



Warrior Run Cyber Academy

Parent/Student Handbook

2025-2026

Dear Students, Parents and/or Guardians,

Welcome to the Warrior Run School District's full time cyber option. The Warrior Run Cyber Academy is a district collaborative effort to provide new learning options for students utilizing online courses. Warrior Run's web-based courses meet the increasing demand for high quality student instruction that incorporates proven online learning practices and next generation software. Enrolling in the Warrior Run Cyber Academy means students will have the opportunity to experience flexible and non-traditional learning options with individualized pacing. Students will learn from a curriculum that is state-aligned and rigorous with an emphasis on 21st century skills. Furthermore, students can continue to be a member of the Warrior Run School District and participate in school events and activities and graduate with a Warrior Run School District diploma with the unique support of an onsite lab.

This handbook has been developed to provide you with an overview of the online program, support system and important policies and procedures. Students remain enrolled in the Warrior Run School District and therefore can utilize the school as a resource. This handbook will provide you with clear guidelines on both your responsibilities for online students, their educational coaches at home and the school's responsibilities. It is important for you to remember that you have selected a program that is part of a public school and therefore must comply with various state and federal regulations.

We look forward to working with you this school year. Our commitment is to support student success and we are dedicated to achieving that goal together with a team approach. If you have questions we are here to help. Please do not hesitate to contact us to discuss any concerns that you may have.

Congratulations on joining the Warrior Run Cyber Academy. We wish you a successful school year.

Casey Magargle

Director of Curriculum and Instruction

Table of Contents

[School Calendar](#)

[State Mandated Testing Windows](#)

[Attendance Policy](#)

[Transportation Policy](#)

[Parent Responsibilities](#)

[Student Responsibilities](#)

[Academic Support and Placement](#)

[Cyber Academy Phone Numbers & Schedule](#)

[Withdraw, Transfer and Adding / Dropping a Course](#)

[Withdraw](#)

[Dropping / Adding a course](#)

[Grading](#)

[Repeating Courses](#)

[Testing Policies](#)

[Mandated Testing](#)

[Advanced Placement Exams](#)

[SAT](#)

[Graduation Requirements](#)

[Course Offerings](#)

[Edgenuity](#)

[ENGLISH LANGUAGE ARTS 7](#)

[ENGLISH LANGUAGE ARTS 8](#)

[ENGLISH LANGUAGE ARTS 9](#)

[ENGLISH LANGUAGE ARTS 10](#)

[ENGLISH LANGUAGE ARTS 11](#)

[ENGLISH LANGUAGE ARTS 12](#)

[MATHEMATICS 7](#)

[MATHEMATICS 8](#)

[ALGEBRA I](#)

[GEOMETRY](#)

[ALGEBRA II](#)

[PRECALCULUS](#)

[MATHEMATICS I](#)

[MATHEMATICS II](#)

[MATHEMATICS III](#)

[MATHEMATICAL MODELS WITH APPLICATIONS](#)

[FINANCIAL MATH](#)

[CONCEPTS IN PROBABILITY AND STATISTICS](#)

[STATISTICS](#)

[TRIGONOMETRY*](#)

[LIFE SCIENCE](#)

[EARTH SCIENCE](#)

[PHYSICAL SCIENCE](#)

[BIOLOGY](#)

[CHEMISTRY](#)

[PHYSICS](#)

[ENVIRONMENTAL SCIENCE](#)

[SURVEY OF WORLD HISTORY](#)

[MODERN WORLD HISTORY](#)

[U.S. HISTORY I](#)

[U.S. HISTORY II](#)

[U.S. GOVERNMENT*](#)

[CAREER EXPLORATIONS](#)

[CAREER MANAGEMENT*](#)

EdOptions

[Algebra 1 A/B](#)

[Algebra 2 A/B](#)

[Consumer Mathematics](#)

[Financial Mathematics A/B](#)

[Geometry A/B](#)

[Integrated Math 1 A/B](#)

[Integrated Math 2 A/B](#)

[Integrated Math 3 A/B](#)

[Pennsylvania Algebra II A/B](#)

[Pennsylvania Geometry A/B](#)

[Precalculus A/B](#)

[Probability & Statistics](#)

[English 07 A/B](#)

[English 08 A/B](#)

[English 09 A/B](#)

[English 10 A/B](#)

[English 11 A/B](#)

[English 12 A/B](#)

[Middle School U.S. History A/B](#)

[Middle School World History A/B](#)

[Pennsylvania U.S. History - Comprehensive A/B](#)

[U.S. Government](#)

[US History A/B](#)

[World Geography A/B](#)

[World History A/B](#)

[Biology A/B](#)

[Chemistry A/B](#)

[Earth and Space Science A/B](#)

[High School Earth and Space Science A/B](#)

[Integrated Physics & Chemistry A/B](#)

[Life Science A/B](#)

[Physical Science A/B](#)

[Physics A/B](#)

[Science 7 A/B](#)

[Science 8 A/B](#)

[Cyber Physical Education](#)

[Student Records](#)

[Student Identification](#)

[Parking Passes](#)

[Social Activities](#)

[School Lunch / Breakfast Pricing](#)

[Health Screening/ Immunization](#)

[Athletic and Club Eligibility](#)

[Work Permits](#)

[School Dance Regulations](#)

[Acceptable Use Policy](#)

[Warrior Run Student Assistance Program](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Special Education Services](#)

[Non-Traditional Education Program](#)

[Code of Conduct](#)

[Academic Integrity/Plagiarism Policy](#)

[Warrior Run Cyber Academy Agreement](#)

WARRIOR RUN SCHOOL DISTRICT 2025/2026 CALENDAR *Board Approved 1/28/25

AUGUST						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 /31	25	26	27	28	29	30

18 – 19 Professional Days

21 Students First Day

T = 9 S = 7

01 Labor Day

SEPTEMBER						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

T = 21 S = 21

OCTOBER						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 Professional Development Day
(Columbus Day)

T = 23 S = 22

6 Early Dismissal Students
(12:45pm elem. 1:00pm JR/SR)
Parent/Teacher Conferences
Elementary 1:00–4:30 and 5:30–8:00
JR/SR 1:30–5:00 and 6:00–8:00
7 Parent/Teacher Conferences
8:00 – 11:30am
26 – 28 Thanksgiving Vacation
T = 17 S = 16

NOVEMBER						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 /30	24	25	26	27	28	29

DECEMBER						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Thanksgiving Vacation
03 – 17 Keystone Test Winter (Wave 1)
23 Early Dismissal Students/
Winter Vacation
(12:45pm elem. 1:00pm JR/SR)
24 – 31 Winter Vacation

T = 16 S = 16

2026
01-02 Winter Vacation
05 – 16 Keystone Test Winter (Wave 2)
19 Professional Development Day
(Martin Luther King Day)
T = 20 S = 19

JANUARY						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

13-16 Long Weekend
17 Professional Development Day
(President's Day)

T = 18 S = 17

13 Professional Development Day
16 Long Weekend

T = 21 S = 20

MARCH						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 – 7 Spring Break
20 – 24 PSSA English Language Arts
27 – 1 PSSA Mathematics &
Science

T = 17 S = 17

4 – 8 PSSA Mathematics & Science
11 – 22 Keystone Test – Spring

25 Memorial Day

T = 20 S = 20

MAY						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

JUNE						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

5 Students Last Day
(11:15 Elementary 11:30 MS/HS)

5 Graduation

T = 5 S = 5

T = 187 S = 180

School Makeup Days

KEY

Professional Development Day
no school for students

School closed for students and
teachers

First/Last day of school for students

Graduation

- Friday, February 13, 2026
- Monday, March 16, 2026
- Wednesday, April 1, 2026
- Thursday, April 2, 2026
- Tuesday, April 7, 2026

School Calendar

Students enrolled in online learning are recommended to follow the school district calendar. Students do not need to attend online courses when the district is closed. When it becomes necessary to close schools, the announcement will be sent to families based on the options chosen in Sapphire. Announcements will be made as early as possible, preferably by 6:00 a.m. On snow delay days, students scheduled for lab may work from home with parent permission.

Cyber Academy Important Dates

1st Day of School & Orientation for Parent and Students: 8/25/25

End of Course Drop / Add Period: September 15, 2025

Marking Period 1 Extension Forms Due: October 31, 2025

Day / Evening Parent Teacher Conferences: November 7 and 8, 2025

Semester 1 Extension Forms Due: December 19, 2025

Marking Period 2 / Semester 1 Online Coursework Completion Deadline: December 21, 2025

Semester 2 enrollment deadline: December 19, 2025

Marking Period 4 / Semester 2 Extension Forms Due: May 4, 2026

Marking Period 4 / Semester 2 Online Coursework Completion Deadline: May 15, 2026

Last Pupil Day: June 5, 2026

State Mandated Testing Windows

All Cyber students are required to attend state mandated testing. Absences from testing will not be approved during these testing windows. All absences will be considered illegal unexcused absences unless a physician's note is provided for the absence.

PSSA Testing

April: PSSA English Language Arts Grades 3-8

April: PSSA Math Grades 3-8

April: PSSA Science Grades 4 & 8

May : PSSA Make Up Days

Keystone Exams Grades 9-12

Winter Testing Window Wave 1,: Algebra I, Biology, & Literature

Winter Testing Window Wave 2,: Algebra I, Biology, & Literature

Spring Testing Window, May: Algebra I, Biology, & Literature

Attendance Policy

Pennsylvania State Law provides that parents/legal guardians are responsible for ensuring that their student(s) attends school. It is the responsibility of the family to ensure the student logs on outside of the cyber lab to maintain appropriate pacing requirements. All students are required to have access to Internet for course completion outside of school to ensure student attendance in online courses. All full-time cyber students will arrange an appropriate online class schedule with their school counselor. Homework will be determined based on required weekly pacing requirements. Students are expected to log in to the courseware and make progress as outlined in the pacing guide. Attendance is correlated with completion of required coursework and courseware login.

If a student fails to make adequate progress for two consecutive weeks, a team meeting will be held and 30 hours weekly of onsite work will be required to ensure course completion. If lack of progress continues, student may be returned to the traditional school at any time.

If a student elects to take a course in the junior/senior high school, they are subject to follow the school's attendance policies as outlined in the junior / senior high school handbook.

Transportation Policy

Students enrolled in the Cyber Academy have access to district transportation to and from the school daily. Students are permitted one a.m. and one p.m. bus stop in accordance with district policy. If a one-time emergency bus stop change needs to be made, a district transportation form must be completed and submitted to the district office. These are found online or can be obtained from the district office by calling Ashley Gilbert in the business office. If a full time cyber student elects to attend a course on campus, at a time other than the a.m. and p.m. bus pickup, parents are responsible for transporting the student to and from school. Any high school student, who is parking in a district lot, must notify the high school office to obtain a permit to park by the start of the school year. It is the responsibility of the student to obtain a parking permit.

Parent Responsibilities

Parents/Guardians of cyber students have a unique opportunity and responsibility to participate in the education of their children. Parents / guardians are expected to:

- Maintain an active email to communicate with the school staff and monitor student's weekly progress.
- Complete required district forms, including transportation and meal application forms.
- Attend team meetings to discuss student progress.
- Contact the school for any student absences and submit notes for appointments.
- Complete educational travel forms for trips lasting longer than 3 days.
- Directly supervise child's education at home including work assigned.
- Attend orientations and parent meetings offered by the district.
- Assist student in complying with all rules, policies, and procedures of the school.
- Assist student in the submission of all forms, applications, and documentation to the school in a timely manner.
- Monitor student's computer use to assure that computer equipment and software are used for educational purposes and in accordance with school policy.
- Work with student and the Cyber staff to ensure successful completion of the curriculum within the allowable time frame.
- Assure that all work submitted by student was completed solely by that student.
- Notify the school immediately of any change in student's contact information or academic status.
- Ensure their child's participation in standardized state testing requirements.

Student Responsibilities

Students pursuing a cyber education have expectations and policies that must be followed. Students are expected to:

- Meet with the School Administrator to designate a schedule and pacing agreement.
- Agree to and follow all policies outlined in this handbook.
- Attend the school campus for the PSSA and / or Keystone exam tests during testing windows.
- Attend and participate in team meetings to discuss course progress and academics.
- Log in for a minimum of 20 hours per week to ensure course completion.
- Log in and complete the weekly lessons aligned with the pacing guide to maintain passing weekly progress.
- Contact the online teacher with any academic questions that arise.
- Work with the school counselor to establish monthly pacing calendars for successful course completion.
- Notify school counselor of any planned excused absences and complete the necessary district paperwork, including educational travel forms.
- Adhere to the Warrior Run School District's Acceptable Use Policy.
- Refrain from using any other student's login or password.
- Communicate any online learning concerns with their assigned school counselor.
- Schedule online tutoring and interventions with the online teacher as requested to ensure passing grades.
- Schedule any study skills support sessions with the Cyber Teacher.
- Utilize the district assigned GOOGLE account for all email communications with Cyber staff and administration.
- Check district and online course emails daily to ensure communication with online instructors and Cyber staff.
- Follow the dress code as outlined in the school Handbooks.
- Sign out computers at the discretion of the district staff.

Academic Support and Placement

- Courses that are linked to Keystone Exams and PSSA Testing are required for all students.
- Students will work with their Cyber School Counselor, Administrator and parent/legal guardian to determine proper placement in courses. The school will place the student at the appropriate level taking into

consideration previous grades, courses taken, earned credit, academic performance, assessment tests, and graduation requirements.

- Students who are struggling in a class are expected to seek help from their online instructors. Additional supports are available depending on the need and are discussed with various stakeholders before being offered to students.
- Online tutoring can be sought through collaboration space sessions and by telephone. The online instructors communicate hours and times of availability directly with the student. These hours may occur outside of the traditional school day, as online courses do not follow the traditional school model. All students are strongly encouraged to communicate with their online teacher regularly and to seek out online tutoring assistance if grades of a C or lower are reported in the weekly progress updates.
- Students in grades 9-12 shall be afforded the opportunity to have access to early college courses, cooperative education experiences and the STEM program as outlined in the high school handbook.
- Each student will have weekly progress updates emailed to the parent and the student by the online course instructors. These emails replace the quarterly progress reports.

Cyber Academy Phone Numbers & Schedule

Office Hours: 7:30 a.m. – 3:30 p.m.

Mr. Casey Magargle, Director of Curriculum and Instruction, 570-649-5138 ext. 5002

Ms. Becky Perruquet, Community Schools Coordinator, 570-649-5138 ext. 4011

Mrs. Amanda Velte, Director of Student Support Services, 570-649-5138 ext. 5010

Mrs. Ashley Sekel - Principal, 570-649-5138 ext. 3000

Mr. Michael Freeborn, Elementary 3-6 School Principal, 570-649-5138 ext. 1000

Mrs. Megan Geise, Elementary K-2 School Principal, 570-649-5138 ext. 1001

Lunch is available daily from the cafeteria for students who are participating in blended instruction at the Warrior Run High School campus. This is also a great time to interact with one another in the cafeteria and to participate in structured social time.

All Cyber students will have access to the study space classrooms located in the former high school library space of the Warrior Run Junior/Senior High School. The lab is open from 7:45 a.m. -3:06 p.m. Monday through Friday with parent pick up and bus dismissal at 3:06 p.m. A quiet workspace is overseen by a paraprofessional for all students attending from 7:45 a.m. – 3:06 p.m. on Mondays through Fridays.

Withdraw, Transfer and Adding / Dropping a Course

Withdraw

Students participating in the full time cyber program may withdraw from the program provided that the parent/legal guardian indicates in writing the reason for withdrawal, the name and location of the public or private school that the student will attend, and the expected exit date from the program. Parents may initiate withdrawal from the program by contacting the Principals. The parents must ensure proper paperwork is completed and any course materials or equipment are returned to the school.

Dropping / Adding a course

All student schedules are provided to parents and students for the academic year during the student and parent orientation at the beginning of the school year. Parents and students are required to sign off on the student schedule or note any changes to the schedule. No additional courses and credits will be added to the student schedule after the drop / add period at the beginning of the school year. Students have a window of 10 calendar days to drop or add a course after the start of school, without incurring an academic penalty. This includes weekends and holidays. Any courses dropped after the 10 calendar day period will result in a 50% for the course grade. This includes blended courses at the junior/senior highschool.

Grading

Students are assessed on a multitude of criteria such as assessments, activities, quizzes, essays, tests, and forum discussions. Students have immediate and continuous access to grades by logging into the system. Student GPA will be calculated by Warrior Run School District. Students who meet the defined course requirements will be promoted to the next grade level. Students in the Cyber Academy will not be considered in class rank for valedictorian and salutatorian.

Numerical grades are placed on transcripts. Transcripts are available upon request from the parent or grades can be viewed in the student information system via the community portal. For semester-based courses, a passing grade of 65 or above must be received on each semester in order to receive credit for the course. Progress reports will be maintained and grades will correspond with the WRSD marking system:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69 [Minimum Passing]
F	64 and below [Not Passing]

Honor Roll - This will include those students who have earned at least a B (83) in each of their subjects. An incomplete grade will eliminate a student from consideration.

Distinguished Honor Roll- This will include those students who have earned at least an A- (90) in each of their subjects. An incomplete grade will eliminate a student from consideration.

Students must be taking at least 3.5 credits to be considered for the honor rolls. High school students in the Cyber Academy are eligible for National Honor Society as outlined in the high school handbook.

Repeating Courses

Students in grades 9-12 repeating courses that have been failed will receive credit when the course is passed. In this case, both courses will appear on the transcript and the original course will be calculated in the GPA. Students in need of credit recovery are responsible for completing these courses during summer school at the same cost as all other Warrior Run School District students.

Testing Policies

Mandated Testing

Students are required to participate in all school and state mandated assessments. Students will communicate with their school counselor regarding the date and time that they are to arrive at the local school to take specified assessments. Failure to attend mandatory state testing will result in unexcused absences. Please refer to the state testing windows included in this handbook.

Advanced Placement Exams

Students wishing to take AP exams must work with their school counselor to determine date, time and location. This will be done in conjunction with the high school counseling office. The costs of AP exams are the responsibility of the student. All AP exams must be taken through the high school.

SAT

Students wishing to take SAT exams should contact their school counselor to determine date, time and location. This should be done early in the school year to ensure successful preparation. All 10th grade students are required by Warrior Run School District to take the PSAT. Correspondence will be provided by the high school regarding test dates and times.

Graduation Requirements

Students will work with their school counselors to ensure proper placement and credit fulfillment in order to meet graduation requirements. Students in grades nine through twelve will be classified by grade based on the number of credits they have earned. A student must successfully complete a minimum of 24 credits to receive a diploma issued by the Warrior Run School District and must have met all Pennsylvania State Department of Education graduation requirements.

- Full-time high school students of the Warrior Run Cyber Academy are recommended to take 6 credits per year and junior high school students are recommended to take a minimum of 4 core courses per year. A student may elect, with permission by the principals, to enroll in classes on campus at the junior/senior high school or to be considered a blended student. Students may not schedule more than 7 credits per academic calendar year, unless pre-approved by administration. Credit recovery courses should be taken during summer school or with administrative approval. Full time high school Cyber Academy students must obtain a minimum of 21 credits and may be required to take up to 27 credits as determined in the team meeting upon entry into the Cyber Academy.
- Students in 12th grade shall be afforded the opportunity to have access to early college courses and cooperative education experiences. Students in 11th and 12th grade have the opportunity to attend the LPN Center. Students should work with their building principal and school counselor to finalize this enrollment and application process.
- Report cards are not issued for Cyber Academy students, however they can track their progress through the graduation progress tool in Sapphire's Community Portal.

<u>Minimum Graduation Requirements (21 credits)</u>			
English	4.0 credits	Math	4.0 credits
History	3.5 credits	Science	3.0 credits
Career Readiness	1.0 credit	Health	0.5 credits
Physical Education	1.0 credit	Electives	4.5 credits

Course Offerings

Edgenuity

ENGLISH LANGUAGE ARTS 7

Students grow as readers, writers, and thinkers in this middle school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel *White Fang* and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full year course, students develop a mastery of reading, writing, and language arts skills.

ENGLISH LANGUAGE ARTS 8

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational texts engage students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats. In this full year course, students develop a mastery of reading, writing, and language arts skills.

ENGLISH LANGUAGE ARTS 9

This freshman-year 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." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King

Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

ENGLISH LANGUAGE ARTS 10

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, twentyfirst century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

ENGLISH LANGUAGE ARTS 11

This junior-year 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. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

ENGLISH LANGUAGE ARTS 12

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.

MATHEMATICS 7

This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multi-step equations and inequalities. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects. The course concludes with a geometric analysis of angle relationships, area, and volume of both two- and three-dimensional figures.

MATHEMATICS 8

The course begins with a unit on input-output relationships that builds a foundation for learning about functions. Students make connections between verbal, numeric, algebraic, and graphical representations of relations and apply this knowledge to create linear functions that can be used to model and solve mathematical and real-world problems. Technology is used to build deeper connections among representations. Students focus on formulating expressions and equations, including modeling an association in bivariate data with a linear equation, and writing and solving linear equations and systems of linear equations. Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruency and similarity. Students develop rules of exponents and use them to simplify exponential expressions. Students extend rules of exponents as they perform operations with numbers in scientific notation. Estimating and comparing square roots of non-perfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean theorem, distance, and volume.

ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

ALGEBRA II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of

real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

PRECALCULUS

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

MATHEMATICS I

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.

MATHEMATICS II

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.

MATHEMATICS III

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 realworld 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.

MATHEMATICAL MODELS WITH APPLICATIONS

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

FINANCIAL MATH

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

CONCEPTS IN PROBABILITY AND STATISTICS

This full-year high school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. The first half of the course begins with an in-depth study of probability and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatterplots and study two-way tables and normal distributions. Finally, students apply probability to topics such as conditional probability, combinations and permutations, and sets.

STATISTICS

This fourth-year high school math option provides a comprehensive introduction to data analysis and statistics. Students begin by reviewing familiar data displays through a more sophisticated lens before diving into an in-depth study of the normal curve. They then study and apply simple linear regression and explore sampling and experimentation. Next, students review probability concepts and begin a study of random variables. Later topics also include sampling distributions, estimating and testing claims about proportions and means, and inferences and confidence intervals.

TRIGONOMETRY*

In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right-triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the laws of sines and cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and DeMoivre's theorem.

LIFE SCIENCE

Examining a broad spectrum of the biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes. The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

EARTH SCIENCE

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

PHYSICAL SCIENCE

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

BIOLOGY

This compelling two-semester 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. This course includes both hands-on wet labs and virtual lab options.

CHEMISTRY

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

PHYSICS

This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

ENVIRONMENTAL SCIENCE

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

SURVEY OF WORLD HISTORY

This yearlong 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.

MODERN WORLD HISTORY

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. 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. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

U.S. HISTORY I

U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government.

Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

U.S. HISTORY II

U.S. History II is a yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence. Students will also examine the influence of social and political movements on societal change and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

U.S. GOVERNMENT*

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.

CAREER EXPLORATIONS

This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.

CAREER MANAGEMENT*

Career Management is a semester-length high school course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including communication, leadership, teamwork, decision making, problem solving, goal setting and time management. Students complete activities that help identify personal interests, aptitudes, and learning styles. Students use results of self-assessments to determine careers that may prove personally satisfying.

Please note: Other electives are available upon discussion with the student's counselor in order to meet the student's pathway needs.

EdOptions

Algebra 1 A/B

Algebra 1 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback. Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. Algebra 1 v7.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

Algebra 2 A/B

Algebra 2 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Algebra 2 v7.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Consumer Mathematics

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

Financial Mathematics A/B

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the

linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

Geometry A/B

Geometry v6.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Geometry v6.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Integrated Math 1 A/B

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

Integrated Math 2 A/B

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

Integrated Math 3 A/B

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

Pennsylvania Algebra II A/B

Pennsylvania Algebra II is a completely re-designed course that offers 100% alignment to the Pennsylvania Core Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Pennsylvania Algebra II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Pennsylvania Geometry A/B

Pennsylvania Geometry v2.0 is a completely re-designed course that offers 100% alignment to the Pennsylvania Academic Standards. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Pennsylvania Geometry v2.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

Precalculus A/B

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

Probability & Statistics

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

English 07 A/B

English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 08 A/B

Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

English 09 A/B

English 9 v7.0 is a completely re-designed course that offers 100% alignment to Common Core State Standards for English Language Arts. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times doing deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

English 10 A/B

English 10 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. English 10

reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

English 11 A/B

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

English 12 A/B

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

Middle School U.S. History A/B

In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War.

Middle School World History A/B

In Middle School World History, learners will study major historical world events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. They will explore the development of early humans and early civilizations. They will be introduced to the origins of major world religions, such as Hinduism and Buddhism. Also, learners will study the medieval period. Historical thinking and geography skills will be taught and utilized throughout the course.

Pennsylvania U.S. History - Comprehensive A/B

Pennsylvania U.S. History - Comprehensive is a two-semester course aligned to Pennsylvania's Academic Standards. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and

development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

U.S. Government

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

US History A/B

US History v3.0 is a two-semester course aligned to the principles of the C3 Framework. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

World Geography A/B

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

World History A/B

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance, the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

Biology A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: Most hands-on labs

employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Chemistry A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter. It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student Edmentum Lab Kits may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school Earth and space science. Content topics include Earth and space systems and interactions, the history of the Earth, the Earth's systems, weather and climate, climate change, and human impacts on the Earth. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

High School Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, and a water testing kit. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student

Edmentum Lab Kits may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Integrated Physics & Chemistry A/B

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving. Lab materials note: None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

Life Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Physical Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school physical science. Content topics include structure and properties of matter, chemical reactions, forces and motion, force fields, energy, and waves. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Physics A/B

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics. Lab materials note: None of the virtual labs require specialized laboratory

Science 7 A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with a seventh-grade integrated science course (NGSS Appendix K: Modified Conceptual Progression Model, p. 19), focusing on cells, the life cycle, nutrition, chemical reactions, force fields, and energy. Content topics include cells and human body systems, the life cycle, nutrition and energy, chemical reactions, force fields, and energy. Each lesson includes one or more inquiry-based activities that can be performed online within

the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Science 8 A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with an eighth-grade integrated science course (NGSS Appendix K: Modified Conceptual Progression Model, p. 19). Content topics include genes and adaptations, evolution, energy and the Earth, the Earth's changing climate, waves, and technology and human impacts on the Earth. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3). Lab materials note: All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

Please note: Other electives are available upon discussion with the student's counselor in order to meet the student's pathway needs.

Student Records

A cumulative file will be maintained for the student while enrolled in the Warrior Run School District. This record shall contain only verified information of educational importance and may be used only for the benefit, promotion, or welfare of the student. All material in each student's file shall be confidential and access will be strictly limited to personnel at the school and parents/legal guardians.

The Warrior Run School District must adhere to a policy, which receives periodical review and approval by the State Department of Education.

A Warrior Run High school Official transcript includes:

1. Grades
2. Standardized Test Results
3. Pennsylvania State Attendance Statistics
4. The School Seal
5. Keystone Exam Results
6. Industry-Recognized Credentials
7. Any other state mandated testing results

Student Identification

All students are invited to participate in picture day and issued a student ID card. Student identification cards can be used to attend district events. School photograph dates can be found on the district website. If a student loses their ID card, it is the responsibility of the student to obtain a new card at a cost of \$10.00.

Social Activities

Full-time cyber students are encouraged to participate in school-sponsored activities. Students must comply with all Warrior Run School District policies and not be on disciplinary action to be eligible. Full-time cyber students should remember they are still members of the Warrior Run School District and therefore should dress and act in accordance with the district codes of conduct. Any student found in violation of the code of conduct, which includes student dress, will not be allowed to participate in the field trip or social activity. Students also should be aware that when they attend a Warrior Run School District related function they are representing their local school and community. They should conduct themselves in an appropriate manner at all times as their conduct is a direct reflection on themselves, their families and their school. Numerous social activities and community service projects will be made available for students and will be posted on Sapphire and communicated by email. Transportation to and from the social and community service events will be the responsibility of the parent.

School Lunch / Breakfast Pricing

Students are encouraged to take advantage of nutritious, well balanced lunches and breakfast served in the Warrior Run Area School District if they are attending blended instruction at the Warrior Run High School Campus. Breakfast is available from 8:00-8:30 a.m. daily and lunch is available from 10:30 a.m.-1:00 p.m.

Students may be entitled to a free or reduced lunch. Parents interested should complete meal application paperwork prior to the start of the school year by contacting Jonathan Hall by email at jhall@wrsd.org. All checks for meal payment should be made payable to Warrior Run Food Service. If a student has food allergy/intolerance or if you have any other questions, contact the Food Service Department.

Health Screening/ Immunization

All online cyber students are expected to comply with the Warrior Run Area School District policies on health screening and immunizations as outlined in school board policy. Health records should be provided to the district and will be maintained by the school nurse.

Athletic and Club Eligibility

Students wishing to participate in the Warrior Run Area School District athletic program or clubs will need to express interest to the principals. The administrator in turn will give the student the appropriate details of the club or program including academic restrictions. The Warrior Run School District has the authority to enforce academic probation on any student that is participating in a club or activity. If a student is failing 2 or more classes a notification will be provided to

the athletic director and a student will be academically ineligible. The district staff will work with students, parents and coaches/directors to assist students that are in danger of academic probation.

Work Permits

Students, ages 14-17, must obtain a work permit if they are to be employed. Work permit applications may be obtained at the High school office during office hours. Students must present proof of birth (preferably a Birth Certificate) and have the application signed in person by a parent. Upon return of the application, a work permit will be issued. The student must sign the work permit in front of office personnel at the high school.

School Dance Regulations

All Warrior Run School dances are for Warrior Run students only, unless permission is given to invite a guest by high school administration. School dance guest forms must be received in the high school office for approval prior to the date of the dance or activity as outlined in the school handbooks. Warrior Run students should show their school photo ID for entrance into the school sponsored dances. Students will be expected to follow the code of conduct outlined in the school handbooks. All students must be passing and on pace in their cyber courses in order to attend the dances.

Acceptable Use Policy

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the Warrior Run School District's policy on acceptable use is necessary for continued access to the school's technological resources. Failure to abide by the district's Acceptable Use Policy may result in removal from the cyber program.

Warrior Run Student Assistance Program

The Warrior Run School Board and personnel value each member of the school community and believe that all individuals have the right to develop to their fullest potential. We recognize that chemical abuse and dependency seriously impair the ability of students to develop their full potential. We also recognize that other self-destructive behaviors of certain "at risk" students have an adverse effect on the ability of all members of the school community to achieve personal and district educational goals. This stance is based on the belief that chemical dependency is a life-threatening illness that affects the emotional, physical, intellectual, and social development of all individuals and on our convictions that chemical dependency is a treatable illness, and early intervention among "at risk" students will enhance the effectiveness of our schools. Team representatives include administration, school counselors and teachers.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Warrior Run School District follows the FERPA act and requires that any request for academic records be made to the school of residence where all academic records will be maintained. The local school of residence can assist with questions pertaining to FERPA and students enrolled in the online learning program.

Special Education Services

Warrior Run School District is required under the Individuals with Disabilities Education Act (IDEA) to ensure educational services to students with disabilities. Students with Individualized Education Plans (IEP) or 504 Service Plans will be accommodated within the courseware. Communication between the student's Warrior Run School District special education case manager and online teachers will ensure the student receives the proper modifications or accommodations outlined in the IEP or 504 plans. Parents who believe their child is eligible for special education should contact the Warrior Run School District Special Education at extension 5011 for further assistance. A special education evaluation can be recommended or requested to determine eligibility for services. If eligible, an Individualized Education Plan (IEP) or 504 Service Plan will be developed that meets state and federal compliance guidelines. A lab support schedule will be developed by the team to meet the needs of each special education student.

Non-Traditional Education Program

Warrior Run School District will make every attempt to keep the students enrolled in the cyber program on track academically and provide supports when the student is struggling. For students who need intensive support, they will be contacted by our Non-Traditional Coordinator in order to set up more intensive services and begin attending school in person. These are typically students who have been truant from school and are unable to be successful independently. If you have any questions about this program, please reach out to the building principals.

Code of Conduct

Warrior Run Area School District students enrolled in online learning are expected to follow the dress code and conduct policies outlined in the junior/seniorhigh school Handbooks. The Warrior Run School District will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the online learning program or the school itself.

School administration will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct. Student's age, maturity, natures of infraction and previous record are a few of the circumstances that will be taken into consideration when disciplining.

Your signature on this form indicates that you have read and received a copy of the Cyber Handbook and the middle or high school Handbook and have read and understand the above policy and agree to abide by the rules of this policy as defined in the code of conduct.

Student Signature

Date

Parent/Guardian Signature

Date

Academic Integrity/Plagiarism Policy

It is expected that all work submitted for the purpose of meeting online course requirements represents the original efforts of the individual student. This includes, but is not limited to exams, homework, course assignments, and the original creation of essays, compositions, term papers and scientific research. All work submitted by a student should be a true reflection of his or her own effort and ability. If such is not the case, then the student has demonstrated unacceptable academic behavior and is subject to disciplinary action and removal from the program.

Plagiarism is defined as copying/stealing and passing off as one's own the ideas or words of another, using someone else's created product without crediting the source, or committing literary theft. Examples include the following:

- o Turning in a paper retrieved from an Internet source as one's own
- o Using another student's work in whole or part and handing it in as one's own
- o Using information from an encyclopedia, book, textbook, website, database, etc., without citing the source
- o Using another person's idea, opinion, or theory without citing the source (including use of AI software)
- o Using any facts, statistics, graphs, drawings, pictures, sounds or other piece of information which you found from any source that is not common knowledge, without citing the source
- o Using quotations of another person's actual spoken or written word without citing the source
- o Paraphrasing (putting into your own words) another person's unique ideas, spoken or written, without citing the source
- o Using Google translate and other online translation software for language courses

As the Internet becomes increasingly more accessible and sophisticated, the incidents of plagiarism in submitted student papers and projects have increased. Many institutions of higher (post-high school) education penalize plagiarism with student expulsion. Therefore, in the interest of the student's future education, as well as the school's part in the personal development of students, the policy on plagiarism will be followed as outlined below. Written documentation of plagiarism will be provided and will use the following procedure:

- A. Discussion with the student and a resulting grade of a zero on the assignment with one opportunity to resubmit
- B. Notification to parents and / or parent teacher conference with the Cyber Academy Principal
- D. Referral to co-curricular coaches/advisors and National Honor Society as applicable
- E. Potential for removal from the online course

We have read and understand the above policy and agree to abide by the rules of this policy.

_____	_____	_____	_____
Student Signature	Date	Parent/Guardian Signature	Date

Warrior Run Cyber Academy Agreement

I, _____, am voluntarily enrolling in the Warrior Run Cyber Academy as a _____ student. I understand that although I am working from home, I am remaining enrolled in the Warrior Run School District, may be awarded a Warrior Run High School Diploma, and must, therefore, adhere to all of the regulations and guidelines that apply to all Warrior Run students. This includes attendance in the form of regular online activity and progress and requires that I maintain home internet access during the period of enrollment in the cyber program. If I am not demonstrating adequate effort and progress, as determined by my cyber teachers and program of study, then Pennsylvania State truancy laws may apply. If I drop out of the cyber program, I grant permission for my contact information to be provided to YES to the Future.

I understand that as a member of the Warrior Run School District, I may participate in clubs, activities, events, and athletics sponsored by the district. Participation in any of these activities should be discussed and approved by the building principal.

I understand that in order to receive a Warrior Run High School diploma through online coursework I must:

1. Meet all district and state graduation requirements defined in the district policy handbook and the course selection handbook.
2. Participate in all state and district graduation requirements including, but not limited to, assessments including the PSSAs (in 3rd-8th grades) and Keystones (at the high school level), programs of remediation, and graduation projects in accordance with district and Pennsylvania state law and regulations.
3. Make a good faith effort in all academic areas and abide by academic honesty policies.
4. Show evidence of engagement through regular attendance and participation in the coursework assigned in accordance with course requirements (defined as adequate progress and/or 20 hours per week).
5. Assume responsibility for communicating with each online teacher and seek help when help is needed.
6. Attend requested meetings and/or communicate via telephone or email with an assigned district liaison to monitor progress and discuss any concerns.
7. Arrange to take major or culminating assessments in a proctored setting on the District's campus.
8. Accept responsibility for the care of the technology and other materials provided and return them promptly when requested.
9. Comply with the district's Acceptable Use Policy (attached) regarding the use of the computer and internet in the home.
10. Students and parents agree that participation in this program requires adherence to all State and District policy related to attendance and athletic eligibility in the same manner as students who attend brick-and-mortar.

Student: _____

Date: _____

Parent: _____

Date : _____

Student cell phone number: _____

Student email: _____