnel for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Student Responsibilities

1. Use Limited to an Educational Purpose. The student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the policy.

- a. Educational Purpose

"Educational purpose" means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

- b. Inappropriate Use

An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism. Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Rules of Conduct. Student agrees that he or she will Charter School equipment or resource networks or

Charter School email accounts in the following manner:

- a. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
 - b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
 - c. Student will not make threats against, intimidate, or harass others.
 - d. Student will not reveal personal information about others.
 - e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
 - f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.
 - g. All communications will be polite and respectful of others.
 - h. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.
 - i. Students will not make any disparaging or derogatory remarks concerning another person on the basis of that person’s disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics
4. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts by local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Charter School, other students, or the community.
5. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.
6. Privacy. Computer equipment, Internet access networks, and email accounts are owned by the Charter School, and provided to students for educational purposes only. The Charter School reserves the right to access stored computer records to assure compliance with this Policy. Communication over Charter School owned networks is not private Email and records of Internet activities will be accessed under, but not limited to, the following circumstances:
- a. Routine system maintenance.
 - b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.

- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

7. Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized to do so in writing by the Charter School in writing.

8. Information About Other. Student will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.

9. Violation of Policy. Violation of this Policy can result in a loss of all Internet access and email privileges. If Students who violates this Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the student's Internet and email privileges. However, because one of the educational purposes in providing Internet access it to teach students to use the internet appropriately, The Charter School reserves the right to fashion penalties to specific concerns or specific violations. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

The Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

If anyone believes that an individual is using the Charter School's equipment or networks in a manner that violates this Policy, or if an individual believes that he or she is being harassed or disparaged by a person using the Charter School's equipment or networks, please report these concerns to your Supervisory Teacher by calling or sending an email to them

ACKNOWLEDGEMENT OF THE TERMS OF THE CHARTER SCHOOL'S INTERNET USE POLICY

I, _____, parent or guardian of _____ have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Parent Signature

I, _____, have read and understand the Student Internet Use Policy and Agreement and agree to the terms and conditions that are set out in the Policy.

Student's Signature

Adopted: 12-07-04

Amended: 06-07-05
06-17-14

Policy Retired 8/16/16

Pacific View Charter School

Students

Student Policy #11

Sexual Harassment

Sexual harassment of or by any student or member of the School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student or immediate termination of any faculty.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or the School's Administration. The Investigator will immediately investigate all such incidents in a confidential manner. This student policy is in addition to and supplements any Pacific View Charter School's administrative policy on sexual harassment.

Adopted: 12-07-04

Amended: 06-07-05

Pacific View Charter School

Students

Student Policy #12

Student Organizations and Clubs

Student Organizations and Clubs

Board Philosophy

The Board recognizes the importance of allowing students to organize and participate in student organizations and clubs for purposes and activities that will forward the betterment of the school and its community.

Student Government

If appropriate, the School may establish a student government so long as a faculty member credentialed teacher will supervise such activities and ensure compliance with Board requirements and other applicable

lawful regulations. The Executive Director or designee may establish a fair process for the nomination and election of officer for President, Vice President, Secretary and Treasurer. There shall be a minimum of one class representative to be selected by procedures to be developed at the discretion of the faculty credentialed teacher of the participating classes. Meetings shall be held in a manner and at times deemed necessary by the student government. The body shall utilize Robert's Rules of Order. However, the body shall generally determine all other rules for its operation and activities consistent with the established rules of the School and the Board.

Student Organizations

In addition to a student government body, students may establish organizations or clubs so long as the governing board consistent with this policy and, any other applicable requirements obtains approval.

Approval

The student organization's constitution and by-laws application may be prepared through the cooperative work of the students and faculty credentialed teacher. A copy of the constitution and by-laws application must be submitted to the Executive Director for initial review to ensure consistency with Board requirements. Once this determination is made, the constitution and by-laws application shall be placed on the Board's agenda for review and approval.

In reviewing such proposals, the Board shall respect all pupil constitutional and statutory rights. The funds of every student organization shall be deposited, expended and accounted for in accordance with a written procedure developed by the student club, with the assistance of the Executive Director of the School.

Fundraising

All funds raised by any student organization shall be supervised under the name of the School. The School shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Executive Director and in cases when deemed necessary by the Executive Director, Board approval will be required.

Use of School Facilities

The use of school facilities by student organizations will be subject to reasonable rules approved established by the Board. Students, who are not members of a student organization, interested in initiating a meeting on school premises shall submit a request in writing to the school Executive Director. The request should state the name of the meeting, the number of persons expected to attend, the time requested, and the length of time for the meeting. The Executive Director or designee shall review the written application and determine, which, if any room is available to accommodate the request. Requests for use shall be presented to the Executive Director seven school days in advance of the date requested for use. The Executive Director shall assign a teacher, administrator or other employee to a meeting for "custodial" purposes. The employee shall not participate in the meetings, sponsor the meeting or attempt to influence the form or content of the meeting.

The granting of use of school facilities does not mean the School sponsors or endorses the activities of any student group.

Revocation of Privileges

Student groups and individual students meeting on school property or otherwise at school sponsored event may have their privilege to meet revoked if they engage in conduct which is violative of this policy, disruptive to the educational process, damages school property, or violative of any law. Student organizations or their members shall not engage in any activity which, coerces, pressures, embarrasses or unduly influences other students to participate in any meeting.

Adopted: 12-07-04

Amended: 1-12-16

Pacific View Charter School

Students

Student Policy #13

Activities of Military Recruiters On Campus

Campus Access

The Charter School shall provide military recruiters the same access to the Charter School's students as is provided generally to post-secondary educational institutions or to prospective employers.

Military Recruiter Access to Student Directory Information

No information shall be released to military recruiters unless a signed release from parent/guardian (or student if 18) is on file with the school.

Information released is for military recruiting purposes only and must not be disclosed to a third party. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. Military recruiters must be from one of the following military organizations:

Air Force	Coast Guard
Air Force Reserve	Coast Guard Reserve
Air Force National Guard	Navy
Air Force ROTC	Navy Reserve
Army	Navy ROTC
Army Reserve	Marine Corps
Army National Guard	Marine Corps Reserve
Army ROTC	

Procedures

All requests for information will be processed centrally. Military recruiters are to submit their requests to the Custodian of Records. Military recruiters are required to submit their request in writing, on letterhead that clearly identifies their military recruiting organization.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Students

Student Policy #14

Special Education Policies and Procedures Introduction

Pacific View Charter School is a public school within the Oceanside Unified School District which is a participating Local Educational Agency ("LEA") of NCCSE.

Adopted: 12-07-04

Amended:

Pacific View Charter School

Students

Student Policy #15

Pupil Services - 504

The parents or guardian shall be notified in writing of all Pacific View Charter School decisions concerning the identification, evaluation, and accommodations made for a student under this policy. The parents or guardian shall be notified that they may examine all student records maintained by Pacific View Charter School.

With respect to actions regarding the identification, evaluation, and accommodations for students under this policy, parents or guardian shall have the right to an impartial hearing (Section 504 Hearing) with opportunity for participation by the parents or guardian and their counsel in the notification of any Pacific View Charter School decision concerning identification, evaluation or accommodations in the school placement, the parents and guardian will be advised that:

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer. If there are questions, please contact the 504 Coordinator.

DISCIPLINE POLICY REGARDING STUDENTS ELIGIBLE UNDER SECTION 504

Section 504 requires the school to provide prior notice and to conduct an evaluation prior to any significant change in placement. Since expulsion, long-term suspensions (more than 10 days), and a series of suspensions that exceed ten days are considered significant changes in placement, the school must reevaluate the student to determine whether the student's behavior was the result of the disability or the result of an inappropriate placement/accommodations.

The 504 accommodation team at the school must make a determination as to whether the conduct is a manifestation of the student's disability. The 504 accommodation team shall include the parents or guardians of the student and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The 504 accommodation team must have available to it information that competent professionals would require, such as psychological evaluation data related to behavior, and the relevant information must be recent enough to afford a current understanding of the child's disability and behavior.

No expulsion, long-term suspension of more than 10 days, or pattern of suspension is allowed if the behavior is determined to be caused by the disability or is the result of an inappropriate placement. In such cases, the accommodation team must continue the evaluation to determine whether to modify the student's current education placement.

If no relationship exists between disability and behavior, and the placement is deemed appropriate, the School may proceed with normal expulsion procedures.

The School must provide the parents or guardians of the student with prior notice of the manifestation evaluation, an opportunity to examine all relevant records prior to the accommodation team evaluation meeting, and written notice of the manifestation and placement termination. If dissatisfied with the result of

the manifestation determination or placement, the parents or guardian may request a due process review hearing in the following manner:

1. A request for a Section 504 Hearing must be filed within the semester in which the action being appealed occurred.
2. The request shall be made in writing to the Pacific View Charter School Section 504 Coordinator and shall include:
 - a. Specific nature of the decision (s) made by the School of which the appellant disagrees;
 - b. The specific relief the appellant is seeking through the appeal procedures; and
 - c. Any other information the appellant believes will assist in understanding the appeal.
3. The hearing will be conducted in accordance with the “Procedural Safeguards: Hearing Procedures pursuant to Section 504 of the Rehabilitation Act”. The decision of the impartial Hearing Officer may be appealed only to a court of competent jurisdiction. The parties shall abide by the decision of the Section 504 Hearing Officer unless appealed and stayed by the court.

If parents, students or any adult on behalf of students feel discrimination has occurred based upon physical or mental disability, but is not directly related to identification, evaluation, and/or accommodations for a student, they may file a discrimination complaint with the Office of Civil Rights, U.S. Department of Education.

NONDISCRIMINATION POLICY (Federal Regulation, Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973)

Pacific View Charter School is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of sex, ethnic group classification, ancestry, religion, age, handicap or physical or mental disability, or any other unlawful consideration. Questions or concerns regarding these right or allegation of discrimination should be directed to the 504 Coordinators.

Section 504 is an Act, which prohibits discrimination against persons with disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or a physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such impairment.

In order to fulfill its obligation under Section 504, Pacific View Charter School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs or practices in the school.

IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Board of Trustees recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the federal Rehabilitation Act of 1973, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

The Director or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.

To evaluate the student's eligibility under Section 504, the Director or designee shall convene a Student Success Team of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. The student's parent/guardian shall be invited to participate on this committee.

If the student is found to have a disability that requires services under Section 504, the school site committee shall develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the committee shall determine what modifications and/or special services and aids are needed. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs.

The Student Success Team shall provide the parent/guardian with a written copy of the accommodation plan and notice of procedural safeguards guaranteed by law.

Legal Reference:

EDUCATION CODE

49423.5 Specialized physical health care services

CODE OF REGULATION, TITLE 5

3051.12 Health and Nursing Services

UNITED STATES CODE, TITLE 20

1232g Family Educational Right and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act of 1973

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.33 Free appropriate public education

104.35 Evaluation and placement

104.36 Procedural safeguards

Eligibility

A disabled student eligible for services under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. (34 CFR 104.3)

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Examples of students with such impairments include, but are not limited to:

1. Students with a normal ability to learn but who have a mobility impairment

2. Students with a normal ability to learn academically but who require occupational or physical therapy in order to function physically
3. Students with emotional disabilities manifested by behavior problems which result in exclusion from classes or school

Indications of a possible disability that significantly interferes with learning include, but are not limited to:

1. Medical conditions such as severe asthma or heart disease
2. Temporary medical condition due to illness or accident
3. Poor or failing grades over a lengthy period of time

Referral and Identification Procedures

1. Any student may be referred by a parent/guardian, teacher, other certificated school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the 504 Coordinators.
2. The Student Success Team shall promptly consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records (including academic, social and behavioral records) and the student's needs. Students requiring evaluation shall be referred to appropriate evaluation specialists.
3. If a request for evaluation is denied, the school site committee shall inform the parents/guardians of this decision and of their procedural rights as described below.

Accommodation Plan

1. When a student is identified as disabled within the meaning of Section 504, the Student Success Team shall determine what services are necessary to ensure that the student's individual education needs are met as adequately as the needs of non-disabled students.
2. In making this determination, the Student Success Team shall consider all significant factors relating to the learning process for the student, including his/her adaptive behavior and cultural and language background. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the parent/guardian.
3. The parents/guardians shall be invited to participate in the Student Success Team meeting where services for the student will be determined and shall be given an opportunity to examine all relevant records.
4. The Student Success Team shall develop a written plan describing the disability and specifying the services needed by the student.

A copy of this plan shall be kept in the student's cumulative file. The student's teacher and any other staff who provide services to the student shall be informed of the services necessary for the student, to the extent that they need to be informed in order to provide for the student in the school setting.

5. If the Student Success Team determines that no services are necessary for the student, the record of the team's meeting shall reflect the identification of the student as a disabled person under

Section 504 and shall state the basis for the decision that no special services are presently needed.

6. The disabled student shall be placed in the regular educational environment unless the school demonstrates that a more restrictive placement is required in order to meet the student's needs. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
7. The parents/guardians shall be notified in writing of the final decision concerning services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing to challenge the decision.
8. The school shall complete the identification, evaluation and placement process within a reasonable time frame.
9. The student's plan shall include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.

Review of the Student's Progress

1. The Student Success Team shall monitor the progress of the disabled student and the effectiveness of the student's plan. The committee shall periodically determine whether the services are appropriate and necessary and whether the disabled student's needs are being met as adequately as the needs of non-disabled students.
2. A reevaluation of the students' needs will be conducted before any subsequent significant change in placement.

Procedural Safeguards

Parents/guardians shall be notified in writing of all school decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: (34 CFR 104.36)

1. Examine relevant records
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
3. Have a review procedure

Notifications shall also set forth the procedures for requesting a hearing, the name, address and telephone number of the person with whom the request should be made, and the fact that reimbursement for attorney's fees is available only as authorized by law.

The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the Director and Student Success Team review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted.
2. If disagreement continues, request in writing that the Director or designee review the plan. This review shall be held within 14 days of receiving the parent/guardian's

request, and the parent/guardian shall be invited to meet with the Director or designee to discuss the review.

- 3 If disagreement continues, request in writing a Section 504 due process hearing. The request shall include:
 - a. The specific nature of the decision with which the parent/guardian disagrees
 - b. The specific relief the parent/guardian seeks
 - c. Any other information the parent/guardian believes pertinent

Within 20 days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 20 days may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. These 45 days may be extended for good cause or by mutual agreement of the parties. The Director or designee shall represent the school at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Adopted: 12-07-04

Amended:

PACIFIC VIEW CHARTER SCHOOL

Student

Student Policy #16

Promotion/Acceleration/Retention

The Governing Board of Pacific View Charter School expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade – level standards of expected student achievement that are established by the governing board.

Progress toward high school graduation shall be based on the student’s ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements mandated by the State.

Acceleration:

When high academic achievement is evident, the teacher may recommend a student for acceleration into a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student. A Student Success Team (SST) meeting will be held to review and recommend the student’s acceleration prior to the Director’s approval.

Retention: Kindergarten

Children five (5) years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the parent/guardian and the teacher agree that the child be retained in kindergarten for not more than one additional school year.

Whenever a student is retained in kindergarten for an additional year, the Director or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall be retained in kindergarten for not more than one additional school year.

Retention – First through Seventh Grade

Students shall be considered for retention between grades 1-7.

Students shall be identified on the basis of assessment results, grades, and other indicators of academic achievement. As early as possible in the school year, and in the students’ school career,

the teacher shall identify students who should be retained, and those who are at risk of being retained.

When a student is recommended for retention, or is identified as being at risk for retention, an SST meeting will be held to review and recommend the student's retention prior to the Director's approval.

Appeal to Site Administrator:

A parent or guardian may appeal the retention decision to the school Director. The appeal shall be in writing and shall be made no later than ten (10) days after learning of the decision. The school Director or designee will then investigate the matter and render a decision in a timely manner. The investigation may include interviews of the student, the parent/guardian, any of the student's teachers, and anyone else who may provide information that would assist in rendering a decision.

Appeal to Pacific View Charter School Board:

If the parents or guardians are unhappy with the decision of the school Director, they may appeal the Director's decision to the Board. This appeal shall be in writing and submitted to the Board no later than ten (10) days after receipt of the Director's decision. The Board shall investigate the matter and render an opinion at their next regularly scheduled Board Meeting. The Board shall interview anyone he or she deems appropriate for rendering a decision. The decision of the Board shall be in writing and shall be final.

Throughout the appeal process, the burden shall be on the appealing party to show why the decision of the Director should be overruled.

Retention: High School (Grades 9-12):

Progress toward graduation shall be based on the student's ability to pass the assessments, subjects, and electives necessary to earn a minimum number of credits for graduation. The school will endeavor to have all the students meet the State Assessment requirements.

Adopted: February 21, 2006

Amended:

Administrative Regulation

Community Relations AR 1312.4(a)

Student Policy # 17

VALENZUELA UNIFORM COMPLAINT PROCEDURES

Board of Education Meeting March 16, 2010

Note: Education Code 35186 **mandates** schools to establish policies and procedures regarding complaints for deficiencies related to textbooks and instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or mis-assignment.

Education Code 35186 also requires that the school post notices in each classroom. 5 CCR 4680-4687 further delineate legal requirements for the complaint form and notice. See the accompanying exhibits for a sample notice and complaint form.

It is recommended that schools use this procedure only for those complaints specified in Education Code 35186 and that regular uniform complaint procedures continue to be used, as required, for complaints concerning discrimination in state and federal categorical programs; see BP/AR 1312.3 - Uniform Complaint Procedures. For procedures related to complaints about employees, other than vacancy or mis-assignment, see BP/AR 1312.1 - Complaints Concerning School Employees. For complaints concerning the school's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials.

Types of Complaints

The school shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

Note: Item #1 below is for use by schools maintaining grades 10-12 that receive CAHSEE intensive intervention funding. As amended by AB 347 (Ch. 526, Statutes of 2007), Education Code 35186 authorizes complaints for deficiencies related to the provision of intensive instruction and services pursuant to Education Code 37254. Education Code 37254 requires that schools, as a condition of receiving CAHSEE intensive intervention funding, provide students who have not passed one or both parts of the exit exam by the end of grade 12 the opportunity to receive intensive instruction and services, as specified below.

1. High school exit examination intensive instruction and services

A student, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

Filing of Complaint

Note: Education Code 35186 requires that complaints be investigated and resolved within the timelines specified below. 5 CCR 4680 requires the principal to forward complaints beyond his/her control to the appropriate school official in a timely manner, but not to exceed 10 working days. During the Categorical Program Monitoring (CPM) process, California Department of Education (CDE) staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Board and to appeal facility complaints to the CDE, as detailed in the following section.

AR 1312.4(d)

VALENZUELA UNIFORM COMPLAINT PROCEDURES (continued)

Note: The following paragraph is for use by schools maintaining grades 10-12. As amended by AB 347 (Ch. 526, Statutes of 2007), Education Code 35186 requires that the Director designate a school official to receive and investigate complaints regarding deficiencies related to intensive instruction and services for students who have not passed the exit exam after the completion of grade 12.

A complaint alleging any deficiency specified in item #4 above shall be filed with a school official designated by the Director. Such complaints may be filed at the school office or at a school site and shall be immediately forwarded to the Director or designee. (Education Code 35186)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall

report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Director or designee. (Education Code 35186; 5 CCR 4680, 4685)

Note: Education Code 48985 specifies that, when 15 percent or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

AR 1312.4(e)

VALENZUELA UNIFORM COMPLAINT PROCEDURES (continued)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to School Records)

Reports

Note: During the CPM process, CDE staff will expect to see a statement that the school is required to report summarized data as specified below.

The Director or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Director of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

Note: Education Code 35186 requires that the school's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186 requires

that a notice be posted in each classroom in each school in the school, as specified below.

The Director or designee shall ensure that the school's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the school's Valenzuela complaint form in order to file a complaint. (Education Code 35186)

The Director or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference: (see next page)
AR 1312.4(f)

WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

1240 *County Director of schools, duties*

17592.72 *Urgent or emergency repairs, School Facility Emergency Repair Account*

33126 *School accountability report card*

35186 *Williams uniform complaint procedure*

35292.5 *Restrooms, maintenance and cleanliness*

37254 *Supplemental instruction based on failure to pass exit exam by end of grade 12*

48985 *Notice to parents in language other than English*

60119 *Hearing on sufficiency of instructional materials*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures, especially:*

4680-4687 *Williams complaints*

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Directors Educational Services Association: <http://www.ccesa.org>

California Department of Education, Williams case:

<http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

Board Approved: March 16, 2010

Amended:

PACIFIC VIEW CHARTER SCHOOL

Student

Student Policy #18

High School Credit for Middle School Students

Students who complete any high school level courses in grade 6th-8th with a C or better must provide Pacific View Charter School with an official transcript from an accredited institution to receive high school credit(s).

Board Approved: 09-22-10 Amended:

Policy Retired 10-16-2012

Pacific View Charter School

Student

Student Policy #19

Repeat Courses

Courses to improve a grade with the same course number previously taken at Pacific View Charter School will not receive credit, and will be listed as a repeat course. Students who take the same course with a different course number from Pacific View Charter School or any other accredited educational institution will receive subject credit for the course with the higher grade and elective credit for the other course.

Board Approved: 09-22-10

Amended: 02-15-11
08-16-16

PACIFIC VIEW CHARTER SCHOOL

Student Policy No.: 20

Technology Acceptable Use Policy

This policy is provided to make all users aware of the responsibilities associated with the efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action(s) shall be applied.

The focus of the Technology Program at Pacific View Charter School ("PVCS" or School) is to provide tools and resources to the 21st century learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for the future. The individual use of personal electronic devices is a way to empower students to maximize their full potential, and to prepare them for college and the workplace.

PVCS provides its administrators, faculty, and students with access to computers and various information technology resources (including email and Internet access) to enhance the School's teaching and learning environment, and improve the School's operations. Students must use these resources in a responsible, ethical, and legal manner.

The use of the School's technology resources is a privilege, not a right. The privilege of using the technology resources the School provides is not to be transferred or shared by students to people or groups outside the School, and terminates when a student is no longer enrolled in PVCS.

In addition to the 1:1 Technology Agreement, students must abide by the following rules:

1. Respect and protect the privacy of others.

- a. Use only assigned accounts and passwords.
- b. Do not share assigned accounts or passwords with others.
- c. Do not view, use or copy passwords, data or networks to which you are not authorized.
- d. Do not share or distribute private information about yourself or others.

2. Respect and protect the integrity, availability, and security of all technology and electronic resources.

- a. Observe all network security practices.
- b. Report security risks or violations to Supervisory Teachers, Lab Aides, or the Technology Technician.
- c. Do not vandalize, destroy, or damage data, networks, hardware, computer systems or other resources; such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws.
- d. Do not disrupt the operation of the network or create or place a virus on the network.
- e. Conserve and protect these resources for other students and Internet users.

3. Respect and protect the intellectual property of others.

- a. Do not infringe on copyright laws by downloading or copying music, games, movies, or any other materials subject to copyright laws.
- b. Do not install unlicensed or unapproved software; use or possession of hacking software is strictly prohibited and violators will be subject to consequences outlined in the Parent/Student Handbook. Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action by the School.
- c. Do not plagiarize.

4. Respect the principles of PVCS.

- a. Use technology and electronic resources only in ways that are kind and respectful.
- b. Report threatening or discomfoting materials to Supervisory Teachers, Lab Aides, or the Technology Technician.
- c. Do not access, transmit, copy, or create materials that are not educationally related (such as indecent, threatening, rude, discriminatory or harassing materials or messages).
- d. Do not access, transmit, copy, or create materials that are illegal (such as obscene, stolen, or illegally copied materials or messages).
- e. Do not use the resources to further any other acts that are criminal or violate state or federal laws.
- f. Do not use the resources for non-educational purposes such as visiting chat rooms, social websites or networks (i.e. Facebook, Twitter).
- g. Do not send spam, chain letters or other mass unsolicited mailings.
- h. Do not buy, sell, advertise, or otherwise conduct business or political campaigning through the use of PVCS technological resources.

5. The use of any type of technology is a privilege and can be revoked at any time.

- a. All technology and electronic devices (including, but not limited to Chromebooks, iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.) can be searched for content (included, but not limited to text messages, chats, pictures, video recordings, audio recordings, online statuses/conversations, etc.) at the request of a teacher or administrator.
- b. Any inappropriate content found, the student possessing the inappropriate contact may be subject to disciplinary consequences.
- c. Inappropriate media may not be used as a screen-saver, background photo, skin, or case cover. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

6. Workstations in Computer Labs, Library, and Classrooms.

- a. No changes can be made to computers (i.e. settings, screen-savers, Control Panel, etc.).
- b. Students may only store files on the Cloud, on their personal USB drive or on sites such as Dropbox. Any files found on the hard drive will be deleted.
- c. Do not unplug or remove any parts of the computer.
- d. The care of, and proper use of any laptop or workstation assigned to a student is expected at all times. If anything is missing, broken, or if your computer is not running properly, it is YOUR responsibility to tell your instructor immediately when the problem is discovered.

7. Personal Electronic Devices.

- a. Students are responsible for the care and maintenance of their personal electronic devices (iPads, laptops, net books, cell phones, Smart Phones, calculators, mp3 players, cameras, video cameras, etc.). Students are responsible for any cost incurred due to damage or theft of your electronic device, including damage or theft occurring when the student is on campus.
- b. Electronic devices are to be used for educational purposes only: NO games or music (CD based or online based) are allowed.
- c. Electronic devices that are lost or stolen must be reported immediately to School Administration. The School recommends that personal devices be labeled so they can be easily identified and/or that each student record the serial number and name of their devices. Under no circumstances should devices be left unattended. If a device is found, it should be taken to the Front Office.
- d. Pictures, video recordings, and audio recordings may not be created while on campus. The campus includes the classrooms, teacher offices, restrooms, exterior of school, and any other area on campus.
- e. There will be no copying of software. If you are caught possessing

“bootlegged” or illegal software, the software will be confiscated the student involved may face disciplinary consequences.

7. Internet/Network.

Student Responsibilities

2. Use Limited to an Educational Purpose. The student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the policy.

- a. Educational Purpose

“Educational purpose” means classroom activities; research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

- b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism. Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Rules of Conduct. Student agrees that he or she will Charter School equipment or resource networks or Charter School email accounts in the following manner:

- j. Student will not post on newsgroups or other message posing systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- k. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- l. Student will not make threats against, intimidate, or harass others.
- m. Student will not reveal personal information about others.
- n. Student will not use email to send chain letters or “spam” email to a list of people or to an individual.
- o. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violated federal, state or local law.

- p. All communications will be polite and respectful of others.
 - q. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.
 - r. Students will not make any disparaging or derogatory remarks concerning another person on the basis of that person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics
4. Illegal and Dangerous Activities. Student shall not use the Internet to perform any illegal act or to help others perform illegal acts by local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to information that if acted upon could cause damage, present a danger, or cause a disruption to the Charter School, other students, or the community.
5. Obscene Materials. Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.
6. Privacy. Computer equipment, Internet access networks, and email accounts are owned by the Charter School, and provided to students for educational purposes only. The Charter School reserves the right to access stored computer records to assure compliance with this Policy. Communication over Charter School owned networks is not private Email and records of Internet activities will be accessed under, but not limited to, the following circumstances:
- d. Routine system maintenance.
 - e. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
 - f. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.
7. Commercial Activities. Student agrees that student will not use the Internet to buy or sell or attempt to buy or sell any service or product unless authorized to do so in writing by the Charter School in writing.
8. Information About Other. Student will not make any statement or post any communication on the Internet about another person that he or she knows or suspect to be untrue.
- 9. Violation of Policy. Violation of this Policy can result in a loss of all Internet access and email privileges.
 - a.

CONSEQUENCES FOR NONCOMPLIANCE WITH THE TECHNOLOGY ACCEPTABLE USE POLICY.

The Administrator will judge an offense as either major or minor. The Supervisory Teacher will normally deal with a first minor offense. Additional offenses are regarded as major offenses. Violations of these policies are dealt with in the same manner as violations of other school policies and may result in disciplinary review for expulsion. In such a review, the full range of disciplinary sanctions is available including the loss of any computer and technology use privileges, expulsion from PVCS, and legal action. Violations of some of the policies may constitute a criminal offense.

Board Approval Date: 08/24/2012

Amended: 6.17.14

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