FAMILY HANDBOOK 2017-2018

SILVER OAK HIGH SCHOOL
951 PALISADE STREET
HAYWARD, CALIFORNIA 94542
(510) 370-3334

Silver Oak High School Family Handbook
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GENERAL INFORMATION

SCHOOL HOURS

School Hours 8:45 am - 4:00 pm
Office Hours 8:30 am - 4:30 pm

Mailing Address
All mail and correspondence to the school may be sent to:
Silver Oak High School
951 Palisade Street
Hayward, California 94542
Email: info@silveroakmontessori.org

Messages and Phone Calls
Any phone calls or messages can be made through the School Office. Calls to the teachers should be made before or after school hours or a message may be left on voice mail. TEACHERS ARE NOT AVAILABLE TO SPEAK ON THE PHONE DURING CLASS TIME.

Silver Oak High School, Inc., admits students of any race, color, gender, religious, national and ethnic origin to all rights, privileges, programs and activities available to students at the School. Silver Oak High School does not discriminate on the basis of race, color, gender, religious or national and ethnic origin in administration of its educational policies, admissions policies, scholarship, and other school-administered programs.

Administration
The School is organized as a California non-profit corporation that is governed by a Board of Directors. The Head of School is responsible for the day-to-day operations of the School. The Board of Directors makes all policy and fiduciary decisions.

Board of Directors
Tom_Bauer_(Co-Chair)
Murielle Bichard (Treasurer)
Vinnie Cespedes
Helga Eckart
Steve Gayle (Co-Chair)
Cesar Irias
Adolfina Lozano
Mary June Manglicmot (Secretary)
Chris Pagel
Lupe Serano
Alissa Stolz
Vince Yu

Organizational Structure

BOARD OF DIRECTORS

HEAD OF SCHOOL

ACADEMIC DEAN DEAN OF STUDENTS DEVELOPMENT DIRECTOR OFFICE MANAGER FACULTY/STAFF

Communication

A good communication flow with your student's teachers is highly desirable and should be the principal vehicle for questions that may arise. Family conferences are scheduled throughout the year for this purpose. The School website is maintained to inform parents of the current activities of the School. Please use parent email addresses ONLY for SCHOOL information. Please be sure your email address is listed on your Emergency Card.

Philosophy

The basic idea within the Montessori philosophy of education is that all students carry within themselves the persons they will become. In order to develop physical, intellectual, and spiritual potential to the fullest, the student must have freedom: a freedom to be achieved through order and self-discipline. The world of the student, say Montessori educators, is full of sights and sounds, which at first appear chaotic. From this chaos students must gradually create order, learn to distinguish among the impressions that assail their senses, and slowly but surely gain mastery of themselves and their environment.

Dr. Montessori developed what she called the **"Prepared Environment"** which already possesses a certain order and allows students to learn at their own speed, according to their own capacities and in a non-competitive atmosphere.

Dr. Montessori recognized that the only valid impulse to learning is the self-motivation of the student. Students move themselves toward learning. The teacher prepares the environment, directs the activity, and offers the student stimulation, but it is the *student* who learns, who is motivated through work itself (not solely by the teacher's personality) to persist in a given task. If Montessori students are free to learn, it is because they have acquired an "inner discipline" from their exposure to both physical and mental order. This is the core of Dr. Montessori's philosophy. Social adjustment, though a necessary condition for learning in a schoolroom, is not the purpose of education. Patterns of concentration, "stick-to-itiveness" and thoroughness, established in early childhood, produce a confident, competent learner in later years. Montessori education teaches students to observe, to think, to judge. It introduces students to the joy of learning and provides a framework in which intellectual and social discipline go hand-in-hand.

Silver Oak High School is a community of learners dedicated to the nurturing of the intellectual, physical, social and spiritual development of the whole person. This holistic approach prepares students for a successful life of continued self-discovery, social responsibility, and learning. We are committed to expanding the standards of academic excellence through a cross-disciplinary college preparatory program and by integrating research on the developmental needs of adolescents and Montessori principles. Another aspect of our philosophy is to have a community that foments

learning. Consequently, it is important that the students, as well as the teachers, support and encourage the learning process of everyone. This creates an environment of trust, respect for others and their ideas, and a commitment to learning. All of this allows for an environment adapted to honoring individuality by addressing the variety of learning styles of our diverse student body, thus ensuring that we have the life-skills necessary to be self-governing, innovative, and productive members of the 21st century's global community.

DRAFT

Characteristics of an American Montessori Society Secondary Program

An AMS Secondary Program for middle and/or high school students is based upon Maria Montessori's writings and philosophy. While Dr. Montessori clearly articulated a curriculum for Montessori Infant & Toddler, Early Childhood, and Elementary age groups, she left only general guidelines for Montessori Secondary programs, writing of the need for secondary school reform that addressed the unique developmental characteristics of 12-18 year olds. Her theories supported establishing a prepared learning environment for adolescents that integrates rigorous, student-centered academic studies with purposeful work that prepares them to become contributing adult-citizens who are equipped with self-confidence and the skills needed to thrive in society.

Dr. Montessori never intended for the secondary program to stand-alone. Rather, it is intended for students with previous Montessori experience over a three-year cycle (3-6 years, 6-9 years, and/or 9-12 years). Ideally Secondary programs will grow from Montessori Elementary programs so that the majority of Secondary students have previous Montessori experience over a 3-year cycle. When there are openings, new students may be considered, provided that they make up no more than 25% of the students within a classroom.

Developmental Characteristics of the Adolescent (12 - 18 years of age)

A Montessori Secondary program is designed to address the needs of students who are entering a new plane of development characterized by construction of the social self, self-concern and self-assessment, critical thinking, and the construction of social and moral values.

During this period, the child develops the following developmentally-appropriate characteristics:

- Adolescents experience a period of tremendous physical growth and puberty, sexual maturation, and boundless energy.
- Emotionally, they experience self-awareness and self-criticism, emotional ups and downs, uncertainty, vulnerability (self-doubt and hesitation), argumentativeness, and ego-centrism.
- Socially, they seek solidarity with their peers, they are critical of peers & adults, they crave increasing independence. They are concerned with human welfare and dignity, and are moral and ethical.
- Behaviorally, they exhibit novelty-seeking and risk-taking behaviors and seek intensity and excitement as a result of their under-developed pre-frontal lobe (which controls impulses and emotions). They exhibit an increased desire for autonomy, an increased interest in "group-think", and susceptibility to peer pressure. Adolescents benefit from positive bonds with non-parental adults they can trust.
- Cognitively, adolescents are critical thinkers, they question the "why", they are creative and have a greater ability to reason, and they are capable of mature thought if framed in a personal context.

Key features of a Montessori Secondary Program

a. The classroom environment is characterized by a student-centered, constructivist approach that enables adolescents to manage time, exercise choice, organize themselves, and practice self-regulation and reflection within the group context. The adolescent community is a mini-society of adolescents and teachers in which adult relationships are nurtured. In Secondary programs with two core academic teachers, instructors are recommended to teach no more than 50 younger adolescents in a community; in high school models with four core academic teachers, instructors should teach no more than 100 adolescents to optimize a sense of community. This adult- to- adolescent ratio supports the creation of a mini-society within the adolescent program and optimizes a sense of community. It is recommended that programs with one teacher should have no fewer than 7 students and should be working to grow to no more than 20/25.

b. The classroom structure allows for **uninterrupted work periods** in each core curricular subject (math, English, social studies and sciences) that honors student choice and fosters concentration; ideally, these work periods are no less than 120 minutes in length. The classroom structure also allows for **multi-age groupings** in all core curricular classes. Secondary students may be grouped in 2- or 3-year age groupings as follows: ages 12-14, 14–16, 16–18 (grades 7–8, 9–10, 11–12) or ages 12-15, 15–18 (grades 7–9, 10–12).

c. Adolescent communities are respectful and allow opportunities for collaborative work and student leadership as exhibited by:

- daily student-led community meetings
- a community of learners engaged in collaborative work
- activities, such as Socratic discourse, inquiry-based problem solving, and applied scientific method, that encourage diversity of perspectives, thoughts, and learning styles
- compassionate and respectful interactions
- a just society for all; evidenced by grace and courtesy

d. Montessori Adolescent programs promote responsible and ethical **use of technology**, with the majority of the school day spent in learning activities and practices that require peer-to-peer and student-teacher interaction.

Curriculum Areas

Maria Montessori wrote that Montessori adolescent programs should be rooted in work of the hands and heart, as well as work of the head. Especially for 12-14 year-olds, a Montessori curriculum is rooted in "Erdkinder", a German word meaning "Earth Children". As important as the intellectual work of academics, the Secondary curriculum includes activities in nature (e.g. farming, gardening, physical work) that are directly tied to their hearts and hands. It is recommended that the Secondary Montessori curriculum include a minimum of ten days of field study per year, which may be delivered via 2 5-day intersessions.

The Montessori spiral curriculum is designed to expose students to many interrelated topics repeatedly over time. The Montessori Secondary program continues and expands upon the learning that has been fostered in Elementary programs and includes core curricular courses of language arts, mathematics, sciences, and social studies that are cognitively challenging in scope. Additionally, students take world language courses, visual and performing arts, health, fitness, and other elective courses, and participate in field studies linked to themes, academic work, and service learning. Executive functioning exercises such as the use of checklists, work plans, planning calendars, and/or study guides promote the development of time management, organization, and decision-making skills,

Secondary students engage in projects that integrate core curricular areas and electives courses, including a Senior Thesis project that is a culmination of learning and includes research and a presentation on a topic of the student's choosing.

The Secondary curriculum is characterized by curricular interconnections:

- studies and lessons that build upon the Montessori Early Childhood & Elementary curriculum
- opportunities such as field studies and out-of-classroom excursions to cultivate global citizenship
- a micro-community within the classroom that allows students opportunities to participate in a classroom government, and experience other opportunities for leadership
- studies and lessons that engender a sense of hope in the progress and potential of the human spirit
- experiences in nature that cultivate awe and wonder
- micro-economic experiences such as running a business or selling produce in a farmer's market in which students gain a genuine understanding of money
- field work that may include land labs/camping, internships, community service, entrepreneurship, and outdoor education trips

The Montessori Secondary curriculum emphasizes the nobility of work—that is, meaningful work done with humanity and purpose. The curriculum allows for differentiation and choice, supports engagement and focus on all work tasks, and promotes mastery learning. Lessons and activities encourage active engagement, questioning and dialogue, and students use self-evaluations and rubrics to reflect on and self-assess their learning.

Role of the Teacher at the Secondary Level

Trained Montessori teachers have completed a highly-specialized course of training and are viewed as facilitators and guides, than as "traditional" teachers who provide direct instruction. Procedures and practices for fully implementing a Montessori Secondary program are specifically taught to adult learners in Montessori teacher education programs for that program level and are further developed by the teachers during and after the completion of training, so that each Secondary program individualizes based upon the program location, the school culture, and the needs of the adolescents.

Montessori Secondary programs should have lead teaching faculty in the core curricular subjects of math, English, social studies and sciences who hold (or are in the process of earning) a Montessori Secondary credential. (AMS accepts teaching credentials from teacher education programs affiliated with AMS, NCME, or AMI, or accredited by MACTE, though currently AMS is the only organization that offers a Montessori Secondary teaching credential.)

The Montessori Secondary teacher fosters teacher/student/peer interactions that exhibit respect, grace and courtesy. Additionally, the teacher:

- serves as an inspiring role model
- recognizes and supports the development of positive qualities in the adolescent by maintaining a vision of what students can become, and providing support and encouragement for each student to achieve his or her full potential

- observes and responds to adolescent needs of leadership, movement, creativity, problem-solving, responsibility, independence, and autonomy
- demonstrates mastery of curriculum content by providing whole group lessons, mini lessons, and individual coaching to students
- creates work that helps students synthesize learning
- fosters and supports cooperation and collaboration within the adolescent community
- assists the adolescent in finding her/his place in society

Role of the Family at the Secondary Level

As an adolescent matures, his/her family supports the student and the Montessori Secondary program by exemplifying the following characteristics: allowing for the healthy development of a unique identity and belief system, setting and maintaining firm and reasonable limits and enforcing them consistently, encouraging the development of interdependence.

Research to Support Montessori Secondary Programs

Allen, Joseph and Allen, Claudia Worrell. *Escaping the Endless Adolescence: How We Can Help Our Teenagers Grow Up Before They Grow Old*. New York: Ballantine Books, 2009.
Goleman, Daniel. *Emotional Intelligence: Why it Can Matter More Than IQ*. New York: Bantam Books, 2005.
Kessler, Rachel. *The Soul of Education*. Alexandria: Association for Supervision and Curriculum Development., 2000.
Siegel, Daniel. *Brainstorm: The Power and Purpose of the Teenage Brain*. 2013. New York: Penguin. 2015
Sternberg, Laurence. *The Age of Opportunity: Lessons from the New Science of Adolescence*. 2014. Boston: Houghton Mifflin. 2015

References

AMS School Accreditation Standards and Criteria: See www.amshq.org > AMS School Accreditation
AMS Montessori Uninterrupted Work Period: See www.amshq.org > School Materials
AMS Suggested Materials Lists: See www.amshq.org > School Resources > Classroom Materials
Montessori, Maria. "The Physical and Psychological Development of the Adolescent." 1938. Double Theme Issue on Montessori and the Adolescent; Journal of the Association Montessori Internationale. Amsterdam: Association Montessori Internationale. 2011.
Montessori, Maria. "The Adolescent – A Social Newborn." 1938. Double Theme Issue on Montessori and the Adolescent; Journal of the Association Montessori Internationale. Amsterdam: Association Montessori Internationale. 2011.
Montessori, Maria. Education and Peace. 1949. Chicago: Henry Regnery Co., 1972.
Montessori, Maria. From Childhood to Adolescence. 1948. Oxford: Clio Press, 1994

Silver Oak High School Mission Statement

Silver Oak provides a college preparatory education based on the Montessori principles of individualized mastery learning and student participation in the construction of knowledge. Preparing students to collaboratively meet the challenges of the evolving global community, Silver Oak promotes personal and social responsibility to develop true leaders for the 21st century.

Mixed age classrooms **provide…**
authentic experience, build
leadership skills, and encourage
collaborative learning. Students are encouraged to use their
imagination and creativity **in order to become inquisitive,**
internally-motivated
lifelong learners.

Admission Procedure

Students interested in enrollment are welcome to partake in a "shadow" visit, in the classrooms, which is followed by an interview with the Head of School. At that time, if admission is still a goal, the student must complete the "Silver Oak High School Application for Admission" for consideration. A lottery then takes place in February.

Fund Development

The advancement program of the school should exemplify the best qualities of the institution and reflect the highest standards of personal and professional conduct. The following Principles of Good Practice are addressed to those involved in the school's advancement operation -- trustees, school heads, development and alumni/ae officers and staff, volunteers, consultants, and business officers.

1. The school establishes a well-constructed development plan to guide its fund-raising activities.
2. The school is mindful and respectful of the cultural and economic diversity of constituent supporters.
3. The school accepts only gifts that support its mission, character, integrity, and independence.
4. The school understands that accepting a gift is accepting the obligation to honor the donor's intent.
5. The school advocates stewardship (preserving and growing the resources of the school), as well as nurtures, appreciates, and sustains an ongoing healthy and effective relationship with its constituents.
6. The school clearly articulates roles and responsibilities for volunteers.
7. The school safeguards its constituents' privacy and all confidential information.
8. The school encourages donors to consult with their own professional tax advisors when making charitable gifts.
9. The school complies with all provisions of the U.S. Tax Code that affect charitable giving.
10. The school, as appropriate, discloses to its constituents gifts received through philanthropy.
11. To ensure financial sustainability, the school makes certain that income earned from endowment is spent wisely and equitably. In doing so, the school ensures that endowments maintain their real value over the years so that future generations benefit as much or more from endowment as current and past generations.
12. The school adheres to accepted standards concerning the management and reporting of gift revenues and fund-raising expenditures, and seeks to promote the profession by sharing its data with relevant professional organizations.

SILVER OAK HIGH SCHOOL **2017 - 2018 CALENDAR**

AUGUST 2017
21 Faculty Returns
24 FIRST DAY OF SCHOOL
21- 23 Family Conferences

SEPTEMBER
4 LABOR DAY/School Closed

OCTOBER
23 STAFF DEVELOPMENT DAY/School Closed

NOVEMBER
10 VETERANS DAY/School Closed
20-24 THANKSGIVING BREAK/School Closed

DECEMBER
25- Jan 5 WINTER BREAK / School Closed

JANUARY 2018
8 CLASSES RESUME
9-12 Family Conferences
15 MARTIN LUTHER KING DAY/ School Closed

FEBRUARY
14-16 STAFF DEVELOPMENT DAY/School Closed
19 PRESIDENTS' DAY/ School Closed

MARCH
12-16 Intersession
22-23 STAFF DEVELOPMENT DAYS/School Closed
30 CESAR CHAVEZ DAY/School Closed

APRIL
2-6 SPRING BREAK/School Closed
9 CLASSES RESUME

MAY
28 MEMORIAL DAY/School Closed

JUNE
15 Graduation Day/LAST DAY OF SCHOOL

Faculty and Administration

Elaine Blasi: Head of School

Merced Almanza: English Instructor

Jordan Boyd: Psychology/Philosophy/Senior Thesis/Music Instructor

Deb Eskie: Reading Specialist

David Gerritsen: Social Studies Instructor

Dyane Goldman: Digital Media Instructor/Technology Coordinator

Nicole Irias: Science Instructor

Yanira Ledezma: Academic Dean/College Counselor

Melisa Lopez: Math Instructor/Athletic Director

Alea Luken: English Instructor

Cesar Martinez: Dean Of Students

Mayra Miramontes: Office Manager

Cloe Monleon: Spanish Instructor

Okeefe Niemann: Math Instructor

Martha Ochoa: Spanish Instructor

Diana Perez: SPED Assistant/Lunch Coordinator

Isabel Ramirez: Science Instructor/Attendance Coordinator

Carmen Ruiz: Office Assistant

Fangfang Sun: Math/Mandarin Instructor

Nancy Ta-Kirkwood: SPED Coordinator

Mark Vizcarra: Social Studies Instructor

Marley Wertheimer: Development Director/Instructional Coach

Academic Program

Required Courses and Electives

Silver Oak High School courses of study reflect an integration of the current standards of educational requirements, the newest research on the developmental needs of adolescents, the Montessori philosophy, state of the art current learning theory, and the predictions of the skills needed for a productive life in the twenty-first century.

The curriculum and instruction is designed as a four-year program in which students earn at least three hundred and ten (310) credits from Silver Oak High School. The School offers a challenging curriculum. Students are expected to complete core classes with 80% mastery on assessments. Sophomore, Junior and Senior students who choose to challenge themselves in specific classes, and complete the additional projects and assignments, which may include preparation for the Advanced Placement exam, will receive credit with Honors designation. Students who need more time, alternative assessment, or extensive coaching in any course may receive credit for the course with an accommodation designation.

Graduation Requirements

Students must earn forty (40) credits of English Language Arts, forty (40) credits of Mathematics, forty (40) credits of Science, forty (40) credits of Social Science, forty (40) credits of World Languages (with three years in one language), twenty (20) credits of Self-Construction, twenty (20) credits of Digital Media/Media Arts, ten (10) credits in Theory of Knowledge/Psychology, fifteen (15) credits for Senior Thesis/Senior Internship, twenty (20) credits of Health Fitness, twenty (20) credits of STEAM electives and five (5) credits of Business Entrepreneurship.

English Language Arts (Composition & Communication, World Literature, Multi-Cultural Literature, American Literature)	40
Mathematics (Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, Statistics)	40
Science (Environmental Science, Biology, Chemistry, Physics)	40
Social Studies (World Cultures, World History, US History, Government/Economics)	40
World Languages (at least three years in one language)	40
Self-Construction (Advisory/Community Meeting/Intersession)	20
Health Fitness (PE)	20
STEAM Electives	20
Psychology/Philosophy (Theory of Knowledge)	10
Business Development (Business Entrepreneurship)	5
Art & Technology (Digital Media/Media Arts)	20
Senior Thesis/Senior Internship	15
Minimum Credits	310

Semester/Quarter Schedule
Each year there are two semesters of work. The first semester is composed of two eight- week quarters. The second semester is comprised of two nine-week quarters. At the end of each quarter assessments are scheduled in the areas of Science, Social Studies, World Languages, Math, and English. In March a one-week intersession is scheduled. At the beginning of each year and/or semester, qualifying students identify the level (regular or honors) in which they are going to work for each core class. At the end of the quarter, there is a final assessment and written self-evaluation of the quarter's work. The quarter format is designed to help students learn organizational, decision-making, and time management skills.

School Work
The school day is divided into two kinds of work: independent and group. Classes are on a college-type schedule of M-Th or T-F (with the exceptions of Math and Spanish/Mandarin which meet daily, Monday, Tuesday Thursday and Friday).

Individual work is designed to create a "match" with the skills, abilities, and interests of each student. Individual work is assessed individually with mastery assessments that may be written or oral. There is an opportunity to do Gifted and Talented work in freshman classes and Honors/AP work in sophomore, junior and senior classes. Parents are asked to support their adolescent by providing a family schedule that allows time and space each evening for schoolwork. For concentrated learning to occur, students should study without the distractions of television, music with words, or phones. Students' assignments are given out at the beginning of each quarter. Thus, students know their assignments in advance, so they can learn to plan ahead and avoid conflicts, late night studying or "cramming".

Group work is done in randomly chosen groups in which individuals work together for eight/nine weeks. These groups complete academic tasks in the semester long courses. Group work in semester-long courses is assessed using group presentations and self-assessments of the group process, with rubrics.

Mastery Learning
Mastery learning is a form of personalized learning that gives students the time they need to master particular skills before progressing to the next level of work. The student takes on the responsibility of learning a skill, versus merely accepting a low grade and never really learning the information. The teacher's job is to break down the learning into steps, to offer suggestions for internalizing the knowledge, and to allow the time necessary to learn the information. According to research, the advantage of mastery learning is that it offers clear expectations, fosters mastery of a unit of study, is not competitive, and encourages student responsibility.

The faculty requires mastery learning of at least a B- letter grade on assignments. **All students must meet all assignment deadlines**. However, all students will be allowed to re-work some assignments, specified by the teacher that were,submitted by the original deadline. Those re-worked assignment must be submitted within one (1) week of the original due date.

Juniors and Seniors must submit their work in advance of the deadline in order to have the opportunity to resubmit by the deadline.

Coaching
Coaching is a process that has been articulated by M. Adler and T. Sizer. It is designed for those areas in which continued improvement and refinement of reading, writing, thinking, and creative skills are the goals. The areas in which coaching is emphasized are: homework, writing, presentations, reading analysis, computer skills, and specific projects and activities in all content areas. The coaching process follows this format: information, student product, teacher and/or peer feedback and revision.

Experiential Learning
As in all levels of Montessori education, there are opportunities for discovery and experiential learning in which participation is the goal. However, there are some areas in particular that emphasize experiential learning. These areas are career education, outreach projects, electives, intersessions and *internships*. Students who do not participate fully in any one of these areas do not receive credit on their transcripts for that class.

Multiple Intelligences
Recent discoveries about the nature of human intelligences have indicated that we have the ability to enhance and amplify our intelligences, and that intelligence is a multiple reality that occurs in different parts of the brain/mind system. During Orientation Week students will take a survey of where they are on the continuum of each of the nine intelligences as identified by Howard Gardner in his book, Frames of Mind. The nine intelligences are verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, natural and visionary. Students are asked to and assisted in designing their work to include each of the intelligences and reflect upon their growth in each area.

Portfolios
At the end of each quarter, students file their completed work in a portfolio. In May students review their portfolios and reflect upon their growth. At the family conferences, students present their portfolios and "Habits of Mind" surveys to their parents and use these items to support their assessment of themselves.

Health Fitness

Four (4) semesters (5 credits each semester) of Health Fitness can be earned in one of three ways:

1. The school offers sports teams based on interest and is a member of BACSAC (Bay Area Charter School Athletic Conference). Volleyball, basketball, soccer, baseball and track teams may be available, according to student interest. Students who participate in school-sponsored athletics will receive five (5) credits in Health Fitness for each season they play. Ninety percent (90%) participation in games and practices is required to receive credit.

2. The school offers a health fitness classes each year. Students who participate in athletic classes will receive five (5) credits in Health Fitness for each class they take. A passing grade is required for the student to receive credit.

3. The school allows students who participate in out-of-school, organized, coached extracurricular physical activity, for at least four (4) hours a week for sixteen (16) weeks, to receive five (5) credits in Health Fitness for each semester they participate. A signed contract with the extracurricular instructor/coach is required in order for students to receive credit.

Advisory

As part of the Self-Construction curriculum, students spend fifteen (15) minutes before lunch in Advisory. Dr. Montessori felt that adolescents have a quest for self-knowledge, which in turn helps adolescents develop their identity. In our hurried society, we want the students to learn to spend time reflecting on goals, reducing stress, and creating a personal vision. At this time students will 1) partake in Silent Sustained Reading (SSR); 2) chart their progress in Powerschool; 3) complete (freshmen and sophomores); 5) complete the College Counseling curriculum (juniors); 6) partake in Senior leadership activities..

Service Learning

Service Learning is a method by which young people learn through active participation in thoughtfully organized service experiences that meet a genuine community need and are coordinated in collaboration with the school and community. There are three parts to service learning: preparation, participation, and reflection/application. The young people participate in the planning and decision-making of the activity. It is integrated into the academic curriculum and then includes time for thinking, talking or writing about the experiences. These processes provide opportunities to use newly acquired academic skills and knowledge in real life situations in the community. They extend student learning beyond the classroom and help to foster the development of a sense of caring for others.

Adolescents are going through immense physical and emotional changes. They are struggling with their sense of identity. They need opportunities for the exploration of self, their emerging interests and the immediate, wider world around them. Service learning provides projects where:

- the students have meaningful contact with adults
- they can develop a sense of responsibility
- their participation makes a clear difference, and they feel valued and gain self confidence
- they develop decision making skills dealing with real problems
- they have to deal with the consequences of their decisions
- they can see the connections between the classroom and the community and apply their learning to reinforce concepts, information, processes, and skills taught in the classroom
- the students experience a variety of roles
- students cooperate with others to realize a goal, and they can see the concrete outcome of their efforts
- they develop the ability to interact and work with people different from themselves
- they prepare to become contributing citizens by learning habits and skills of active citizenship that foster an ethic of service
- they become aware of community needs
- they gain a sense of belonging and community membership
- they develop empathy and a sense of caring

In summary, service learning has great potential for both young people and society, both now and in the future.

Academic Courses

University of California A-G Articulated Required Courses

History/Social Science ("a")

World Cultures (10 credits)

In this course of World Cultures, students take a comprehensive look at cultures around the world and how geography plays a role in cultural development and geo-political regions. In this comprehensive course, students develop an understanding of geography and its interaction with cultures around the world. Through rigorous reading, critical thinking skills, and mapping activities, students learn about the beginnings of a civilization and the developments of culture and traditions. As geography plays a role in the development and changes within a culture, this course offers opportunities to review and practice geography skills and brings opportunity of understanding the effects of geography on cultural areas throughout time. Throughout this course of study, students will develop an understanding of the values, differences, and the uniqueness of cultures around the world.

U.S. History (10 credits)

This course examines the major turning points in American history beginning with the Montessori Great Lessons, including the universe story and the study of people to modern day. In this first quarter, we will study Indigenous cultures in North America and the events leading up to the American Revolution. These events will be studied through the lens of contemporary world issues such as American identity, globalization, economic interdependence, terrorism and world cultures to enrich our understanding of international conflict and cooperation. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

World History (10 credits)

World History is a year-long required course that explores the key events and global historical developments since the Paleolithic age that have shaped the world we live in today. Modern World History covers all aspects of human experience, ranging from economics, religion, philosophy, science, and literature and the arts to politics and law, as well as military conflict. The major historical units will include the following: Early Modern Times, Enlightenment and Revolution, Industrialization and a New Global Age, World Wars and Revolutions, and the World from 1945 to the Present.

This course will illustrate connections between students' lives and those of ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will build upon their ability to read

for comprehension and critical analysis by summarizing and paraphrasing, note taking and organization, categorizing, comparing, and evaluating information, as well as writing clearly and convincingly, expressing facts and opinions orally, and using technology appropriately to present information.

Government (5 credits)
Students in grade eleven and twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

English ("b")

Composition and Communication (10 credits)
This one-year course is designed for students in ninth and tenth grade and addresses the California state content standards in reading, writing, listening and speaking, and is intended to prepare students for the rigors of any four-year university English program. The thematic focus is *The Individual in Society* and will help students expand their vocabulary and emphasize the art of writing effectively and comprehensibly and provide students with the necessary skills and knowledge to fulfill the high school English requirement. Students will develop their thinking-in-writing by practicing a variety of writing modes including description, narration, and literary analysis. Students will read, discuss, analyze, interpret, debate, write and present orally on readings from *Of Mice and Men, The Odyssey, Romeo and Juliet, To Kill A Mockingbird, and Bless Me Ultima.* Through the readings and in-class exercises, students will develop more sophisticated responses to literature, learning to create and support inferences about characters, moods, themes, etc.

World Literature (10 credits)
This course presents ninth and tenth grade students a study of the development of world literature from ancient times through the present. With emphasis on major authors and literary trends, all forms of literature will be covered, including poetry, prose, and drama. Discussion and written assignments will stress insight into the works and the correlation of history, culture, literature, and other fine arts. Emphasis will be placed on critical, analytic reading skills, participation in-depth, constructive class discussion, and critical, evaluative writing.
Students will achieve mastery of all standards identified as high and medium frequency standards on the California Standards Tests, with a concerted effort to encourage mastery of low frequency standards as well. Students will read with a critical and analytical focus; identify, describe and utilize a sophisticated literary and rhetorical forms and devices; conceive, write and edit cogent essays in the autobiographical, narrative, reflective, persuasive and technical modes; communicate in speech and writing with clarity, effective style and eloquence; demonstrate mastery of standard English usage, spelling, punctuation and grammar; read at least 1000 pages per year outside of assigned class text to develop an extensive background in a diverse body of high quality literature; engage in intelligent discussion through active listening and constructive discourse; demonstrate tolerance for the points of view and beliefs of other people and cultures and demonstrate the highest level of personal and academic integrity.

American Literature (10 credits)
The American literature course is designed to prepare students in the eleventh and twelfth grades for the rigorous academic program they will encounter at a four-year college or university. Throughout the course, students learn to read challenging and engaging texts from a variety of genres and literary periods through deep reading, annotating, and questioning. They draw meaning from minor and major texts alike. Academic discourse--Socratic Seminar--is a key part of the curriculum; students learn how to use sophisticated, academic vocabulary and sentence stems in order to effectively engage in meaningful discussions about coursework. Students continue to improve their verbal communication skills through informal and formal presentations, including a major exhibition essay and presentation given at the end of each year to a panel of teachers, parents, and community members. Students participate in both informal and formal styles of writing, learn what makes writing effective, and learn how to improve their language conventions, word choice, organization, and style. They analyze text in the historical context of United States history. At the end of the course, students should be prepared to successfully accept the challenge of difficult texts and be able to write detailed, organized essays with textual evidence.

Multi-Cultural Literature (10 credits)
In Multi-Cultural Literature students in the eleventh and twelfth grades will read and analyze contemporary literature in a variety of genres from multicultural perspectives. Novels, short stories, and poems will be closely examined, not only for their plot, character, literary devices, and thematic development, but also in light of their cultural context. Articles, essays, and other non-fiction texts will be examined for their content, rhetorical devices, and political/philosophical assumptions. Students will begin to see literature as a vehicle for understanding global issues. In addition to their study of literature, students will practice writing for a variety of purposes and audiences. Students will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce clear and coherent texts that convey a well-defined perspective and tightly reasoned argument. Students will utilize the writing process, with a focus on revision, to engage their reader with a well-developed voice and style, employ a logical organizational pattern, and develop their arguments with reasoning, examples, and analysis. Students will also utilize computer technology, responsibly research topics, successfully incorporate their findings into their own writing, and properly document their sources. During the second semester, students will practice self-directed learning by completing an extensive self-designed research project. Vocabulary will be developed by studying Greek and Latin roots and by examining new words in literary context. Grammar skills will be enhanced through careful revision of student writing.

Mathematics ("c")

Algebra I (10 credits)
This course offers a comprehensive look at algebraic concepts including algebraic foundations, functions and relations, equations, linear equations and functions, polynomials, rational expressions and functions, inequalities, systems of equations and inequalities, radical expressions and functions, quadratic equations and functions, absolute value equations and inequalities, and probability and data analysis. The curriculum emphasizes a multi-representational approach to algebra, with concepts, results, problems being expressed graphically, analytically, and verbally, performing operations with real numbers, applying properties of real numbers, and reasoning with real numbers. As students study each family on functions, they will learn to represent them in multiple ways- as

verbal descriptions, equations, tables and graphs. Students will derive solutions based on logic and hands-on inquire based studies that are intended to give each student a strong base in all mathematics. Students will also learn to model real-world situations using functions in order to solve problems arising from those situations. Lastly, Algebra 1 sets a solid foundation for entry and completion of Geometry and Algebra 2, as it presents basic concepts that are expanded upon in later levels of mathematics.
Algebra 1 course incorporates the Common Core State Standards for Algebra 1. In addition to these content standards, the Common Core Math Practice standards are imbedded in every unit of the course. These practices rest on important processes, critical thinking proficiencies, and a growth mindset attitudes that are constantly developed while understanding the content.

Algebra II (10 credits)
Algebra 2 is a college preparatory course that expands upon concepts learned in Algebra 1 and Geometry. Reviews of algebraic and geometric concepts are integrated throughout the course. Emphasis will be placed on abstract thinking skills, the algebraic solution of problems, probability and data analysis, coordinate geometry and trigonometry and the families of functions; including quadratic, linear, exponential, logarithmic, radical and rational functions. This course sets a solid foundation for entry and completion of advanced math and other higher-level advanced math courses.

Geometry (10 credits)
Geometry brings math to life with many real-life applications. Examples of mathematics in sports, engineering, and carpentry will be shown throughout this course. Three key aspects of geometry that will be emphasized are measuring, reasoning, and applying geometrical ideas. This is a year long course presents the major skills and concepts of geometry necessary for a student to describe and measure their world. Students develop analytical thinking skills that will allow them to solve problems involving geometric figures and logical thinking, including the development and use of geometric theorems involving proof, congruence similarity perimeter area and volume with a wide variety of geometric figures. The use of the Pythagorean Theorem and trigonometric functions are also emphasized. This is a prerequisite course for Algebra II.

Pre-Calculus (10 credits)
Pre-calculus is primarily a course to prepare students for Calculus with emphasis on problem solving. Content includes polynomial and rational functions, complex numbers, sequence and series, conic sections, parametric equations, limits, and an introduction to Calculus. The Pre-calculus course will give students the background needed to facilitate a smooth transition to college-level Calculus. Pre-calculus draws from different areas within the California Mathematics Academic Content Standards: Mathematical Analysis, Linear Algebra, and Calculus**.** Students will become familiar with, and use graphs of polynomial functions with an emphasis on the zeros and graphs rational functions with an emphasis on asymptotic behavior. Students will evaluate patterns to find the sum and general terms of arithmetic and geometric sequences and series. Students will analyze conic sections, both analytically and geometrically and apply and graph parametric equations. Students will find the limit of certain sequences and various functions, the slope of the tangent line and the derivative of a function.

Calculus (10 credits)
Calculus is a one year course designed to meet or exceed the California State Standards for calculus. This course will prepare students for college level Calculus. The course will cover differential and elementary integral calculus at an introductory level. After achieving this solid fundamental understanding of calculus, our students will be well prepared for the rigor of college level mathematics. Topics, which will be covered in Calculus, include limits, derivatives, definite integrals, indefinite integrals, and applications of these topics. Topics will be explored graphically, numerically, algebraically, and verbally. Subtopics include products, quotients, the calculus of logarithmic functions, growth and decay, plane and solid figures, algebraic calculus techniques, and the calculus of motion.

Statistics (10 credits)
This course is an introduction to descriptive and inferential statistics; how to use measures of central tendency and dispersion among population samples to draw inferences about a population and to compare two or more populations. Discrete and continuous probability density distributions are analyzed including the binomial, normal, and Student-t distribution. Confidence intervals for population means, proportions and variance are set. Additional topics include linear regression and correlation analysis and techniques of hypotheses testing, including use of calculator and software applications

Integrated Math (10 credits)
The purpose of Integrated Math is for students to develop basic understanding of functions, especially linear functions and equations and to work with geometric transformations to understand congruence and properties of geometric figures. This course also has students learn how to represent and interpret categorical and quantitative data and use the modeling process for algebraic and geometric models. The first half of the course focuses on algebra and function concepts. Students see structure in expressions, create equations to describe numbers and relationships, and reason with equations and inequalities. They explain the real number system as including rational and irrational numbers and use the properties of rational exponents. Students consider units when they reason about quantities. They learn to interpret, build and compare functions, especially distinguishing linear functions from non-linear functions. The second half of the course focuses on geometric and statistic concepts. Students learn to recognize precise definitions and to make geometric constructs. They learn about congruence using rigid motions and modeling real-world situations with geometry. Students also learn how to interpret categorical and quantitative data using representations and measures of center, variation, and descriptions of the shape of the data.

Laboratory Science ("d")

Environmental Science (10 credits)
The content of Environmental Science provides students with an overview of their planet from the structures of the Earth itself to its surface and the atmosphere, including California geology. In this course, students will have a sound basis for understanding the science of geology, including Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, and structure and composition of the atmosphere. Key vocabulary and concepts are stressed throughout.

Environmental Science covers the forces involved in the Earth and the Earth's interactions with the Exosphere. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding the core concepts in Earth Science, students will participate in investigations and experimentation throughout the course. In this process, they will distinguish between hypotheses and theories, identify possible reasons for sources of error, and investigate at least one controversial societal issue by researching the literature, analyzing data and communicating the findings. Students will be able to define scientific terminology in order to foster the ability to read, interpret, and understand scientific literature. They will develop and demonstrate an understanding of fundamental principles that will be applied in subsequent science courses. Students will develop an appreciation for the natural processes that occur on Earth and how those processes impact and affect the environment. Students will become aware of and be able to express themselves critically concerning the major environmental issues which affect the health of their community and the world in which they live.

Biology (10 credits)

Biology is a year-long course designed to meet college entrance requirements as a laboratory science. Students will demonstrate the ability to use scientific skills and apply biological concepts to explain living organisms at the cellular and organ/system level, their interactions with the environment, and their life cycle. The material presented in the course includes cell biology and basic chemistry, genetics, evolution and natural selection, human physiology of the human body and ecology. The Biology course is designed to give students an overview of the key concepts and theories in life science. It builds upon the concepts and skills taught in earlier science classes, and prepares students for a college level science course. Biology students will practice the scientific process to think critically about the phenomena they observe every day. They will make claims about their observations and support those claims with evidence and reasoning. And they will reflect upon and evaluate the validity of their experimental work products. The content is divided into units: cell biology, genetics, evolution, ecology, and physiology. The cell biology unit begins by investigating macromolecules and their roles in cell processes. Students investigate cell processes with experiments and can explain using models.

Chemistry (10 credits)

The course is designed to be a laboratory-based course in chemistry. The level of instruction is to be at a level that will provide adequate preparation for entry into a college level chemistry class. This course studies chemical reactions and the factors that influence their behavior. The major topics will include atomic and molecular structure, bonding patterns, nuclear chemistry, conservation of matter and stoichiometry, states of matter, solutions, thermodynamics, chemical equilibrium, and redox reactions. This is an introductory course to College level Chemistry courses. Students will be involved in a number of different learning approaches, such as classroom work, laboratory sessions and the application of mathematics and problem solving. The students will gain a deeper understanding of familiar concepts, such as atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gases, solutions, chemical thermodynamics, acids, bases, reaction rates, chemical equilibrium, organic chemistry, biochemistry and nuclear processes. The course is designed to help students think like scientists and to encourage students to explore careers in science. The laboratory skills developed will be critical for success in a college level class and in life. The students will be expected to, not only understand key concepts, but to apply, analyze, and

synthesize these concepts. These higher level-thinking skills are essential to achievement for the next academic stage.

Physics (10 credits)
This is an introductory course in the foundations of physics. This course will help students develop an intuitive understanding of physics principles, as well utilize their math training to solve problems. Laboratory learning will be a major component of the course to help students understand physics concepts as well as provide training in sound laboratory techniques. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.

Language Other Than English ("e")

Spanish I (10 credits)
Spanish 1 is a beginning college preparatory course. By the use of formulaic language in relevant settings, students will listen, read, speak and write in the target language. Grammar is presented in a meaningful context. Class in conducted in the target language.

The purpose of this course is for students to acquire the Spanish language and learn about different Spanish speaking cultures through writing, speaking, reading and listening. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language on a variety of topics. Students will demonstrate understanding of the relationship between the practices, products and perspectives of the Spanish speaking cultures. Students will reinforce and further their knowledge of disciplines through the Spanish language. They will acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures. They will demonstrate an understanding of the nature of language through comparisons of the Spanish language and their own. Students will use Spanish both within and beyond the school setting. They will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish II (10 credits)
The Spanish 2 course is a continuation of the previous course. By the use of created language in relevant settings, students will continue to develop their listening, reading, writing and speaking in the target language. Grammar continues to be presented in a meaningful context. Class is conducted in the target language.

The purpose of this course is for students to acquire the Spanish language and learn about different Spanish speaking cultures through writing, speaking, reading and listening. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language on a variety of topics. Students will demonstrate understanding of the relationship between the practices, products and perspectives of the Spanish speaking cultures. Students will reinforce and further their knowledge of other disciplines through the Spanish language. They will acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures. They will demonstrate an understanding of the nature of language through comparisons of the Spanish language and their own. Students will use Spanish both within and beyond the school setting. They

will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish III (10 credits)
The Spanish 3 course is an intermediate course; students use planned language in reading, writing, speaking and listening. Students continue to accelerate to use extended language by the end of this course. Class is taught in Spanish.

The purpose of this course is for students to acquire the Spanish language and learn about different Spanish speaking cultures through writing, speaking, reading and listening. Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken language on a variety of topics. Students will demonstrate understanding of the relationship between the practices, products and perspectives of the Spanish speaking cultures. Students will reinforce and further their knowledge of other disciplines through the Spanish language. They will acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures. They will demonstrate an understanding of the nature of language through comparisons of the Spanish language and their own. Students will use Spanish both within and beyond the school setting. They will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Spanish IV (10 credits)
The Spanish 4 course is an extensive Spanish class that reinforces the different skills/contents and linguistic tools learned in Spanish 2 and Spanish 3 including Spanish language and Latino communities using the four modes of expression: listening, speaking, writing and reading. The main goal of this course is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate extensively in Spanish.
In Spanish 4, students expand their learning using the different modes of communication at an advanced level through the use of learner-centered activities, analysis of authentic documents/texts such as songs, movies, magazines, or newspaper articles, the use of technology and analysis of Spanish literature. Students learn to create more complex sentences using different tenses and moods (present, past tense, subjunctive present/past, future, conditional) in planned paragraphs when speaking and writing, comprehending main ideas and details in authentic texts and becoming more accurate in written and oral expression.
On a daily basis, students are engaged collaboratively and individually with written, verbal, listening and reading tasks such as think-pair-share activities, small group works, reading activities, written assignments, conversations around cultural facts and listening to authentic Spanish media.

Spanish Literature Honors (10 credits)
The Honors Spanish Literature course is designed to introduce students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with emphasis on critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

Mandarin I (10 credits)
This is a beginning Mandarin course intended for students with no prior knowledge of any Chinese dialect or written Chinese. The goal is to develop basic listening, speaking, reading and writing skills in Mandarin and to understand the Chinese culture and customs. This course will focus on the Chinese Pinyin system: tones, rules of phonetic spelling, and pronunciation drill; Chinese characters: radicals, stroke order, structure, and the writing system. Reading and writing skills include basic sentence pattern analysis, and how to use Chinese dictionaries.

Mandarin II (10 credits)
The purpose of this course is to ensure that 1) students will be able to read paragraphs in characters at a normal speed, 2) students will be able to converse by asking and answering questions according to Chinese custom, 3) students will be able to write short essays in Mandarin, 4) students will be able to use a dictionary to learn new words and read basic articles in the newspaper, 5) students will be able to typewrite Chinese characters, 6) students will start to appreciate Chinese literature such as Tang Poetry and Chinese idioms.
This course is designed for students who have already completed Mandarin Level 1. The course continues to develop students' ability in reading, speaking, writing and aural comprehension, building upon the structures already acquired during Level 1. Mandarin Level 2 emphasizes the acquisition of communication competency and the use of the language in real life situations. All lessons are organized around topics and situations, and each lesson is planned with specific tasks and activities that aim to engage students in a variety of interactions.

Mandarin III (10 credits)
Mandarin 3 is a one-year course that is designed for the students who have already completed level 2 Mandarin Chinese, or who can demonstrate that they have acquired knowledge of the language to the required level. This course will develop students the ability to clarify and ask for and comprehend clarification; express and understand opinions; narrate and understand narration in the present, past, and future; and understand the Chinese culture. Throughout the course, students develop their listening, speaking, reading and writing skills across the three communicative modes: interpretive, interpersonal, and presentational, and the five goal areas: communication, cultures, connections, comparisons, and communities. Building upon Mandarin 2, Mandarin 3 will further develop students' ability in mastering vocabulary, core grammar through reading Chinese short stories, poems, essays, articles and Chinese culture. Chinese word processing ability is one of the objectives of this course. Students will learn how to type Chinese texts using Chinese word-processor. Mandarin 3 will continue using the textbook with simplified Chinese characters and Hanyu Pinyin.

Visual and Performing Arts ("f")

Digital Imaging I (10 credits each)
In this course students will use state-of-the-art digital imaging software and concepts to create projects which integrate art, graphic design, photo manipulation, illustration, and/or digital compositing, while exercising the importance and application of creative expression and how it impacts today's society. While students continue their skills in the use of design media, they will further recognize current and cutting edge trends in technology-based art practices through interactions with local and regional professionals as well as publish a digital portfolio that reflects industry techniques and standards.

Digital Media (10 credits each)
This year long course is a beginning study in contemporary media. The class is structured around projects emphasizing the art elements of line, shape, form, color, space, and texture. It will introduce the student to the principles of design including composition, balance, emphasis, contrast, movements, pattern, rhythm and unity as they relate to typography, perspective, color theory and layout. Students will develop an appreciation of traditional artistic expression as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society. After a brief teacher-led instruction on hardware and software common in the industry, students work together to design, create, critique, and present digital media art projects.

Media Arts I (10 credits each)
Media Arts I is a year-long course that gives students the opportunity to rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination and life experiences, as a source for creating artworks. Students will express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking and developing disciplined effort and problem-solving skills. Students will develop respect for the traditions and contributions of diverse cultures by analyzing artistic styles and historical periods. Students will respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Based on the CA Visual and Performing Arts Standards; emphasis throughout the year will be on the following; perceiving and responding to works of art using content vocabulary to express their observations, applying fundamental artistic skills to their work, understanding the historical contributions and cultural dimensions of the visual arts, analyzing current and historical works of art and connecting their knowledge of the visual arts to other subject area and careers.

College Prep Electives ("g")

Theory of Knowledge (5 credits)
In Philosophy we will confront the essential questions of existence, such as What is real? Can we really be certain of anything? What is right? Is there a soul separate from the body? What is the meaning of life? Exploration of these topics will be conducted through personal inquiry, meaningful discussion, and reading the theories of the Western world's most respected and influential philosophers. Philosophy will be organized into eight units, each spanning approximately three weeks. Drawing mainly on the primary text, Western Philosophy, students will read authentic excerpts from renowned philosophers on the topics of epistemology, metaphysics, philosophy of mind, ethics and morality, government and politics, theology, philosophy of science, and aesthetics. Students will participate in weekly Socratic seminars as a means of discussing and debating the ideas articulated in the readings, and they will demonstrate their understanding both informally and formally in writing. Students will also conduct philosophical inquiry into a topic of their own choosing and present their findings.

Psychology (5 credits)
This course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, students will gain insight into the history of the field of psychology, as well as explore current theories and issues in areas such as cognition, motivation, and wellness. Students will explore different topics and relate it to their own self-reflection and development as individuals.

Economics (5 credits)
Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.
Students in grade twelve pursue mastery of economic concepts and use the tools and skills acquired in other courses (mathematics, science, and English) to understand the operations and institutions of economic systems. Just as in any other course, context is important, and students will examine the historical development of economic theory and economic systems. Students will leave this course having mastered the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement, and methods. Finally, students will examine current criticisms of classical economics with a particular focus on external entities and the "true cost" of resources.

Business Entrepreneurship (5 credits)
Business through entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.
Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship in the market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business financials including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice.

Silver Oak High School Additional Requirements

Physical Education
Health Fitness (5 credits each semester)
Health Fitness credits can be earned in three ways.

1. A student will earn five (5) credits for each semester that he/she participates in an organized extracurricular physical activity for at least 64 hours per semester. A school contract with the instructor/coach/trainer, together with an attendance report and evaluation, is required in order for the student to earn credit.
2. A student will earn five (5) credits for each semester-long Physical Education class completed.
3. A student will earn five (5) credits for each school sponsored sport played. In order to earn credit the student must attend eighty percent of practices and games/meets.

Self-Construction Classes

College Culture (5 credits)

Ninth grade students in the College Culture course will develop and maintain relationships within their community. They will identify and develop the necessary attitudes, behaviors and skills needed to succeed in a college prep environment.

College Preparation (5 credits)

Tenth grade students in the College Preparation course will develop and monitor short term and long term college application goals. They will identify and develop the necessary attitudes, behaviors and skills to succeed in college, career and life.

College Counseling (5 credits)

This is a year-long class for juniors which introduces them to the college application process. Students identify their career paths; investigate matching post-secondary educational options; analyze admission requirements and review their own transcripts to determine their readiness. The full college entrance testing sequence is presented and the students are guided through it. Financial aid strategies are also covered. By the end of the course students write their personal statements and complete their lists of "match-reach-safety" schools.

Senior Thesis/Internship (15 credits)

The over-arching theme of Senior Thesis/Internship is "The Future." As seniors are about to graduate and embark on the next stage of their progress, the future is already something that will be uppermost in their minds. Seniors will already be hearing a great deal from parents and extended family members, peers, teachers, and college admissions officers about their "future." The senior class works together to find interdisciplinary approaches to the nature and potential of the future as a basis of their work together and then work individually in their internship positions defining what questions they would like to examine more closely in their final work here at Silver Oak High School.

Senior Thesis/Internship is both a culmination and a commencement. It represents the culmination of their work by giving students the opportunity to apply interdisciplinary and internship-based knowledge to original research. All of what the students have learned and experienced will be brought to bear on their final papers. Senior Thesis is also a commencement, the start of work the student may continue in the years ahead. The goal of Senior Thesis/Internship is to afford students the opportunity to do lasting, meaningful work that they will continue to pursue at the university level. The final paper is 25—30 pages in length and consists of a literature review that puts the student's unique question in the context of the history of thought and current research.

Particular attention will be given to the distinction between the methods of the social sciences and those of the physical sciences. In addition, they will be learning library procedures, techniques of computer search, compiling references, interviewing and methods for finding, evaluating, and recording material. Students become familiar with the major writers and works within their particular area of research. Students will also work with on-sight mentors who are experts in their fields or subjects of interest. The Senior Internship is closely coordinated with Senior Thesis to provide for one-on-one guidance with a mentor. Students present their theses to the faculty and presentations are open to the public.

Intersession (2.5 credits per year) During Intersession students must participate in community outreach, service learning and field education courses. Grading for these classes is based on class attendance and participation and completion of assigned projects. Students who do not complete the Intersession class with a passing grade will not be given any credit for that class.

Other Electives (5 credits each)
Electives are STEAM based experiential classes. Students choose these classes and are expected to participate fully. Grading for these classes is based on class participation and completion of assigned projects. Students who do not complete the Elective class with a passing grade will not be given any credit for that class.

Family-School Partnership

Family Conferences

A family conference is held at the start of school in August for students to develop their educational plan. The teachers advise parents and students of the grade level requirements. The teachers' and parents' role is to guide the student in setting realistic goals, and then supporting the student to meet his/her commitments. At the conference, a contract is created and students develop a semester goal.

Other scheduled family conferences are held, after receipt of the semester grades, in January. Students are asked to prepare for their conferences. They are asked to evaluate their progress in academic work, personal responsibility, and group responsibility. Students then request their parents' and teachers' points of view in each area. Students, parents, or the teachers may request additional conferences throughout the year.

Quarterly Grades
At the end of each quarter, the new quarter grades will be available to parents via PowerSchool. It is requested that parents review this report with their adolescent.

Communications between Family and School
When a student's advisor, Academic Dean, Dean of Students or Head of School has concerns regarding a student's grades, behavior or activities, he/she will discuss the issue with the student. If it is necessary for the parent to have the specific information pertaining to the problem, he/she will ask the student to discuss it with his/her parents. The student's advisor will then phone the parents, within twenty-four (24) hours, to verify that the information was received. At that time, a conference can be set if necessary. The purpose of this procedure is to have the student take full responsibility for his/her work/behavior and encourage him/her to communicate any problems with his/her parents.

All faculty members post grades on PowerSchool. Each student and parent receives a code to check student progress online. The faculty updates PowerSchool on a weekly basis so that students/parents can check for assignments completed and assessment grades.

Family Commitment Policy
See specific policy in "Policies and Forms" section of this handbook.

Parent Volunteers
Each parent is a vital part of the school organization as a whole and the gift of service to the school is an expression of interest in and commitment to his/her student's daily life. Volunteers are needed in many areas of the school's daily operations and special events – including fundraising activities. A Parent Interest Form is given to each parent at the beginning of the school year, in the summer mailing packet, to complete and return to the office for reference.

Parent Meetings
The school has Parent Education Meetings throughout the school year. In addition, the faculty presents "What is a Montessori High School?" to familiarize parents with the different curriculum areas of the classroom. The school also recommends parenting courses during the year, on issues concerning parenting adolescents, and invites guest speakers of interest for the families.

Full Inclusion

Silver Oak High School is a Full Inclusion school. In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs, as the first and desired option, while maintaining appropriate supports and services. Students with mild or moderate disabilities, as well as disabilities that do not affect academic achievement, such as using a wheelchair, are fully included. Students with all types of disabilities, from all the different disability categories, are included in general education classes, working and achieving their individual educational goals in regular school environments and activities.

General School Policies

In the first week of school, high school students participate in a two day orientation program. During orientation week students review the school's general, conduct, academic, nutritional, care of the environment and community meeting policies. Silver Oak High School students have the ability to add to or amend the Family Handbook (with the final approval of the Board) at the beginning of the second semester of each school year, or as necessary during the course of the school year.

Dress Guidelines
The students must dress appropriately for a high school environment, while following the guidelines listed below. Students who do not follow guidelines will be given a choice of wearing Silver Oak garments or having a parent bring them appropriate clothing. In each case an alert will be sent home. After four alerts, a family conference will be held.

- Clothing may not display inappropriate or "hate" slogans or logos that represent drugs, tobacco or other prohibited substances.
- Students must wear shoes at all times. Closed toed shoes are required for science labs.
- Proper undergarments should be worn and should not be visible at any time.
- Hats are permitted indoors, as long as they do not obstruct vision or cause a distraction.
- Sunglasses are not permitted inside the classrooms.
- Shirts or blouses must cover the chest, shoulders, stomach areas, and the back; cleavage and bra straps should not be visible.
- Shorts are permitted as long as they do not reveal any part of the buttocks or are worn with tights.
- Shorts, skirts/dresses can be no higher on the leg than where the fingertips hit the leg; if they are higher, leggings must be worn under them.
- In an effort to maintain a professional environment, no blankets, pajamas or slipper are permitted at school.

For Health fitness classes and athletics, students must have a Silver Oak t-shirt, black athletic shorts/sweatpants and tennis shoes. If not dressed properly, students will sit out and lose that day's credit for class.

Laptop Policy
See specific policy in "Policies and Forms" section of this handbook.

Cellular Phones
See specific policy in "Policies and Forms" section of this handbook.

Music
The most recent research speaks to the inability of the human brain to multi-task while learning. Best practice now indicates that music not be used while reading, writing or calculating. Therefore, students will not be allowed to listen to music in the classroom at any time. There may be only one

exception. Digital Media/Media Arts classes may need to use music for completion of assignments. This use will be at the discretion of the classroom teacher.

PORTABLE (BLUETOOTH) SPEAKERS ARE NOT ALLOWED ON CAMPUS.

Silver Oak High School's Books and Materials

Students must check out the school's books and materials in order to bring them outside of the specific subject matter classroom. The individual instructors sign out the respective materials to the student. If a book or material is damaged or lost, the individual student who checked out the item(s) is responsible for immediately replacing it/them.

Trips

The students are expected to follow all school policies, and any additional policies made by the teachers and chaperones, on school trips. If a student does not adhere to a policy, and the teacher feels that he/she is an endangerment to the well being of the group, the teacher has the right to send the student home at the expense of the student's parents. Students must respect the host community, its people and environment at all times.

Building and Grounds Policy

Silver Oak High School's building is open between 8:15am and 4:30pm. With the exception of Credit Recovery classes or Health Fitness classes and/or teams, it is prohibited to be on school property before or after school hours. The school is not responsible for students on school grounds except during school hours.

Parking and Traffic Policies

Each student vehicle MUST be registered with the School Office. Copies of the student's driver's license, car registration and auto insurance will be kept on file for as long as the student parks the car in the school lot. The school is not liable for any damages to parents' or students' vehicles on school property.

Health Policy

Statement of Purpose:

Silver Oak High School is dedicated to providing quality secondary education to our students. In furtherance of this purpose, we encourage diversity among our faculty and student body. And although we are an independent charter school we do uphold state and federal laws.

We are an equal opportunity employer. Silver Oak will not discriminate against students or faculty based upon sex, race, religion or disability. This means that Silver Oak will admit all qualified students.

Silver Oak acknowledges that we have an obligation to provide as safe and as healthy an environment as possible for our students and faculty. And based upon information currently available, we feel that we can accomplish this while at the same time honoring our commitment not to discriminate. To that end, Silver Oak has promulgated this health policy and guidelines.
The major goal of the Silver Oak health policy is to prevent the spread of contagious disease within the school.

Student Policy and Procedures:

With respect to all students attending Silver Oak, we adopt the following rules:

1. Prior to the FIRST DAY your student attends school, immunization records must be on file with the school administration. Your student's physician must fill out this form. Your student will not be allowed in the classroom unless a tuberculin clearance and an immunization form is on file.
2. All students must be adequately immunized against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, Hepatitis B and chicken pox, as specified by the State of California, the American Academy of Pediatrics and other public health organizations. Meningococcal Vaccine (Menactra) and HPV (Gardisil) are recommended.
3. Silver Oak shall keep all information regarding a student's health records in strictest confidence. A student's medical information shall be restricted to those persons who have an absolute need to know.
4. **Silver Oak staff and teachers will not administer medication**. If a student requires medication, the parent must come to the school and administer it. The only exception to this policy is in the case of chronic illness (a health condition affecting an individual for a period of time greater than two consecutive weeks, or recurring more than three times a year.) A student's physician must notify the school in writing that he/she is authorizing treatment for a chronic illness at school and the procedures to be taken. All medicines must be in their original prescription container. **Do not send any vitamins or medicines – traditional or homeopathic – with a student.** If at any time, the staff of Silver Oak has concerns about a student's condition, the parent will be contacted and asked to pick up his/her student.
5. Any student who has a contagious disease should not come to school. Any of the following signs usually indicate that the student has a contagious disease: fever (oral, 100 and above, as determined by oral digital thermometer only), vomiting, diarrhea, head lice, or wet or crusting skin rashes. We will determine on a case-by-case basis if a student with nasal discharge is able to stay at school. **Symptoms should not be masked by symptomatic medication.** Students may return to school 24 hours after the cessation of fever. Silver Oak staff will ordinarily accept a student's doctor's statement concerning whether a student is contagious.

6. The final decision as to whether a student's health condition is a risk to the student or to other students in the school resides with the Head of School.
7. **Inclusion/Exclusion of Students Who Are Sick**: We will exclude a student with one or more of the following:

- The illness prevents the student from participating comfortably in activities as determined by the staff.
- The illness results in a greater need for care than the staff can accommodate without compromising the health and safety of the other students.
- The student has any of the following conditions:
    - Fever with behavioral changes or other symptoms which should be examined by a health provider. Temperature 100F orally, 100.4 rectally.
    - Appears to be severely ill including: lethargy, difficulty breathing, irritability, wheezing, uncontrolled coughing or other symptoms that are unusual for the student that elicits concern.
    - Diarrhea – defined by more watery stools, decreased form of stool that is not associated with changes in diet, and increased frequency in passing stool, that is not contained by the student's ability to use the toilet. Once diarrhea resolves, most students may be included in school, except if infectious origin was E.Coli 0157:h7, Shigella, Salmonella, Campylobacter and Hepatitis A
    - Blood in stool, not explained by dietary changes, medications, or hard stools.
    - Vomiting - until resolves or health care provider determines it not to be contagious and the student is not in danger of dehydration for twenty-four (24) hours.
    - Persistent abdominal pain, more than two (2) hours or intermittent with fever or other signs.
    - Mouth sores with drooling.
    - Rash with fever or behavioral change.
    - Purulent conjunctivitis (pink eye).
    - Pediculosis (head lice) from the end of the day until first treatment.
    - Scabies – until after treatment has been completed.
    - Tuberculosis – until a health provider or health official states that the child is in appropriate therapy and can attend.
    - Impetigo – twenty-four (24) hours after treatment is initiated.
    - Strep throat or other streptococcal infections – twenty-four (24) hours after initial antibiotic treatment and no fever.
    - Varicella-Zoster (Chickenpox) – until scabs are dried
    - Measles – until four (4) days after onset of rash.
    - Mumps – until nine (9) days after the onset of parotid gland swelling.
    - Rubella – Rubella - until seven (7) days after onset of rash.
    - Unspecified respiratory tract illness. Students without fever who have mild symptoms associated with the common cold, sore throat, croup, bronchitis, runny nose, or ear infection shall not be excluded. There is no evidence that the incidences of respiratory illnesses can be reduced in school by any other specific intervention other than routine sanitation and personal hygiene. Students shall be sent home if the illness is characterized by one of more of the following: 1) the illness limits the student's comfortable participation in activities, 2) the illness requires more care than the staff can provide without compromising the health and safety of the other children, 3) the illness has a specified cause that requires exclusion.

- Shingles (Herpes Zoster) in areas that cannot be covered. Wash hands if open sore area is touched.
- Herpes simplex – students with mild disease that are able to control their mouth secretions may not have to be excluded.
- Hepatitis A – until 1 week after onset of illness, jaundice, or as directed by health department when passive immunoprophylaxis has been administered to appropriate students and staff.

In addition, in respect to daily attendance, **"Parents are asked to notify the school when a student will be absent. Please call the office BEFORE 9:00 am to report daily absences. Communicable diseases must be reported to the school immediately."**

Admission of Students with Disabilities
The school is able to accept students with disabilities, providing the student's physician has been consulted prior to admission, and parents provide necessary support systems.

Medical Insurance
All enrolled students must maintain medical insurance through the full school year. The office must be notified of the student's insurance carrier in order for the student to start school.

Emergencies
In the event of an accident or sudden onset of illness, the school will not hesitate to seek proper care for a student. The student's individual emergency instructions on file in the school office are consulted immediately and the parents are called. If necessary, the student will be transported to nearest Hayward hospital by the Hayward Police Department or an ambulance. The consent statement that the parent signs will accompany the child so that treatment can be given immediately in the absence of the parent. It is IMPERATIVE that you keep the emergency contact information in the office up-to-date with **local** Hayward emergency contact numbers.

When parents/guardians are out of own, they MUST complete the APPOINTMENT OF TEMPORARY GUARDIANSHIP form (to be found in the School office).

Emergency Preparedness
Our emergency preparedness program is set in motion early each school year. Parents are required to cooperate by keeping the school advised of any change of phone number (home or work), as well as Emergency Contact persons' phone numbers. Students participate in periodic safety drills throughout the school year.

Comprehensive Safety Plan (CSSP)
The school's Comprehensive Safety Plan is updated annually and is available for review. It is located in the school office.

School Closing Announcements
Inclement weather necessitating school cancellation will be announced on the School's website and via a "phone tree". Generally speaking, if HUSD closes due to inclement weather, Silver Oak will also close.

Academic Policies

Designations, Grades, and Assessments
Grades at Silver Oak High School are on a numerical scale. For GPA calculation and other purposes, the following chart shows the way in which numerical quarter and semester class grades convert to the standard A, B, C scale.

GRADING SCALE AND GPA EQUIVALENTS

LETTER GRADE	NUMERICAL RANGE	College Prep*	Honors
A+	97-100	4.3	4.8
A	94-96	4	4.5
A-	90-93	3.7	4.2
B+	87-89	3.3	3.8
B	84-86	3	3.5
B-	80-83	2.7	3.2
C+	77-79	2.3	2.8
C	74-76	2	2.5
C-	70-73	1.7	2.2
D+	67-69	1.3	.NC
D	64-66	1.0	N.C
D-	60-63	0.7	NC.
F	59 and lower	NC	NC

*All courses are offered at college prep designation, designed ABOVE common core curriculum standards.

NC = Insufficient Evidence or Growth Towards Standard to Earn Credit. Any mark in any course that dips below the level of "C-" is considered NC and no credit towards graduation will be awarded.
Please note that we will not be using a grade of "D" or "F".

Semester Grading
At all levels, for all students, semester grades will be calculated by averaging the first and second quarter grades. Neither of the quarter grades will be weighted more heavily than the other. For all students there will be an exact averaging of the two quarterly grades to yield the final semester grade.

College Prep Designation
Silver Oak High School offers a challenging curriculum. All core classes are taught at a "College Prep" level. Therefore, students are expected to complete classes with an eighty (80)% mastery of the material on major assessments. The general rule is that quizzes or formative assessments are for feedback and tests or final assessments are for mastery. A student receives an incomplete as a grade until mastery is reached. All class work must be completed before taking the test on related material. Students' grades are based on individual work, group work, classroom participation, and assessments. Please refer to an individual teacher's study guides and rubric for grading information. The requirements are:

Class work completion rate at least 80%
Tests for Mastery at 80% or higher with no retest needed
High Quality Work

Gifted and Talented Designation: At the freshman level there are options for students to do the coursework at advanced/in depth levels. This choice is made for an entire semester and is a commitment upon which the student enters. The requirements are:

Attendance, Individual Work – at least 90%
Tests for Mastery at 90% or higher
Highest quality projects
Takes on additional in depth projects approved by teacher and shared with the class.

Honors Classes

At the sophomore, junior and senior levels there are options for students to enroll in a core curriculum course at an Honors Level. Enrollment in an Honors class is designated for the entire year and is a commitment upon which the student enters. The requirements are:

Attendance, Individual Work – at least 90%
Tests for Mastery at 90% or higher
Highest quality projects
Takes on additional in depth projects approved by teacher and shared with the class.
Receives an additional .5 point per grade towards the GPA

Mathematics Placement Policy

This policy of the Silver Oak High Public Montessori Charter School (the "Charter School") Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    b. Placement tests that are aligned to state-adopted content standards in mathematics;
    c. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    d. Final grade in mathematics on the student's official, end of the year 8th grade report card;

e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Charter School Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Head of School, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
        ii. Requests that the student retake the placement test, in which case the Head of School or designee will attempt to facilitate the retest within two (2) weeks.
        iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the

mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.
c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Advanced Placement Test Preparation

At Silver Oak High School we afford students a variety of opportunities to prepare for an AP exam in the following ways:

- Students mentor with a teacher who has expertise in the field of the AP exam.
- Students are enrolled in the respective class, with AP extension assignments required.
- The college counselor works closely with students to determine their chosen universities' specific departmental AP requirements for admission.
- Students are given the option of digital courses specifically tailored to preparing for specific AP exams.
- Students are provided with additional curricular materials, which support exam preparation.

We are dedicated to supporting students who are interested in taking Advanced Placement Exams as part of a larger commitment to their future success in college.

AP Support Guidelines

1. Students are enrolled in the college prep class during the first quarter.
2. By September 30th (or February 15th for 2nd semester classes), students who are interested in taking the AP test in that subject will sign up with their teacher's and parents' permission. Students will need to have met the criteria for Honors work to be eligible:
3. The faculty will design supplemental AP materials for each student. This supplemental work will be the student's AP work for the course.
4. Silver Oak High School will not be a testing site for the AP exams.

It is important to note that…

• Colleges look favorably on students who have the initiative to look for AP outside their school's course offerings.
•. Silver Oak High School classes are rigorous and focus on a student's deep understanding of subject area. The Silver Oak High School profile indicates that the school supports students to prepare for the AP exam in addition to their regular class work.

Advanced Placement Exam (AP)

About 50 years ago the College Board devised a standardized test, the AP exam, as part of their Advanced Placement Program. Since then, in response to complaints about poor college preparation, many public and some private schools devised classes designed specifically to pass these exams. However, a recent study by researchers at Harvard University and the University of Virginia has found that it is questionable whether these courses actually prepare students for success in college. Quoting Philip M Sadler of Harvard's Faculty of Arts and Sciences, the Harvard University Gazette reports that "AP courses do not contribute substantially to student success in college."

At Silver Oak High School we will NEVER "teach to the test." We recognize comprehensive, standardized testing as only one kind of evaluative tool and one which often emphasizes skills, such as short-term memory, that do not support the long-term academic goals of the student. The Harvard study found that "the best predictors of success in college science courses to be high school classes that… value depth over breadth." Classes at Silver Oak High School do value depth over breadth. Silver Oak High School students are evaluated in ways that address multiple intelligences and give a more complete appraisal of the student's mastery of the subject. Our curriculum and methods emphasize analytical writing, participation in seminar, and creative problem solving in a group setting that require our students to explore their subjects in greater depth than that of typical AP courses. Typical AP courses prepare students for an exam. Preparing students for future success in college and life is our primary goal.

Classroom Ambiance
As the environment of the classroom is expected to be calm and peaceful, the students are expected to use appropriate volume and tone. All members of the community are to respect each other's personal space. It is expected that the students be prepared for class by having their individual/group work done and by bringing the necessary books and materials to class on time. As a part of the Montessori high school, students are expected to participate in all classroom activities. Care and maintenance of the classroom is a community responsibility.

Individual Work/Homework
Academic excellence is an important pillar of the Montessori high school. Parents can keep track of student's progress through the PowerSchool online program. A student, parent, or teacher can call a conference at any time deemed necessary. Students are encouraged to complete missing work

during individual work time.

Students should use their individual work time, in class, each week, productively. Teachers will monitor this time. Students should then spend ninety (90) minutes in undistracted (ideally supervised) study/reading time each night. This is considered "homework". Parents should monitor Internet usage, social networking, emailing, IM, games, etc. during this time. The ninety (90) minutes of study/homework time is an average time needed – some students may need more time if they have difficulty reading complex material or have added advanced work. If study time is excessive, then please have the student keep a log and contact his/her advisor so that difficult areas can be addressed. Also, consider using the audio support for reading material that is provided if that can be helpful.

If a student does not complete his/her individual work for a particular class, on time, then he/she is not prepared for class. If students have excused absences, they should refer to the study guide for assignments and make an agreement with the teacher to complete missed work.

Absence Policy

An absence is time away from highly interactive classroom activities of lessons, dialogue, group work, "warm-ups" etc. and cannot be made up. Please note that each college prep subject requires four (4) hours of in-class coursework each week. Therefore, multiple truancy letters may result in the loss of academic credits. A student must complete sixty-four (64) Carnegie Hours of credits in each class, each semester, in order to earn credit for that course. Therefore, if a student misses more than thirteen (13) hours of class time (more than 20%), due to absences and/or tardies, he/she will earn no credit (NC) for that class.

A parent must call the school before 9:00am if the student is going to be absent.

Excused Absences*	**Unexcused Absences****
Student Illness	Unverified Absences
Student Medical/Dental Appointment	Holidays/Vacations
Funeral Services	Leaving campus without permission
Religious Holidays	Personal reasons
Court Appearances	Cutting Class
Independent Health Fitness Competitions	Suspensions

* A doctor's note must be submitted to the office, for absences due to illness, of more than three (3) consecutive days. Doctors' notes are needed to verify medical, therapeutic and dental appointments. A note from the court clerk is required for court appointments.

Parents/Guardians must clear absences, within 24 hours, immediately following an absence. After this time frame, the absence will remain **unexcused**. Students who are absent three days in one quarter without an excuse will receive a truancy letter.

**** Students will receive an "NC" grade for any work that is due during an "Unexcused Absence".**

Late Arrival
Attendance will be documented daily, by the Attendance Coordinator, on PowerSchool. Students arriving after 8:45am need to first check in with the office and then proceed to class. After four "tardies", an alert will be sent to parents and a conference will be held with students and parents to discuss measures to ensure that the student arrives at school on time. Please note that each college prep subject requires four (4) hours of in class coursework each week. Therefore, multiple "tardies" may result in the loss of academic credits.

Early Dismissal
Students who need to leave before the end of the school day (4:00pm) should be aware that they will receive an "absence" for the classes missed. Students are expected to make routine medical/dental appointments before or after school hours. Keep in mind that Wednesday is a minimum day, and therefore Wednesday afternoons are the best times to make medical appointments. Upon leaving school, parents must sign their students out on the sign-out sheet located in the office. If the student is driving him/herself, a parent will need to inform the school in writing prior to the student leaving early.

If a student leaves campus without checking out with the office, the absence is considered as truancy and cannot be excused. When students are returning from medical/dental appointments, they must check back in at the office before going to class.

Semester - Long Classes
Each academic class is sixteen (16) weeks long, each week accumulating four (4) hours, adding up to sixty-four (64) hours of class time per semester. Students who have absences (excused or unexcused) from any class that total more than thirteen (13) hours (20% of class time) will earn no credit (NC) for that class for that semester.

Intersession
The January intersession is five (5) days long, so students must participate in four (4) of the five(5) days to earn credit.

Group Work
There is group work required for each academic class. It is each group member's responsibility to take an active part in his or her group's activities. Students who fulfill their obligations and participate in the activities of their group will receive credit for the group's work.

Group projects should be completed <u>in class</u> for freshmen and sophomores. This allows the teacher to assist the students in planning, delegating, and implementing the work in an effective and efficient way. By junior and senior years, students will have practiced the necessary skills to do group work outside of class, if so desired.

If there is difficulty with group members participating in a project, then the faculty member will be consulted for a plan of action.

Assessments

Assessments are given at the closure of bodies of work. Assessments may include written tests, project work, or group presentations. All assessments will be taken or presented on the day scheduled. Major assessments must be mastered with at least an 80%. A retest/re-present will be offered for all freshmen and sophomores who do not reach mastery. It is the student's responsibility to make arrangements with the teacher for retaking a test/re-presenting a project. A student, who needs to retake a test, in order to master the material, needs to do so outside of class time, unless the student and teacher agree to an in-class time.

After School Tutoring Program

The faculty at Silver Oak High School offers a formalized tutoring program from 4:00 until 4:30pm. Though in past years faculty members were always available afterschool for extra help with individual assignments, this year the format is organized to address specific skills in the core subject areas. Each faculty member provides support in his/her core subject matter, to any student in need, regardless of grade level. In this way any student is able to get support four days per week (Monday, Tuesday, Thursday or Friday) in Math, English, Social Studies, Science and Spanish. Support for Mandarin, Digital Media and Psychology will be provided two days per week. Currently this is an optional program for all Silver Oak students. However, it is a requirement for those students who do not attain mastery, in any core subject, at the end of any marking period..

Nutritional Guidelines and Care of the Environment Policies

Lunch/Snacks
Silver Oak High School students are encouraged to have a well-balanced lunch. Students must clean up any materials left from their lunches, including anything in the refrigerator, microwave or other appliances. Lunch may be eaten outside the classrooms.

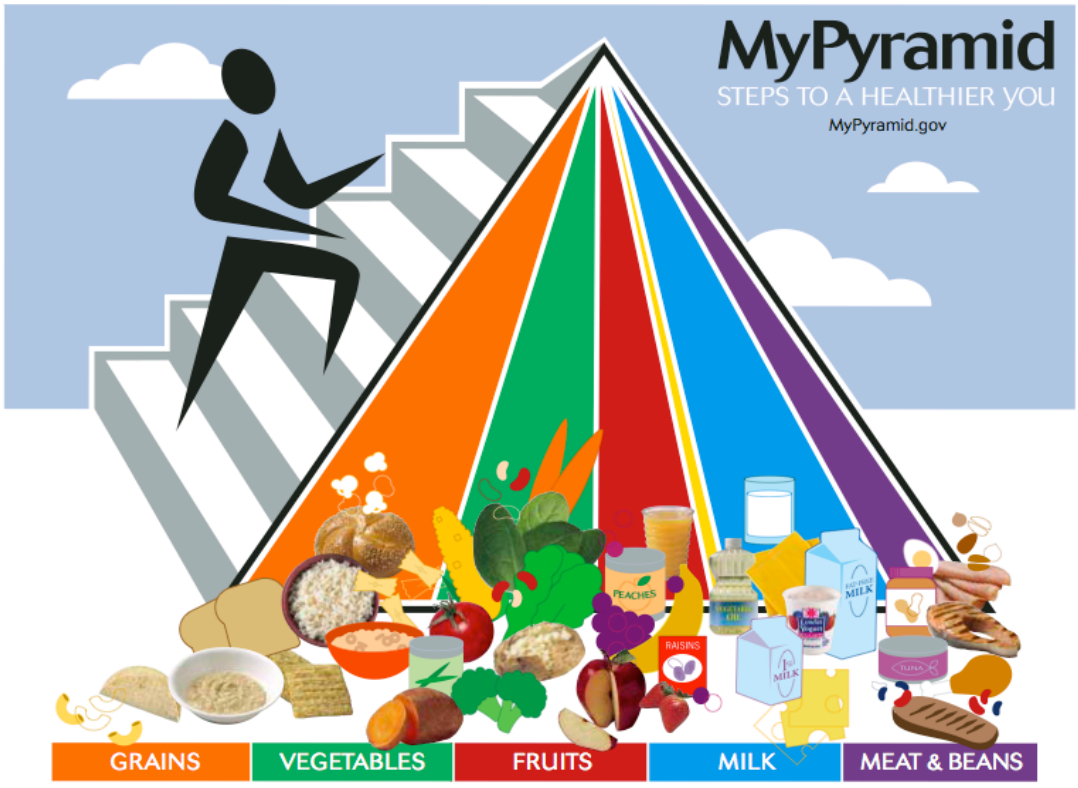
Trash and recycling should be placed in the proper receptacles.

Eating snacks in the classrooms is not permitted. Drinks in sealable bottle are permitted in the classrooms. We recommend that drinks that are consumed during school hours abide by the following standards: no or little artificial or sugar sweetener; eighteen grams or less of sugar.
Coffee and energy drinks, in moderation, are permitted.

Allowances are made for medical needs.

.THERE IS NO FOOD ALLOWED IN THE SCIENCE LAB AT ANY TIME.**

Appropriate Foods
Whole Grains, Fruits & Vegetables, Nuts, Dairy products, Proteins



Please insure that students pack a well-balanced, nutritional meal, including protein, excluding chocolate, candy and other highly sugared foods with excessive quantities of additives and preservatives. The school has information available containing lunch box suggestions. Please make sure that students' names are clearly marked on lunch boxes. Include an ICEPACK. Do not send any vitamins or medicines – traditional or homeopathic – in students' lunchboxes.

CHEWING GUM IS NOT PERMITTED ON SCHOOL GROUNDS.

Dishes/Utensils
Silver Oak High School does not provide dishes or utensils. Students need to bring their own; they should be clearly labeled with their names.

Microwaves
Microwaves are available to students during lunch periods only.

"Restoring the Environment" Groups
A portion of the last period of each day will be devoted to restoring the environment, including the courtyards, classrooms, bathrooms and kitchen**.** "Restoring the Environment" includes, but is not limited to, the following:

1) One group will be responsible for maintaining bathrooms. They will straighten the bathrooms, picking up trash.

2) One group will be responsible for maintaining the Courtyards, Fields and Parking Lot. They will clean the outside environment
-Wiping off tables;
-Picking up trash.

3) One group will be responsible for
-Cleaning the microwaves;
- Sweeping the hallways;
-Collecting students' belongings from the common areas and putting them in "Lost and Found";

4) One group will be responsible for recycling and trash.

Conduct Policy

Respect and Responsibility

We have confidence that all students will endeavor to follow respectful and positive interactions with others with grace and courtesy. If, however, students do not follow these guidelines, they are supported by getting feedback from the community and redirected to make the necessary changes in their behavior.

There are several types of negative interactions that affect oneself and the community. Generally teachers will offer a reminder or a change in environment in order to have the inappropriate behavior stop. If the behavior continues to persist during a specific time period or over time, the parents will be contacted , communicating the difficulty the student is having. After two phone calls/emails, a family conference will be held to establish a plan to support the student in altering his/her behavior.

Examples of this behavior are the following:
• Disrespect for peers or faculty
• Disruptions in class
• Inappropriate language
• Disregard for other established guidelines

Behavior Contracts
Students who repeatedly display inappropriate behavior will be placed on behavior contracts to specifically address the behaviors and their corrections. Behavior contracts may include in-school, at -home and community interventions.

Alcohol and Drug Policy
Any participation in possession or use of alcohol and/or drugs at school or any school-related event is prohibited. See the specific policy in the "Policies and Related Forms" section of this handbook.

Weapons, Fighting and Solicitation of Illegal Substances Policy
See the specific policy in the "Policies and Related Forms" section of this handbook.

Social Inclusion/Anti-Bullying Policy
adapted from "Hayward Unified School District Board Policy BP 5131.2 BULLYING"

The Governing Board of Silver Oak High School recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. School employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student, group of students, school employees, volunteers or visitors shall, through physical, written, verbal, or other means harass, sexually harass, threaten, intimidate, bully, cyber bully, cause bodily injury to, or commit hate violence against any other student, group, or school personnel.

Silver Oak High School prohibits such harassment or victimization based on but not limited to any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

This policy is in effect during the school day, while students are on property within the jurisdiction of the school; going to or coming from school, on school-owned and/or school-operated vehicles, attending or engaged in school sponsored activities; and/or away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school. Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

The Board, School, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through the Family Handbooks and other appropriate means, of school rules related to all forms of bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. The School may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Head of School or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the Head of School or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students are expected to report all incidents of bullying, or other verbal or physical abuse. Any student who feels she/he is a victim of such behavior should immediately contact a teacher, counselor, head of school, or staff person.

Forms for reporting incidents of discrimination, harassment, intimidation and bullying shall be available at the school site. Complaints of bullying shall be investigated and resolved within 10 days. If the student who was bullied believes the situation has not been remedied, she/he may file a complaint in accordance with school procedures. Students are to be informed annually of the process by which they may make a report of bullying or harassment.

The head of school or her designee shall be responsible for receiving complaints alleging violations of this policy. All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of bullying or harassing behavior, to immediately intervene, call for assistance, and report such incidents. The Board requires that staff follow school procedures for reporting alleged acts of bullying and take all necessary action to protect the victim of bullying. All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the school.

Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected.

When a student is reported to be engaging in bullying off campus, the head of school or her designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber-bullying, individuals with information about the activity will be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the head of school, or other school employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the head of school or her designee also may file a complaint with the Internet site or service to have the material removed.

Retaliation against a student because the student has filed a bullying complaint or assisted or participated in a bullying or harassment investigation or proceeding is also prohibited. Students who knowingly file false bullying or harassment complaints or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any

student who is found to have retaliated against another in violation of this policy.
An allegation of bullying that involves sexual harassment, and the results of the investigation, shall be kept confidential to the extent reasonably possible.

Discipline

The Board recognizes that some acts of bullying, harassment, or intimidation may be isolated and/or unintentional incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may indicate a larger pattern of bullying that require a response either at the classroom, school site, or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral intervention and education up to and including suspension or expulsion.

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a pupil in any of grades 4 to 12, inclusive for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)
Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sex-ting).

Explanation of Terms: Bullying & Cyber Bullying

"Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats, or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable pupil, as defined, in fear of harm to that pupil's or those pupil's person or property, causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Reasonable student" means a pupil including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his or her age.

"Cyber-bullying" is defined as the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wired or wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and/or assuming that person's identity in order to damage that person's reputation

See the specific policy in the "Policies and Related Forms" section of this handbook.

Tobacco Policy
Use and/or possession of tobacco on school property or on school trips are strictly prohibited. If tobacco is found it will be confiscated and a family conference will be scheduled.

Personal Display of Affection (PDA) Guidelines
Appropriate affection, outside of classroom time, is limited to:
- Hand holding
- Quick hugs

Academic Dishonesty
Academic dishonesty is defined as "presenting the work of others as your work in homework, assessments, projects, etc.". All students, during Orientation Week, will be asked to sign an honor code committing to academic honesty. If academic dishonesty occurs, the student will receive a "NC" for that work and a conference will be held with parents. Repeated violations of the honor code will be reviewed by the faculty and administration for further action.

Sexual Harassment
Per California Education Code 212.5 sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated to the extent of possible suspension or recommendation for expulsion. The Silver Oak Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.

All claims of harassment will be taken seriously, treated with respect and confidentiality and will be investigated promptly and thoroughly in accordance with Silver Oak policies.

Sexual harassment includes but is not limited to physical and verbal abuse. Any member of the community who feels this policy has been violated must report the abuse to a faculty member or the administration. A conference will be immediately scheduled to discuss the harassment.

Athletics and Conduct
Any student who disregards school policies may be barred from participation in team sports, for a time period to be determined by the full faculty.

Field Trips and Intersession
If a student leaves the school group during a field or Intersession trip, his/her parent/guardian will be immediately contacted. The student will be sent home and disallowed from attending any field or Intersession trips for the remainder of the school year.

Appeal Process
If the student feels the conduct policy has been unfairly applied, he or she may first appeal to the teacher involved. If the student is still not satisfied that he/she has been treated appropriately, he/she should arrange a meeting, with the head of school, counselor and the student's advisor to resolve the issue. Decisions from this meeting are final and no further appeals are possible.

SUSPENSION/EXPULSION POLICY

"The procedures by which pupils can be suspended or expelled." Education Code Section 47605(b)(5)(J).

Silver Oak High School Public Montessori Charter ("SO" or the "Charter School") has established this policy and its rules and procedures in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures are printed and distributed as part of the Family Handbook and clearly describe discipline expectations.

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

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

The Charter School Head of School shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

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

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except to the extent that federal and state law mandates additional or different procedures for that student. The Charter School shall follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring anytime, including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

Discretionary Suspension and Expulsion Offenses. Students may be suspended and/or recommended for expulsion when it is determined the pupil:

a) Attempted to cause or threatened to cause physical injury to another person or attempted to willfully use force or violence upon the person of another, except self-defense.

b) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

c) Unlawfully offered, arranged, or negotiated to sell any alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as an alcoholic beverage or intoxicant.

d) Committed or attempted to commit robbery or extortion.

e) Caused or attempted to cause damage to school property or private property.

f) Stole or attempted to steal school property or private property.

g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

h) Committed an obscene act or engaged in habitual profanity or vulgarity.

i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be suspended and recommended for expulsion when it is determined pursuant to the procedures below that the pupil.

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.
    1. If it is determined by the Expulsion Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.
    2. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
    3. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

b) Caused physical injury to another person or willfully used force or violence upon the person of another, except self-defense.

c) Possession of and/or brandishing a knife.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058.

e) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

f) Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference:
Behavioral issues that arise at school and form a pattern of disruptive behavior will be addressed immediately and on an ongoing basis with the students and family to develop practical, operable solutions in order to continue the student's education at SO and maintain a safe, supportive, and productive environment for other students, families, and staff.

Suspension shall be preceded by an informal conference conducted by the Head of School or designee with the student and family and whenever practicable, the teacher, supervisor or school employee who referred the student to the Head of School.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

Notice to Parents/Guardians:
In the rare case of a suspension, the family is likely to have been aware of this issue through ongoing dialogue with concerned staff. At the time of the actual suspension, a charter school employee shall make every reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. SO believes family involvement in developing a structured, safe, and productive return-to-school plan is important. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with SO officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Suspension Time Limits/Recommendation for Expulsion:
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Dean of Students, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Dean of Students or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedure

1. **Authority to Expel**

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Expulsion Panel. The Expulsion Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Expulsion Panel may recommend expulsion of any student found to have committed an expellable offense.

1) The Board may expel the student if it finds that the student committed the expellable offense and at least one of the following is substantiated: That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

2. **Expulsion Procedure**

Schedule a hearing: Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the pupil has committed an expellable offense.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

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

C- Hearing: The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. The hearing shall be presided over by the Head of School. The Expulsion Panel needs to be present at the hearing.

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

- Presentation of Evidence:
While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Expulsion Panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

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

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

-Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D- Recommendation: The decision of the Expulsion Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

E- Decision/Determination: The Board shall make a determination regarding the expulsion, based on the recommendation from the Expulsion Panel. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

F- Written Notification to Expel:

The Head of School or designee following a decision of the Board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1) The specific offense committed by the student from the acts listed in "Grounds for Suspension and Expulsion" above
2) Notice of the right to appeal the expulsion to the Charter School Board of Directors
3) Notice of the student's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

G - No Right to Appeal:
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

H - Expelled Pupils/Alternative Education:
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

J - Readmission:
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

3. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Community Meeting

Objectives

Community Meeting provides a relaxed, open environment that allows all students to respectfully express themselves to their peers. They encourage students to be mindfully engaged by allowing them the opportunity to lead the community, and, through the students' insights, allow for a more positive school environment.

Facilitator's Duties

- Share your "soap box".
- Lead the community.
- Include everyone by recognizing and encouraging participation.
- Arrive in time to allow yourself to complete your duties as facilitator.
- Ask for clarification.
- Maintain the standards of Community Meeting.
- Dismiss the group on time.
- Prepare the environment.

Standards of Community Meeting

- Address acknowledgments and sharing to the entire community.
- Contribute to the meeting when called upon by the facilitator.
- Make room for late students.
- Keep door clear.
- Speak loudly enough for all participants to hear.

Schedule

- Begin promptly at 11:15am (11:45am on Wednesdays)
- 1) Soap Box
- 2) Acknowledgments
- 3) Announcements
- Dismiss promptly at 11:30am (noon on Wednesdays)

"Soap Box" is an opportunity to share something meaningful with the community. Facilitators must come prepared.

Policies & Related Forms

Silver Oak High School
Family-School Commitment Form

Student's Responsibilities

1. To be a contributing member of the class and work to build a peaceful community.
2. To act with integrity, respect, and responsibility.
3. To work hard, use time wisely, and complete each learning cycle.
4. To participate in field studies with positive attitude and vigor.
5. To demonstrate required level of competence in the designated areas of study. If competency is not obtained, it is the student's responsibility to get assistance and to arrange to take an equivalent retest during supervised independent work time.
6. To complete homework by class time and have all necessary materials.
7. To prepare and lead scheduled family conferences and plan educational goals.
8. To attend "special help" if needed.
9. To complete summary report and self-assessment at the end of each quarter and mail to parents.
10. To arrive at school and to classes on time.

Teachers' Responsibilities

1. To create an atmosphere for learning to occur.
2. To facilitate the students in their learning.
3. To offer students opportunities for challenging and meaningful work.
4. To meet with each student regularly to review progress and discuss any concerns.
5. To be available for students who need to finish work during supervised independent work time.
6. To schedule three family conferences each year and any additional ones as needed.
7. To serve as the liaison with community resources.

Parents' Responsibilities

1. To insure that their adolescent gets to school on time or provide them with means to do so.
2. To provide access to the necessary resources and materials for class projects, such as transportation to the local library.
3. To attend scheduled family conferences and to participate in establishing the adolescent's educational plan.
4. To allow their adolescent to attend after school meetings for retest or make-up work.
5. To support the participation in the outdoor education activities and attend scheduled trip meetings.
6. To support their adolescent to finish make-up work during weekends and after school meetings; and if not completed during this extra time, to complete in summer school.
7. To meet with teacher if student's behavior requires a conference.
8. To facilitate the selection of and provide the transportation for the community outreach projects.
9. To provide a time and place at home conducive to completing homework on a daily basis.
10. To allow their adolescent to experience feedback in learning organizational, decision making, and time management skills.

_____ _____

student parent

_____ _____

advisor parent

Bring Your Own Device (BYOD) Agreement Form
and
Protocol for the Use of Technology on Campus

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students at Silver Oak High School may now bring their own technology to campus.

Definition of "Device"

For purposes of BYOD, "Device" means privately owned wireless and/or portable electronic handheld equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc. This does include mobile phones with the cellular data service disconnected (using wifi only).

Internet

Only the internet gateway provided by the school may be accessed while on campus. Personal internet connective devices such as, but not limited to, cell phones/cell network adapters are not permitted to be used to access outside internet sources at any time.

Security and Damages

Responsibility to keep the device secure rests with the individual owner. Silver Oak High School is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.

"BYOD" Silver Oak High School Student Agreement

The use of portable technology devices to provide educational material is not a necessity, but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit from the learning environment as a whole. Students and parents/guardians participating in BYOD must adhere to the Student Handbook, as well as all Board policies, particularly Internet Acceptable Use Policy. Additionally, portable devices:

• Must be in silent mode while on school campus.
• May not be used to cheat on assignments or tests.
• May only be used to access files on computer or internet sites which are relevant to the classroom curriculum. Non-educational games are permitted only at certain times, i.e. lunch, before/after the school day.

Students acknowledge that:

• The school's network filters will be applied to one's connection to the internet and attempts will not be made to bypass them.
• Bringing on premises or infecting the network with a virus, Trojan, or program designed to damage, alter, destroy or provide access to unauthorized data or information is in violation of Student Acceptable Use Policy.

• Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies in violation of Student Acceptable Use Policy.
• The School has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
• Files may have to be saved on the C: drive of the laptop, a jump drive, an external drive, or another media device.
• Printing from personal laptops/devices will not be possible at school.
• Personal technology is charged prior to bringing it to school and runs off its own battery while at school. Charging devices will be available on a limited basis and is at the discretion of the classroom teacher.

"BYOD" Agreement

Please review and sign the "BYOD" agreement between parents, students and Silver Oak High School. No student will be permitted to use personal technology devices unless the agreement is signed and returned. Students and parents participating in "BYOD" must adhere to the Family Handbook, as well as Board policies, particularly the Laptop Policies. Please read the following carefully and initial every statement:

_____ Students take full responsibility for their devices. The school is not responsible for the security of personal technology devices. Personal devices cannot be left at school before or after school hours.

_____ Devices cannot be used during assessments, unless otherwise directed by a teacher.

_____ Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in "silent" mode and put away when asked by teachers.

_____ Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.

_____ Personal devices must be charged prior to bringing them to school and run off their own batteries while at school. Charging will be available on a limited basis and is up to teacher discretion.

_____ To ensure appropriate network filters, students will only use the wireless (wifi) connection in school and will not attempt to bypass the network restrictions by using other (cellular) networks.

_____ Students understand that bringing devices on premises or infecting the network with a virus, Trojan or other program designed to alter, damage, destroy, or provide access to unauthorized data or information is in violation of these policies and will result in disciplinary actions. The School has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.

_____ Students realize that printing from personal devices will not be permitted at school.

_____ Students should not physically share their personal devices with other students, unless they have written permission to do so.

Please understand that the use of personal devices to support educational experience is not a necessity, but a privilege. With respect to the rules, the privilege will enhance the learning environment as a whole. When rules are abused, privileges will be taken away.

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my technology privileges as well as other disciplinary action.

_____
Printed student name

_____
Signature of student

_____
Date

_____
Signature of parent/guardian

_____
Date

Silver Oak High School – School Issued Laptop Policies

Laptops will not be issued to any student who does not agree to the following terms. All students and parents must indicate their understanding and acceptance of the following policies with signatures on the final page of this document.
****

General Policies

1. Internet access, school email accounts, laptops, and other technology access and use in school are privileges, not rights.
2. Students shall not use the internet, email, laptops, or other technology for the purpose of transmitting or receiving illegal, illicit or obscene materials.
1. Students shall not use the internet, email, laptops, or other technology for the purpose of violating copyright law. This includes but is not limited to copyrighted software, text, graphics, or music. Such action shall be considered theft and is violation of legal standards, as well as the school's discipline policy.
2. Any file-sharing programs (including but not limited to Kazaa, Limewire, Aries, Torrent Clients, etc.) are prohibited at all times.
5. Students shall not use the internet, email, laptops, or other technology for the purpose of plagiarism.
6. Students shall not attempt to gain access to resources belonging to others. This includes, but is not limited to: passwords, email, personal files, and restricted or secure internet

sites. This will also be considered theft and in violation of legal standards, as well as the school's discipline policy.

7. Students shall not use the internet, email, laptops, or other technology to transmit information about the school or the school-governed facilities, other than their own email address. This includes but is not limited to school personnel names and addresses.
8. The school reserves the right to review any materials sent or received via the internet, email, laptops or other technology for their appropriateness in light of legal and ethical standards.
9. Any violation of this policy is also considered a violation of the general school discipline code and is subject to school discipline action.
10. The privileges of the internet, email, laptops, equipment and other technology use can be suspended or revoked at any time.
11. The school can take disciplinary action against any student who, either within or outside school hours and/or on or off school grounds, uses technology or otherwise to defame, bully or assault the character or being of the school, any of its employees and/or students. This includes postings on social media sites and via private email.
12. The privilege of playing games (NOT ONLINE) on the computers is restricted to lunch.
13. Students are not permitted to use IM (instant messaging) or social networking sites at any time during school hours.
14. All other use of the computers during school hours is restricted to school related activities.
15. Under no circumstances should a student remove or deface the serial numbers and/or bar codes on his/her laptop.
16. In order to access the Silver Oak High School network, students must use their own user names and passwords. Students are responsible for any actions taken on or with a laptop signed on with their name and/or password. Students are urged to protect their passwords for this reason. Student passwords must be registered with the school office and cannot be changed without notifying the office of the change.
17. Under NO circumstances should students leave their laptops unattended in any area. Unsupervised laptops will be confiscated by the staff and taken to the office.
18. Students should never move their laptops while the lid (screen) is open.
19. The software originally installed by Silver Oak High School must remain on the laptop, be maintained in usable condition, and be easily accessible at all times.
20. Only software that is licensed to a laptop is to be on a laptop.
21. File sharing programs are not allowed on the laptops or external media.
22. Students may be selected at random to provide their laptops for inspection.
23. **Students suspected of being engaged in inappropriate, off task laptop activity during class will have the laptops taken for inspection.**
24. **Students who use laptops to text during class time will lose all computer and phone privileges during their free time for one week. If the behavior is repeated, they will lose these privileges for the remainder of the quarter.**
25. During class time, email should only be accessed for school related purposes.
26. **PARENTS & STUDENTS WILL BE RESPONSIBLE TO REPAIR OR REPLACE ANY DAMAGED COMPUTER.**

SILVER OAK HIGH SCHOOL Laptop Agreement

Student's Name: _____
Email Address: _____ Home/Cell Number: (____) _____ _____ Local Address Street: _____ City: _____ State: _____ Zip: _____

I, _____, (Parent/Guardian Name) agree to pay any costs for repair of damages incurred or replacement due to negligence with respect to the listed piece(s) of equipment while it is in my possession. I agree to return this equipment on request of the school by **June 15th 2017** . I understand that I am responsible for returning laptop undamaged, including battery packs, cables, documentation, carrying cases, etc. and for ensuring that all instructions included with the computer for safe use and care, such as when and how to charge the batteries are followed. I understand that the replacement cost for this laptop will be no less than the replacement value of the machine and its peripheral components.
Software: I agree not to add, alter, delete or copy any software loaded on these computers. The software shall not be used for illegal use. No additional software is to be loaded without permission of the supervisor. The employee agrees to abide by all rules and regulations set forth by Silver Oak High School.

Borrower Liability Statement:

· Require all users/borrowers to sign both a Responsibility Agreement form stating that they have read and will adhere to all policies and procedures, and accept full responsibility of the equipment..
Use and Checkout Procedures:
· Never allow someone other than the designated borrower to pick up or drop off loaned equipment without prior notification or agreement.
· Users are to never leave the computer unattended or anywhere where it may be damaged by water or extreme heat/cold.
· No computer will be loaned to users outside the school.

- ● Submit a Tech Request if you are having technical difficulties.
- ● Software and hardware problems should be reported immediately. Users should never attempt to repair a *Silver Oak High School laptop.* ***Please check the item borrowed:***

· SOHS Laptop checkout is limited to currently enrolled students.

Alcohol and Drug Policy

Any participation in possession or use of alcohol, drugs and/or weapons at school or any school-related event is prohibited.

First Offense

1. Student will be suspended from school for a specified amount of time determined by the entire staff.

2. Student must do the following to earn the trust of the group:
    a. Agree to participate in professional counseling if determined to be necessary.
    b. Keep commitments to the staff by following community rules.
3. Parents must take responsibility for the following:
    a. Agree to monitor the specific conduct outside of school
    b. Take the student for professional counseling if it is determined that there is a pervasive problem
    c. Monitor the student's belongings.
4. Conduct will be reviewed before each field experience to determine if the student is able to participate. On the next overnight field experience, students will be required to room with one of the chaperones.

Second Offense

1. Student will be suspended from school for a specified amount of time determined by the staff.
2. Student must do the following to earn the trust of the group:
    a. Agree to participate in professional counseling.
    b. Keep commitments to the staff by following community rules.
3. Parents must take responsibility for the following:
    Agree to monitor the specific conduct outside of school.
    Take the student for professional counseling.
    Monitor the student's belongings.
    The counselor and the parents need to check in with the school on a regular basis.

- Conduct will be reviewed before each field experience to determine whether the student will be able to participate. Student will be required to room with one of the chaperones.
- The incident will be recorded on the student's permanent records.

Third Offense: The student will be suspended and be required to register for an accredited rehabilitation program. The student will be re-admitted to the school only after successful completion of that program. If this requirement is not met, the student will be asked to leave the school permanently, that is, expelled. This will be recorded on the student's permanent records.

I have read and understand the above policy.

_____ _____

Student Advisor

_____ _____

Parent (s)

Weapons, Fighting, Bullying and Solicitation of Illegal Substances Policy

Weapons and Fighting*: First and only offense.

1. Any student, who is found with an item that was created to cause physical harm ("a weapon"), will be removed from the premises and recommended for expulsion. In addition, the police will be alerted to the offense.
2. Any student who instigates/perpetrates a physical fight will be removed from the premises and recommended for expulsion.

**** causing, attempting to cause, or threatening to cause physical injury to another person or willfully using force or violence upon the person of another, except in self-defense***

Solicitation of Illegal Substances: First and only offense.**

1. Any student who sells, deals or shares any illegal substances with other members of the school community will be removed from the premises and recommended for expulsion. In addition, the police will be alerted to the offense.

Bullying

1. If, at any time, the faculty feels that the community is in danger because of the conduct of a student, that student will be asked to leave the school and recommended for expulsion, upon validated first offense.
2. If bullying results in police involvement, the student will be removed from the premises and recommended for expulsion.

***** dealing, selling or <u>sharing</u> illegal substances***

Student Name:_____

Student Signature:_____

Date:_____

Parent Name:_____

Parent Signature:_____

Date:_____

Social Inclusion Policy*

*adapted from the writings of Kim John Payne

Silver Oak High School's **Social Inclusion Polic**y is a **"whole community approach"** that is fully supported by all constituencies in both the school and the home.

First and foremost, as a Montessori Secondary II program, Silver Oak High School emphasizes **"grace and courtesy"** as keys to establishing **social impulse control** and empathetic relationships at school and at home. The purpose of this emphasis is to bring much greater awareness to both **verbal and non-verbal communication**.

Once grace and courtesy is firmly established within the culture of the school, the Community, with the leadership and guidance of the "elders" (the faculty and parents), implements the following processes:

I. Disapprove, Discover, Do over
The Community helps students change negative social patterns, without needing to be blamed and shamed, by 1) indentifying the negative behavior/response; 2) discovering its source/reason; 3) deciding upon an alternate, positive behavior/response.

II. Distinguishing Between Acceptable and Unacceptable Teasing
The Community assists students in understanding the relative sensitivity of each individual in the community; defines "teasing"; and identifies the range of unacceptable humor/sarcasm.

III. Facilitating Problem Solving Meetings at School and Home
The Community elders make themselves available to mediate and facilitate students' unacceptable social interactions at school and at home, thereby allowing students to problem solve and practice in two safe social arenas.

VI. Expressing Disapproval, Without Punishment or Blame.
The Community supports students in openly acknowledging unacceptable negative interactions. In this way all members deal with the matter openly and firmly (not judgmentally). The "natural consequence" (not punishment) for the negative social action is identified and emphasized. This approach encourages and involves…

V. Fostering of a "Telling Environment".
The students, staff and parents feel free to speak up knowing that this candor will not place the "victim" in further danger or get the "bully" in trouble.

In implementing this social inclusion policy the following results ensue: 1) "bullies" do not gain status for negative social interactions; 2) an effective, positive caring approach is exemplified and encouraged and 3) support structures for students, teachers and parents are made applicable to the home as well as the school.

_____ _____

Student Signature Date Parent(s) Signature(s) Date

Appendices

Communications, Concerns, Grievances and Solutions for Our School Community

The Faculty, Staff, and Board of Directors of Silver Oak High School desire to support and promote healthy and timely communications focused toward developing solutions in all interactions. For answers to your questions and solutions for your concerns, please refer to the following chart for direction:

Matter Related to:	First Contact:	Other Resources:
Your student's progress	Respective Teacher/Advisor	
Classroom Activities/Schedules	as above	
Classroom Procedures	as above	
Conduct Policies	Head of School/Dean of Students	
Athletic Policies/Schedules	Athletic Director	
Academic Policies	Head of School/Academic Dean	
Family Conferences	Advisors/Office Manager	
Parenting Education	Head of School	
Montessori Education	as above	
Faculty and Staff	as above	
Financial policies	as above	
Governance/Board of Trustees	as above	
Legal Matters	as above	
Admissions	Office Manager	
Registration	Academic Dean/Office Manager	
School Calendar	Office Manager	
School Schedules	Academic Dean	
Student Records	as above	
Facilities	Head of School/Office Manager	
Reimbursements	as above	
Fund Development	Board of Directors	
Public Relations/Marketing	as above	
Parent Organization Activities	SOHS Parent Group Board Liason	
Volunteer Activities	as above	

If more help is needed, resolution should follow these steps:

•If you have questions regarding your student, ask the teacher. Please leave a message at school or at home. Teachers/Advisors are your first resources to answer your questions and resolve your concerns.

• If the communication with the teacher by email or telephone does not answer your questions or resolve your concerns, please request a family conference. A Concern / Problem Solving & Solutions Report will be signed by the attendees.

•If the communication with the teacher by email, telephone or conference does not resolve the issue, please address your question to the Head of the School. A Concern / Problem Solving & Solutions Report will be signed by the attendees.

We desire to provide a healthy and safe school experience for all students. When areas of concern are addressed quickly, collaboratively and with care, we will be able to support your student and your family in developing appropriate solutions.

Communications, Concerns, Grievances and Solutions Report

Name of Student_____Date_____

Name of Parent_____

Describe Concern: _____

_____

_____

During what school activity did the concern occur: _____

Time of occurance_____

Name of supervisor who was present during occurrence: _____

Was the supervisor a witness: Yes_____ No_____

Problem Solving Used _____

Student's Reaction_____

Comments_____

_____

Parent called_____Date_____Time_____

Parent response_____

Parent meeting scheduled_____

Reported to_____Date_____Time_____

Reported by_____

Solutions Proposed_____

_____ _____

Signature (School Personnel) Signature (Parent)

MEDICATION PROCEDURES

In order to meet state requirements for licensing, we must obtain **written permission from parents before we can dispense medication (prescription or nonprescription) - including** *Tylenol, Advil, Benadryl, Sarne lotion, Cough Drops, Tums, Pepto-Bismol, Bug Spray, Suns Screen, and Sudafed* to your adolescent. The medication has to be in the **original container,** which indicates the adolescent's name and the dosage.

Please do not ask us to medicate your adolescent unless absolutely necessary as frequent medication (particularly antihistamines) can affect your adolescent's classroom behavior and interfere with his/her learning. We will report adverse reactions to you if they occur. **Please do not ask your adolescent to medicate himself/herself.**

Permission forms are available in the office. **A form must be completed and sent with the medication if he/she needs to take it at *school or school related activity.*** Please instruct your adolescent to give his/her medication and permission form to his/her teacher. Please use the following permission form for short-term medication or for weeklong trip.

WEEKLY

MEDICATION PERMISSION FORM

Student's Name_____

Date Begins_____Date Ends_____

Name of Medication_____

Dosage to be given_____

Diagnosis_____

	Dosage Given	Time Given	AM Signature	Dosage Given	Time Given	PM Signature
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

I understand that **medication must be in the original container labeled with my student's name, date, directions, and physician's name.**

I give Silver Oak High School permission to dispense medication to my child.

Date:_____
Parent's Signature_____

PARENT AUTHORIZATION FOR STUDENT TRAVEL
SCHOOL YEAR 2017-2018

Dear Parents and Guardians:

Permission is requested for your student to participate in many out of school/field-based activities for the 2017-2018 school year. **This permission slip will serve as the universal permission for your student this school year.**

Name of Student:_____ Home Phone:_____

Emergency Contact #1_____ Contact #1 Phone:_____

Contact #1 Relationship to student_____

Emergency Contact #2_____ Contact #2 Phone:_____

Contact #2 Relationship to student_____

Emergency Contact #3_____ Contact #3 Phone:_____

Contact #3 Relationship to student_____

My student DOES have my permission to participate in out of school activities this school year:_____

My student DOES NOT have my permission to participate in out of school activities:_____

MEDICAL INSURANCE COVERAGE:

In order to participate, students must be covered by medical insurance.

My student has medical coverage with:_____
Policy Number:_____

I grant permission for said student to participate in out of school activities, and to travel by means of transportation as required. In the case of an emergency, every effort will be made to contact the number listed on this form. In the case of illness or injury to said student, I hereby consent and authorize such medical or dental treatment as deemed necessary, and agree to pay for such medical and dental costs if incurred. I hereby release Silver Oak High School and all adult leaders from any liability and from any and all claims against them, individually or collectively, for any injuries which might be received during this field trip or activity, or in traveling to and from such field trip destinations.

_____

Print or type Parents'/Guardian's Name

_____

Parent/Guardian's Signature *Date*

Books Recommended for High School Students

Classic American Literature

Poetry

Dickenson, Emily
Whitman, Walt Leaves of Grass

Fiction

Alcott, Louisa May Little Women
Alger, Horatio
Anderson, Sherwood Winesburg, Ohio
Cather, Willa
- My Antonia
- O Pioneers!
- Death Comes for the Archbishop

Chopin, Kate The Awakening
Cooper, James Fennimore The Last of the Mohicans
Crane, Stephen
- Red Badge of Courage
- Maggie: A Girl of the Streets

Harte, Bret "Outcasts of Poker Flat"
Hawthorne, Nathanial
- "Rappucini's Daughter"
- The House of Seven Gables
- "The Minister's Black Veil"
- The Scarlet Letter
- "Young Goodman Brown"

Henry, O. "Gift of the Magi"
Holmes, Oliver Wendell
Irving, Washington "The Devil and Tom Walker"
James, Henry
- Daisy Miller
- Portrait of a Lady
- The Turn of the Screw

Lewis, Sinclair Babbitt
London, Jack Call of the Wild
Melville, Herman
- "Bartleby"
- "Benito Cereno"
- "Billy Budd"
- Moby Dick

Norris, Frank McTeague
Poe, Edgar Allan
"Fall of the House of Usher"
"Pit and Pendulum"
Stowe, Harriet Beecher Uncle Tom's Cabin

Twain, Mark
Huckleberry Finn
Pudd'nhead Wilson
The Prince and the Pauper
Wharton, Edith Ethan Frome

Nonfiction

Declaration of Independence
Douglass, Frederick Narrative of the Life of Frederick Douglass
Edwards, Jonathan
Emerson, Ralph Waldo
Franklin, Ben Poor Richard's Almanack
Lincoln, Abraham
Gettysburg Address
"With malice toward none..."
The Constitution, Preamble
Thoreau, Henry David Walden

Modern/Contemporary American Literature

Poetry

cummings, e.e.
Frost, Robert "The Road Not Taken"
Hughes, Langston
Sandburg, Carl

Fiction

Anaya, Rudolfo A. Bless Me, Ultima
Baldwin, James Go Tell It on the Mountain
Borland, Hal When the Legends Die
Bradbury, Ray Fahrenheit 451 and The Martian Chronicles
Bryant, Dorothy Miss Giardino
Buck, Pearl The Good Earth
Cisneros, Sandra The House on Mango Street
Clark, Walter Van Tilburg Ox-bow Incident
Clavell, James The Children's Story
Cormier, Robert After the First Death, I Am the Cheese, The Chocolate War
Craven, Margaret I Heard the Owl Call My Name

Dos Passos, John
Ellison, Ralph Invisible Man
Faulkner, William The Light in August, The Bear
Fitzgerald, F. Scott The Great Gatsby
Gaines, Ernest J. The Autobiography of Miss Jane Pittman
Gardner, John Grendel
Gibson, William The Miracle Worker
Guest, Judith Ordinary People
Hailey, Alex Roots
Hale, E. E.
Hemingway, Ernest
    A Farewell to Arms
    For Whom the Bell Tolls
    The Sun Also Rises
    The Old Man and the Sea
    In Our Time
    "In Another Country"
    "The Short Happy Life of Francis Macomber"
    "The Killers"
Heller, Joseph Catch 22
Hersey, John Hiroshima
Hinton, S. E. The Outsiders
Hurston, Zora Neale Their Eyes Were Watching God
Kesey, Ken One Flew Over the Cuckoo's Nest
Keyes, Daniel Flowers for Algernon
Kim, Richard Martyred
Kincaid, Jamaica Annie John
Knowles, John A Separate Peace
Lee, Harper To Kill a Mockingbird
Malamud, Bernard The Assistant
Marshall, Paule Brown Girl, Brownstones
McCullers, Carson The Heart is a Lonely Hunter, The Ballad of the Sad Cafe: The Novels and Stories of Carson McCullers
Mitchell, Margaret Gone with the Wind
Momaday, N. Scott House Made of Dawn
Morrison, Toni Beloved, Song of Solomon, Sula, The Bluest Eye
Naylor, Gloria The Women of Brewster Place
Neihardt, John Black Elk Speaks
O'Connor, Flannery
Okada, John No-No Boy
Peck, Richard Remembering the Good Times
Peck, Robert Newton A Day No Pigs Would Die
Plath, Sylvia The Bell Jar
Porter, Katherine Anne Noon Wine
Potok, Chaim The Chosen
Rawlings, Marjorie Kinnan The Yearling

Richter, Conrad Light in the Forest
Rivera, Tomas And the Earth Did Not Part
Ronyoung, Kim Clay Walls
Salinger, J. D. Catcher in the Rye
Saroyan, William The Human Comedy
Schaeffer, Jack Shane
Steinbeck, John
    The Grapes of Wrath
    Of Mice and Men
    The Pearl
Uchida, Yoshiko Picture Bride
Updike, John Centaur
Vonnegut, Kurt Slaughterhouse Five, Cat's Cradle
Walker, Alice The Color Purple
Warren, Robert Penn All the King's Men
Welty, Eudora
Wiesel, Elie Night
Wright, Richard Native Son and Black Boy
Zindel, Paul The Pigman

Drama

Agee, James Death in the Family
Albee, Edward American Dream, Zoo Story, Who's Afraid of Virginia Woolf
Anderson, Robert I Never Sang for My Father
Chin, Frank The Chickencoop Chinaman and The Year of the Dragon: Two Plays
Elder, Lonne Ceremonies in Dark Old Men
Fugard, Athol Master Harold and the Boys
Goodrich, Frances, and Albert Hackett Diary of Anne Frank
Gibson, William The Miracle Worker
Hansberry, Lorraine A Raisin in the Sun
Hellman, Lillian The Little Foxes
Laurents, Arthur West Side Story
Lawrence, Jerome and Robert E. Lee
    Inherit the Wind, The Night Thoreau Spent in Jail
Lum, Wing Tek Oranges are Lucky
McCullers, Carson The Member of the Wedding
Medoff, Mark Children of a Lesser God
Miller, Arthur Death of a Salesman, The Crucible
O'Neill, Eugene Anna Christie, The Emperor Jones, The Hairy Ape, The Iceman Cometh, Long Day's Journey Into Night
Rose, Reginald Twelve Angry Men
Sakamoto, Edward In the Alley
Simon, Neil Barefoot in the Park, Brighton Beach Memoirs, Broadway Bound, The Odd Couple, They're Playing Our Song
Valdez, Luis Zoot Suit
Vidal, Gore A Visit to a Small Planet

Wilder, Thornton Our Town
Williams, Tennessee A Streetcar Named Desire, The Glass Menagerie, Cat on a Hot Tin Roof
Wilson, August Fences

Nonfiction

Angelou, Maya I Know Why the Caged Bird Sings
Capote, Truman In Cold Blood
Friedan, Betty
King, Martin Luther, Jr. "I Have a Dream"
Menken, H.L.
Roosevelt, Franklin D. "The only thing we have to fear is fear itself" and "Yesterday, Dec. 7, 1941,--a date which will live in infamy"
Turkel, Studs Working

British Literature

Poetry

Auden, W. H. Collected Poems
Browning, Elizabeth Barrett The Poetical Works of Elizabeth Barrett Browning and Sonnets from the Portuguese
Browning, Robert Robert Browning's Poetry: Authoritative Texts, Criticism
Burns, Robert The Poetical Works of Burns
Byron, George Gordon "Don Juan"
Chaucer, Geoffrey Canterbury Tales
Coleridge, Samuel Taylor The Rime of the Ancient Mariner
Donne, John The Complete Works of John Donne
Eliot, T. S. "The Hollow Men," "The Love Song of J. Alfred Prufrock," The Waste Land
Gray, Thomas "Elegy Written in a Country Churchyard"
Hardy, Thomas The Complete Poems of Thomas Hardy
Hopkins, Gerard Manley The Complete Poems of Gerard Manley Hopkins
Houseman, A. E. The Complete Poems of A. E. Houseman
Joyce, James "Araby" and "Eveline"
Keats, John "Ode on a Grecian Urn"
Kipling, Rudyard "Gunga Din"
Milton, John Paradise Lost
Pope, Alexander
Shakespeare, William Sonnets
Shelley, Percy Bysshe The Poetical Works of Shelley
Spender, S. Collected Poems
Tennyson, Alfred "Charge of the Light Brigade"
Thomas, Dylan The Poems of Dylan Thomas
Wordsworth, William The Poetical Works of Wordsworth
Yeats, William Butler "The Second Coming"

Fiction

Austen, Jane Pride and Prejudice
Bennett, Arnold The Old Wives' Tale
Blackmore, R. D. Lorna Doone
Bronte, Charlotte Jane Eyre
Bronte, Emily Wuthering Heights
Bunyan, John Pilgrim's Progress
Butler, Samuel The Way of All Flesh
Carroll, Lewis Alice in Wonderland
Christie, Agatha
Clarke, Arthur C. Childhood's End
Collins, Wilkie The Moonstone, The Woman in White
Conrad, Joseph
    The Heart of Darkness
    Lord Jim
Defoe, Daniel Robinson Crusoe
Dickens, Charles
    Oliver Twist
    A Tale of Two Cities
    Great Expectations
    Hard Times
    David Copperfield
Doyle, Sir Arthur Conan Hound of the Baskervilles
Eliot, George The Mill on the Floss and Silas Marner
Fielding, Henry Tom Jones
Forster, E.M. Passage to India
Golding, William Lord of the Flies
Greene, Graham The Power and the Glory
Hardy, Thomas
    Jude the Obscure
    Return of the Native
    Tess of the D'Urbervilles
    The Mayor of Casterbridge
Huxley, Aldous Brave New World
Joyce, James
    Ulysses, A Portrait of the Artist As a Young Man
Kipling, Rudyard Captains Courageous, Kim, and The Man Who Would Be King
Lawrence, D.H. "The Rocking Horse Winner" and Sons and Lovers
Munro, H. H. The Complete Works of Saki
Orwell, George 1984 and Animal Farm
Shelley, Mary Frankenstein
Sillitoe, Alan Loneliness of the Long Distance Runner
Sterne, Laurence Tristam Shandy
Stevenson, Robert Louis The Strange Case of Dr. Jekyll and Mr. Hyde, The Black Arrow, and Kidnapped
Swift, Jonathan Gulliver's Travels and "A Modest Proposal"
Thackeray, William M. Vanity Fair

Tolkien, J.R.R. The Hobbit
Trollope, Anthony Barchester Towers
White, T. H. The Once and Future King
Wilde, Oscar The Picture of Dorian Gray
Woolf, Virginia

Drama

Bolt, Robert A Man for All Seasons
Congreve, William The Way of the World
Coward, Noel Blithe Spirit, Hay Fever, Private Lives
Eliot, T. S. Murder in the Cathedral, The Family Reunion, The Cocktail Party
Marlowe, Christopher Doctor Faustus
Shakespeare, William
- Romeo and Juliet
- Hamlet
- Julius Caesar
- Macbeth
- Antony and Cleopatra
- The Tempest
- Othello
- King Lear
- Merchant of Venice
- The Taming of the Shrew
- Twelfth Night
- A Midsummer Night's Dream

Shaw, George Bernard Androcles and the Lion, Arms and the Man, Caesar and Cleopatra, Major Barbara, Pygmalian, Saint Joan
Sheridan, Richard B. The Rivals and The School for Scandal
Thomas, Dylan Under Milkwood: A Play for Voices
Wilde, Oscar The Importance of Being Earnest

Nonfiction

Churchill, Winston "Blood, toil, tears, and sweat" speech and "From Stettin in the Baltic to Trieste in the Adriatic, an Iron Curtain has descended across the continent"

World Literature

Achebe, Chinua Things Fall Apart
Alain-Fournier, Henri The Wanderer
Anouilh, Jean Antigone
Azuela, Mariano The Underdogs
Balzac, Honore de Old Goriot
Beckett, Samuel Waiting for Godot
Beowulf
Brecht, Bertold Mother Courage and Her Children

Camus, Albert The Stranger, The Plague
Cervantes Don Quixote
Chekov, Anton The Cherry Orchard
Confucius
Dante The Divine Comedy
Descartes
Dostoevsky, F. The Brothers Karamazov, Crime and Punishment, The Idiot
Dumas,Alexandre The Count of Monte Cristo, The Man in the Iron Mask, The Three Musketeers
Everyman
Flaubert, Gustave Madame Bovary
Frankl, Victor Man's Search for Meaning
Garcia Lorca, Federico Blood Wedding
Garcia Marques, Gabriel Love in the Time of Cholera
Giraudoux, Jean The Madwoman of Chaillot
Goethe, Johann Wolfgang von Faust
Hesse, Hermann Siddhartha, Beneath the Wheel
Hitler, Adolph Mein Kampf
Hugo, Victor The Hunchback of Notre Dame, Les Miserables
Ibsen, Henrik A Doll's House, An Enemy of the People, Hedda Gabler, The Master Builder, The Wild Duck
Ionesco, Eugene Rhinoceros
Kafka, Franz Metamorphosis
Kawabata, Yasunari Snow Country
Khayyam, Omar The Rubaiyat
Machiavelli The Prince
Mansfield, Katherine Miss Brill
Maupassant, Guy de Selected Short Stories
Mishima, Yukio The Sound of Waves
Mo, Timothy Sour Sweet
Moliere, Jean The Misanthrope and Other Plays
Montaigne
O Yong-Jin and others Wedding day and Other Korean Plays
Paton, Alan Cry, the Beloved Country
Proust, Marcel
Rabelais
Racine, Jean Baptiste Phaedra
Remarque, Erich Maria All Quiet on the Western Front
Rostand, Edmond Cyrano de Bergerac
Rousseau, Jean Jacques Confessions
Saint-Exupery, Antoine de The Little Prince
Sartre, Jean-Paul No Exit
Solzhenitsyn, Alexander One Day in the Life of Ivan Denisovich
St. Augustine's Confessions
Tocqueville, Count Alexis de Democracy in America
Tolstoy, A. Anna Karenina, The Death of Ivan Ilyich, War and Peace
Turgenev, Ivan Fathers and Sons
Verne, Jules Around the World in Eighty Days, 20,000 Leagues under the Sea

Voltaire Candide
Zola, Emile

Classical/Ancient Literature

Aeschylus Oresteian Trilogy
Aristophanes Lysistrata
Aristotle Nichomachean Ethics
Cicero
Euripedes Medea
Homer The Iliad and The Odyssey
Horace
Ovid Metamorphoses
Plato The Republic, The Last Days of Socrates, Euthyphro, The Apology, Crito, Phaedo
Sophocles Antigone, Oedipus at Colonus, Oedipus Rex
Virgil Aeneid

The Bible as Literature