Pendleton Virtual Learning Academy

High School Handbook
2020-2021

EVERY STUDENT
P
PENDLETON SCHOOL DISTRICT
EVERY DAY

Pendleton
School District

Pendleton School District
Every Student, Every Day

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Pendleton Virtual Learning Academy (PVLA)

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Online Registration

Grades K-6: https://forms.gle/BqMMiemHdepVYcCk7

Grades 7-8: https://forms.gle/4qpwQkzVG33moirK9

Grades 9-12: https://forms.gle/VDe6RkLXB7AJQVF88

Introduction

PVLA Philosophy

The Pendleton Virtual Learning Academy is a full-time online K-12 school experience outside the traditional classroom. As part of our pledge to develop opportunities for all students, we are offering students the opportunity to do high school coursework online. Students may enroll in some online classes or a full-time schedule, and will remain students of the Pendleton School District. Online students will still have access to staff and facilities to develop their personalized path toward graduation and adulthood. PVLA students and families will need to work closely with online staff and high school counselors to make sure they are on-track and meeting the state requirements for graduation.

Academic Engagement

It is important for parents and students to understand that failure to meet attendance requirements or meet weekly progress goals may result in a change of placement. We rely on parents and students to work with us to make learning a priority and to cultivate an environment where learning is successful.

Attendance

As per Oregon Department of Education guidance, attendance will be taken once per day for students in K-6 and taken daily for each scheduled class for grades 7-8 and 9-12. Research shows that attendance is an important factor in student achievement.

What counts as attendance
- Signing in and completing work in Acellus or Google Classroom
- Attending a live video meeting
- Turning in completed assignments
- Taking an assessment
- Contacting the teacher via chat, text message, email, or communication app

Absence

A student absence at PVLA is defined as any time a student fails to meet adequate academic progress as defined on the Academic Calendar AND fails to communicate twice in one week either online, face to face, or on the phone, with their teacher.

Adequate Academic Progress

Adequate academic progress is defined as completing the percentage of a course equal to or greater than the minimum percentage outlined on the Academic Calendar to ensure the course is completed by the semester deadlines.

Program Type

Students have the opportunity to participate in PHS graduation and earn a high school diploma with their peers. We also understand that students and parents may want to access some courses online and others on campus, we encourage you to work with PHS staff and PHS counselors to see what options are best for your student.

1. Full-Time Online: Student assigned all 7 classes online through PHS
2. Hybrid Enrollment: Students will attend some classes with PVLA and and participate in some courses at the PHS campus

Diplomas and Graduation

All credits earned through PVLA will accumulate toward a Pendleton High School diploma (see options below). PVLA staff will work directly with Pendleton High School counselors and its registrar to ensure local and state requirements are being met.

Oregon Diploma- All Students who have demonstrated the ability to meet the full set of academic content standards.

Modified Diploma- Students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all state requirements and all applicable local school district requirements as described in district school board policies or public charter school requirements as described in school policies:
Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student; or
A documented history of a medical condition that creates a barrier to achievement.

Extended Diploma- Students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations:
Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
Have a documented history of a medical condition that creates a barrier to achievement; and
Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

Alternative Certificate- A student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma.
Student must meet requirements established by the board of the school district; or
Student must meet requirements established by the board of the public charter school and approved by the sponsor of the charter school.

Student Behavior Expectations

The PVLA rules include all those listed in this handbook and any changes posted on the school website or distributed to students and their parents and any other roles clearly communicated to students by the PVLA staff. Following the PVLA rules is necessary to help create a supportive environment for student success.

Student to Teacher Communication

With any and all communication between the student and teacher it is expected that a student will abstain from any form of vulgarity, slang or jargon, or inappropriate subjects. This includes all methods of communication such as electronic, verbal, or written. Students may not use inappropriate language, discuss inappropriate topics or make disrespectful comments based on ethnicity, gender, creed, sexual orientation, race, disability, national origin, language spoken or marital status toward any Pendleton School District student or in the presence of Pendleton School District staff. Threats and intimidation are in violation of Pendleton School District expectations and will not be tolerated. Please immediately alert your teacher if you become aware of inappropriate behavior by a PVLA student toward another student or a staff member. Violation of this expectation is grounds for disciplinary action.

Plagiarism

PVLA students are expected to do their own work and cite the work of others as appropriate. Plagiarism is the willful presentation of some else's previously written, published, or copyrighted material as one's own. Such material may include work that appears in print, on-line, or in audio or video formats. Copying work from another student may be regarded as plagiarism if done without consent and if credit is not given to the original writer. Penalties for plagiarism may include failing the assignment in question, failing the course or project, failing the trimester, or being subject to a dismissal hearing. PVLA may choose at its discretion, to employ plagiarism-detection software.

Cheating

PVLA expects any student's individual work to be solely the result of his/her own effort. The penalty for cheating may include failing the assignment, project or exam in question, failing the course, or doing alternative assignments to earn credit for that assignment.

9-12th Grade Course Offerings

English Language Arts

GRADE 9

ELA 9 - English I- Common Core - Acellus

Teacher of Record Kelly Richards - La Grande School District

The Acellus High School English I course provides a detailed investigation of literary techniques and devices using classics from American and English literature as examples. It explains how to recognize these techniques and to incorporate them into writing. It also presents strategies for expanding vocabulary through reading and provides focus on grammar skills for advanced writing. Course topics include:

- Plot, Setting, Conflict, and Irony
- Characterization and Theme
- Point of View, Narrator and Voice
- Cause and Effect
- Autobiography, Memoirs, and Biography
- Persuasive, Expository, and Descriptive Essays
- Speech in Writing
- Editorials
- Elements of Poetry and Poetic Devices
- Drama

ELA 9 - Google Classroom

Taught by Tiffany Jordan - Morrow County School District

This one-year digital course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers online. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

GRADE 10

ELA 10 - English II - Common Core - Acellus

Teacher of Record Kelly Richards - La Grande School District

High School English II provides tools for students to achieve college-readiness in understanding and correctly using the conventions of standard English, with focus on literary techniques, vocabulary, and grammar. The course draws from literature classics to give students practice in identifying and incorporating these conventions. Course topics include:

- Elements of Short Story
- Writing Science Fiction and Mystery
- Writing Biography, Autobiography, and Memoirs
- Grammar and Vocabulary
- Writing Personal, Expository, and Persuasive Essays
- Writing Persuasive Speeches
- Form, Language, Imagery, and Sound Devices in Poetry
- Drama - Comedy and Tragedy

ELA 10 - Google Classroom

Taught by Ayla Olson - North Powder School District

10th grade English Language Arts will offer a balanced focus on composition and literature. Students will learn about the alternate aims and audiences of written compositions. Through the study of various genres of literature, students will improve their reading rate and comprehension. Students will also develop the skills to determine the author's intent and theme and to recognize the techniques by the author to deliver their message.

GRADE 11

ELA 11 - American Literature - English III - Common Core - Acellus

Teacher of Record Kelly Richards - La Grande School District

Acellus American Literature-English III uses the works of the masters to give the student a well-rounded look at American Literature, beginning with Native American lore and continuing on through the Modernist Movement. Sprinkled with strategically-placed morsels of grammar and style, this course enhances the student's ability to enjoy and produce literature. Course topics include:

- Early America
- Genres of Writing
- American Romanticism (The Transcendentalists)
- American Romanticism (Gothic Literature)
- Regionalism and Realism
- The Modernist Movement
- Annotated Bibliography

ELA 11 - Canvas/Google Classroom

Taught by Theresa Farrell - Cove School District

11th grade English Language Arts will continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage as students write essays and begin to learn the techniques of writing research papers. Students will continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

GRADE 12

ELA 12 - British Literature - English IV - Common Core - Acellus

Teacher of Record Kelly Richards - La Grande School District

British Literature is a robust high school English IV course for 11th and 12th grade students that examines British Literature as it has developed through the ages against an historical backdrop. It exposes students to classic works of fiction and nonfiction, including epics, legends, poetry, histories, novels, and drama from early Anglo-Saxon texts to post-modern pieces. In addition to the study of literature, the course includes four units focused on writing to give students practice in critical thinking which they translate into written analysis. A strong addition to the writing units is a detailed step-by-step guide through the process of writing a research report, reinforcing students' preparation for their future in college and/or a career.

ELA 12 - Google Classroom

Taught by Tiffany Jordan - Morrow County School District

This one-year digital course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to post-secondary education and/or careers. Instruction focuses on refining the skills required for post-secondary success. A framework structured around universal themes that connect people across cultures and time anchors texts to real-life reading, writing, and speaking and listening opportunities likely to be experienced beyond high school. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Math

GRADE 9

Pre-Algebra -FUNdamental Math- Acellus *Elective credit only*

Teacher of Record Jess Roberts - La Grande School District

The Acellus FUNMath course was developed to ensure that students have a strong foundation in basic mathematical concepts prior to introducing them to more advanced topics. We have found that students often have difficulty in Algebra when they have a weak foundation in mathematics. Acellus FUNMath helps to fill in the holes in student understanding, providing them with a strong foundation of basic mathematical concepts upon which they can build. It is recommended that students take Acellus FUNMath at either the end of grade 7 or 8 or at the beginning of grade 9 as a refresher for those preparing to go into Algebra. Course topics include:

- Whole Number Operations
- Order of Operations
- Fractions/Decimals/Percentages
- Probabilities (including permutations and combinations)
- Statistics (mean, median, mode, range, and graphs)
- Planes, Points, Lines, and Angles

9th Math Cont.

- Polygons (types of polygons and several properties)
- Perimeter, Area, and Volume
- Square Roots
- Pythagorean Theorem
- Absolute Value
- Integer Operations
- Basic Graphing
- Operations using Rational Numbers
- One- and Two-Step Equations
- Basic Inequalities

Algebra 1 - Common Core - Acellus

Teacher of Record Elizabeth Shane - Morrow County School District

Algebra I, taught by Mark Rogers, presents algebraic concepts on a high school level, but in a more basic manner. This course is recommended for high school and gifted middle school students -- especially for those planning careers in the trades or non-STEM college career paths.

Course topics include:

- Algebraic Expressions and Equations
- Proportions, Inequalities, and Absolute Values
- Introduction to Functions
- Linear Functions and Systems
- Exponential Properties and Functions
- Factoring
- Quadratic, Inverse, and Square Root Functions
- Statistical Analysis

Algebra 1 - Google Classroom

Taught by Elizabeth Shane - Morrow County School District

Algebra 1 courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities, translating word problems into equations; operations with and factoring of polynomials, and solving simple quadratic equations.

GRADE 10

Geometry - Common Core - Acellus

Teacher of Record Jess Roberts - La Grande School District

Acellus Geometry provides students with a knowledge of geometric concepts and guides them through the process of developing important mathematical reasoning and proof skills. Students also gain a perspective of how geometry is an integral part of everyday life.

Geometry - Google Classroom

Taught by Jess Roberts - La Grande School District

This course covers the following topics: basic terms of geometry; an introduction to two-column, paragraph, and flow-chart proofs; parallels and polygons; triangle congruence; perimeter and area; shapes in space, surface area and volume; similar shapes; properties of circles; and an introduction to trigonometry.

GRADE 11

Algebra II - Common Core - Acellus

Teacher of Record James Akers - La Grande School District

Algebra II builds upon the algebraic concepts taught in Algebra I, continuing onto functions, expressions, etc. and providing students with a more in-depth understanding of algebraic concepts.

Algebra II - Google Classroom

Taught by Jess Roberts - La Grande School District

Algebra II covers data and linear representations; numbers and functions; systems of linear equations and inequalities; matrices; quadratic functions; exponential and logarithmic functions; polynomial functions; rational and radical functions; conic sections; counting principles and probability; sequences and series; and a more in-depth look at statistics.

Integrated Math I - Common Core - Acellus

Teacher of Record James Akers - La Grande School District

Acellus Integrated Mathematics I, taught by Patrick Mara, is the first course of a three-part series that includes algebra, geometry, probability, and statistics. This high school math pathway is patterned after an approach typically seen internationally.

Integrated Math I - Google Classroom

Taught by James Akers - La Grande School District

This class is intended to supplement the algebra and geometry learned at the middle school level. It is an integrated class whose primary focus is to prepare students to meet the essential skill in mathematics. Algebra topics covered include number sense, solving equations, lines and exponents. Geometry topics covered include relationship, congruence and similarity.

Science

GRADE 9

Physical Science - Acellus

Teacher of Record Laura Orr - Ukiah School District

This science course is recommended for high school students seeking a high school diploma but having minimal science and/or math skills. It presents lesson material on an 8th grade level. This course is for students planning to pursue a career in trades; students who are not planning a college career path.

Physical Science - Google Classroom

Taught by Dawn Callow - Morrow County School District

This is a basic introduction to chemistry and physics. The first semester will concentrate on physics, studying the laws of motion and energy. The second semester we will be studying chemistry with a close look at atoms and how they react with other atoms based on their arrangement on the periodic table.

GRADE 10

Earth Science - Google Classroom

Taught by Laura Orr - Ukiah School District

GRADE 11 + (electives)

Biology - General Biology - Acellus

Teacher of Record Emma Skillings - Eastern Oregon University

Acellus General Biology provides a basic introduction to biology, the study of life. A major focus of this course is the cell – its structure and function, cell transport and cellular energy, and how cells divide. Students will explore genetics and learn about DNA. Units on ecology and evolution are also included.

Biology - Google Classroom

Taught by Dawn Callow - Morrow County School District

This year long course is an introduction to the study of living things and systems. We will be studying living organisms beginning with the cell, and examining how these organisms function and their connections with other living systems.

Astronomy - Google Classroom

Taught by Laura Orr - Ukiah School District

Earth science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth.

Social Studies

GRADE 10

World History - World History 1 & World History 2 - Acellus

Teacher of Record Ashley Beard - Morrow County School District

Acellus World History I examines world civilizations from Pre-history through 1200 AD. Course topics include:

- Prehistory to Early Civilizations
- Nile River Civilizations
- Ancient India and China
- Classical Greece
- Ancient Rome
- Civilizations in the Americas
- Chinese and Indian Empires
- The Rise of Islam
- Ancient Africa
- East Asia

Acellus World History II Plus examines world civilizations from 1200 AD to the present. Course topics include:

- Asian Empires 1200 – 1800
- Renaissance and Reformation 1300 – 1650
- Exploration and Expansion 1400 – 1700
- Enlightenment and Historic Revolutions 1550 – 1800
- European Monarchs 1500 – 1800
- Industrialization and Nationalism 1700 – 1900
- World War I: 1914 – 1918
- Post WWI and Through World War II: 1919 – 1945
- Contemporary Issues: 1945 – Present

World History - Google Classroom

Taught by Ashley Beard - Morrow County School District

This course will provide an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments.

GRADE 11

US History - U.S. History 1 & U.S. History 2 - Acellus

Teacher of Record Josh White - Union High School

Acellus U.S. History I - 1760-1877 is the first semester of a two-part series that delves into the history of the United States. Taught by Todd Edmond, U.S. History I covers the development of this country from the early settlement and colonization through the end of the Civil War. Students will study the events that took place, and also how the ramifications still affect us today.

Acellus U.S. History II is the second semester of a two-part series that explores the history of the United States of America. This part of the course covers the evolution of country from the end of the Civil War through issues facing the country today. Course topics include:

- The End of the Western Frontier
- A New Industrial Age and the Immigration Boom
- The Progressive Era
- America Turns Imperialistic (Spanish American War)
- The First World War
- The Roaring Life of the 1920s
- The Great Depression and the New Deal
- World War II
- Post-War America and the Start of the Cold War
- Civil Rights
- The New Frontier and the Great Society
- The Vietnam War Years
- An Era of Social Change
- The Nixon Era
- Turmoil of the 1970s
- The Reagan and Bush Eras
- Entering the 21st Century & the issues of today

US History - Google Classroom

Taught by Hazel Livermore - Elgin School District

This year long course will provide an in depth look at World History through 4 themes: History of Belief, History of Government, History of Economy, and History of Conflict and Conquest. This course will cover the time period of ancient civilizations to modern day.

GRADE 12

US Government/Economics - Acellus

Teacher of Record Josh White - Union School District

The Acellus US Government and Civics course introduces students to the fundamental principles the U.S. Constitution is based upon, and how our government is run today. Throughout this course, students will study the founding of our country, how and why the American Revolution began, and how the law of our land was formed. They will also learn about the rights and duties of American citizens.

The Acellus Economics course provides students with an introduction to the foundational principles of the economics of the world. Instruction ranges from markets and demand, GDP, banking, policy, inflation, and unemployment, to trade, currency and competition.

US Government/Economics - Google Classroom

Taught by Hazel Livermore - Elgin School District

This course covers US government, civics and economics. It will examine how the founders chose to structure their government and what influences they pulled from, evaluate how American government functions within each branch as well as how citizens interact with it, and discover how major decisions and policies changed how citizens operate within the country.

Physical Education

PE 1 - Google Classroom

Taught by Natalie Bingham - North Powder School District

This physical education class focuses on skill development in regards to a variety of physical activities, long-term knowledge and development in regards to fitness, understanding how to respect oneself and others, and ultimately building the skills necessary to be active life-long.

PE 2 - Google Classroom

Taught by Natalie Bingham - North Powder School District

This physical education class focuses on skill development in regards to a variety of physical activities, long-term knowledge and development in regards to fitness, understanding how to respect oneself and others, and ultimately building the skills necessary to be active life-long.

Health Education

Health - High School Health - Acellus

Teacher of Record Natalie Bingham - North Powder School District

This five-star Acellus course was developed in association with Children's Mercy Hospital and is aligned with the National Health Education Standards. Course topics include:

- Physical Fitness
- How your body works
- Understanding Disease
- Drugs and Medicines
- Adolescence
- First Aid
- Hygiene and Healthcare

Health - Google Classroom

Taught by Natalie Bingham - North Powder School District

This class will include the following components: disease prevention, accessing and using valid products and services to promote one's health, communication skills, decision making skills, and goal setting. This class focuses on empowering individuals to be healthy in all aspects of one's life both now and life-long.

Business - Business Management - Acellus

Teacher of Record Teresa Dowdy - La Grande School District

Business Management is a course that is appropriate for both students on a business career path as well as students seeking to attend college in a business related field. Course topics include:

- Management and Leadership
- Planning and Change
- Economics and Ownership
- Regulation and Communication
- Business Metrics
- Capitalization
- The Product
- Supply Chain Management
- Human Resources
- Managing the Manager

Business - Canvas/ Google Classroom

Taught by Amador Estrada - Echo School District

This course will survey an array of topics and concepts related to the field of business. Concepts will include banking and finance, the role of government in business, consumerism, credit, investment, and management.

Personal Finance - Acellus

Teacher of Record Teresa Dowdy - La Grande School District

The Acellus Personal Finance course is designed to prepare students with the skills and knowledge needed to shape their financial future. The course will provide a tool-kit of knowledge resources that will empower students to make informed financial decisions. The course covers real world topics including income, money management, credit, as well as saving and investing. Students will have the opportunity to explore concepts such as budgeting; checking and saving accounts; and investment options. The course also teaches sound practices in the areas of finance, debt, risk management, taxes, and credit management. Course topics include:

- Fundamental economic principles
- How to find a job, including resume preparation
- Factors that affect income
- Budgeting and spending
- Planning for taxes
- How to prepare a tax return and other tax forms
- Income vs. net worth
- Choosing a bank
- Debit cards and ATMs
- Insurance and risk management

- Credit management
- Interest rates
- Credit card management
- Loans and mortgages
- Credit laws that protect consumers
- Avoiding scams and identity theft
- Saving and investing

Spanish 1 - Acellus

Teacher of Record Sidronio Rangel - La Grande School District

Spanish 1 is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as leisure activities and hobbies, their classes and school life, their families, as well as parties they may plan for various holidays and important dates.

Spanish 1 - Google Classroom

Taught by Sidronio Rangel - La Grande School District

This course is all about comprehension and communication through reading, writing, listening and speaking. No prior knowledge of the language is needed. We will explore cultures and traditions of Spanish-speaking countries, with a focus on storytelling and music. Advanced speakers should complete proficiency testing prior to registration to determine the correct course level.

Spanish 2 - Acellus

Teacher of Record Sidronio Rangel - La Grande School District

Spanish II is a Novice Mid performance level class organized around themes and topics. In this class, students will learn basic vocabulary and grammar concepts. Additionally, students will gain cultural knowledge of Spanish speaking cultures around the globe. Students will learn to communicate with others and talk about a variety of topics such as daily activities and routines, travel, their childhood, news and emergency situations, and fairy tales and legends

Spanish 2 - Google Classroom

Taught by Sidronio Rangel - La Grande School District

This course is for 10-12 graders of 9th graders who have passed proficiency testing. This course builds upon Spanish 1 knowledge, with a focus on increased proficiency and fluency in reading, writing, speaking, and listening. This course will fulfill minimum college entrance requirements for 4-year university programs. Advanced speakers should complete proficiency testing prior to registration to determine correct course level.

Music Foundations - Google Classroom

 Taught by Isaac Lynch - La Grande School District

Music is part of the human experience and present in every culture on Earth. The philosophy of this course is that music is a learned skill, not a talent. Students who are "not musical" are not only welcome but encouraged to join this class. Students will learn to make music through activities such as moving to music, singing, body percussion (think clapping, patting, stomping, snapping, etc.), and playing the recorder (hey, it's inexpensive, and a real instrument, not a child's toy). Students will also learn to read music (it's not as hard as you think), improvise (also easy), and create original musical ideas (I'll show you how, it won't be stressful)! You will also learn about music and musicians from around the world. They call it "playing" music because it really is fun!

Music Appreciation - Acellus

Teacher of Record Isaac Lynch - La Grande School District

The Acellus Music Appreciation course provides an overview of the development of western music from Pre-Renaissance to Modern times on the European continent and in America. The focus is on select composers and how the influenced musical styles – and on enjoying our rich heritage of music. Course topics include:

- Renaissance Music
- Baroque Music
- Classical Music
- Pre-Romantic Music
- Early Romantic Music
- Mid-Romantic Music
- Late Romantic Music
- Twentieth Century Music

Food & Travel - Google Classroom - Offered semester 1 and semester 2

Taught by Melissa Smith - Pendleton School District

Students will be introduced to the Hospitality and Tourism industry, including Food & Beverage Service, Lodging, Recreational Travel and Entertainment, and Event Planning. Topics will include Customer Service, Work Ethic, and Career Opportunities. Weekly cooking lessons will also be included.

Psychology - Canvas/ Google Classroom (dual credit through OIT)

Taught by Josh White - Union School District

The purpose of this course is to provide students the opportunity to explore psychology as the scientific study of mental processes and behavior. Students will discover psychology as an empirical science and explore research methods used with the field. Topics covered will include research methods, learning, memory, thinking and intelligence. *This course is available for dual credit through Oregon Institute of Technology as Psyc 201.*

Art - AP Studio Art- Drawing- Acellus

Teacher of Record Lynne Burnham - Milton-Freewater School District

This AP course, taught by Acellus Instructor Erica Crist and filmed in 3-D, provides students with a conceptual and visual foundation of the components of artistic drawing. It is an excellent foundation for students desiring a career in an art-related field, and gives guided preparation on preparing artwork for the AP exam. Acellus AP Studio Art

Veterinary Science - Google Classroom

Taught by Leah Smith - Blue Mountain Community College

The agricultural education course in veterinary science covers the basics of animal care. Topics covered include, but are not limited to the cardiovascular system, parasitology, pharmacology, animal roles in society and hospital procedures. Students will explore the history of veterinary science and the skills/requirements for a successful career in the industry. They will also explore the physiology and anatomy of animals, both large and small, learn how to evaluate animal health and determine effective health treatments for disease. Students will benefit from this course if they plan to enter college and pursue a degree to enter the veterinary profession. It also allows ALL students to be exceptional animal owners and provide students entering the workforce after graduation entry-level skills to become employable individuals.

Success/ Futures

Success - Google Classroom

Taught by Josh White - Union School District

Career Choices & the online 10-year plan is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully: • examine their own lives • explore and evaluate a wide range of education and career options, and • make reasoned and researched goals for their future.

Technology Use

Student Responsibilities for School Technology

Students in the Pendleton School District can be issued a Chromebook for use at home. Students and their parents/guardians are reminded that the use of TECHNOLOGY is a privilege and not a right, and that everythone done on any device, network or electronic communication may be monitored by school authorities. Inappropriate use of TECHNOLOGY can result in limited or banned computer use, disciplinary consequences, removal from courses, loss of credit, receiving a failing grade, and/or legal action.

Responsibility for the Chromebook

Students are solely responsible for the Chromebooks issued to them and must adhere to the following: **Students**

- must comply with the Chromebook Agreement, PSD Acceptable Use Policy, and all policies of the school district when using their Chromebooks.
- must treat their device with care and never leave it in an unsecured location.
- must promptly report any problems with their Chromebook to tech support.
- may NOT remove or interfere with the serial number and other identification.
- may not attempt to remove or change the physical structure of the Chromebook, including the keys, screen cover or plastic casing.
- may not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by the school.
- must keep their device clean and must not touch the screen with anything (e.g., your finger, pen, pencil, etc..) other than approved computer screen cleaners.

Pendleton School District 16R
Computer Technology
Student Acceptable Use Policy for PSD Net

Computers and access to the internet are used to support learning and to enhance instruction. With parental permission, your student will have an email account and internet access through the Pendleton School District's computer system (PSDnet).

While utilizing the internet it is possible to gain access to information which may not be appropriate. It is a general policy that all computers used through PSDnet are to be used in a responsible, appropriate, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines for the use of PSDnet, as described below, will result in the immediate revocation of access privileges as well as possible disciplinary action, and/or referral to law enforcement. Reinstatement will be at the discretion of the school administration.

GENERAL USE PROHIBITIONS

    1. Prohibitions
        a. Attempts to degrade, disrupt or vandalize the district equipment, software, materials or data or those of any other system or user
        b. Attempts to send, intentionally access or download any text file or image or engage in communication that includes material which may be interpreted as :
            1. Harmful to minors
            11. Obscene, indecent, profane or lewd as determined by the district
            111. A product or service not permitted to minors by law
            1v. Harassment, bullying, intimidation, menacing, threatening or insulting and/or inflammatory language
            v. A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the school operation
        c. Attempts to use another individual's account, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been given access.
    2. Violations/Consequences
        a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges
        b. Violations of law will be reported to law enforcement immediately

l have read the district's acceptable use policy pertaining to student internet usage. I give permission.for my student to participate and utilize the Pendleton School District's computer system.

Student Name   _____

Name of Parent/Guardian   _____

Parent/Guardian Signature   _____

PSD Student/Parent Chromebook Use Agreement Student(s) Information:

Last Name_____ First Name_____

Chromebook S/N:_____

In this agreement, "Chromebook" means Chromebook and all its components, software, battery, and charger.

Please initial each section showing your agreement to the terms:

TERMS:

You will comply at all times with the Pendleton School District Chromebook Policy Handbook and its guidelines.

TITLE:

Legal title to the Chromebook is owned by the Pendleton School District and it shall remain the possession of the Pendleton School District.

LOSS OR DAMAGE:

If the property is accidentally damaged or incurs loss due to an act of nature, the Pendleton School District will assess the Chromebook damage and repair or replace the device under the accidental loss or damage policy. If the property is stolen, a police report must be filed by the student or student's parents/guardian involved in the loss of property. Loss or theft of the property must be reported to the Pendleton School District within 48 hours after the occurrence. Fraudulent reporting of theft will be turned over to the police for prosecution.

REPOSSESSION:

Students not complying with all terms of this Agreement and the Chromebook Policy Handbook, including the timely return of the property, will be declared to be in default and must return the Chromebook immediately.

 TERM OF AGREEMENT:

Your right to use and possession of the property terminates no later than the last day of classes during the school year or upon student withdrawal from Pendleton School District.

APPROPRIATION:

 Your failure to timely return the property and the continued use of it for non-school purposes without the school's consent will be considered unlawful appropriation of school property

Parent/Guardian Agreement:

 In consideration of the privileges and opportunities afforded by the use of the Pendleton School District technology and computer resources, I hereby release the Pendleton School District and its agents from any and all claims of any nature arising from my student's use or inability to use the Pendleton School District technology and computer resources. I have read and agree to all of the terms listed above.

Parent Name Printed:_____

Parent Signature:_____ Date:_____

Student/Parent Contract

The intent of this contract is to outline the standards and behaviors that are expected of students who choose to participate in the Pendleton Virtual Learning Academy. This contract also provides details as to how parents can support the online learning experience and what the student and parents can expect from the school district.

Student Expectations

- Adhere to the code of conduct of your school and behave with integrity and honesty while participating in an online class.
- Read and acknowledge the district Acceptable Use Policy regarding technology and the internet.
- Participate in each online course to maintain pace.
- Complete coursework on time.
- Communicate with your online instructor in a professional and respectful manner.
- Ensure that you have the means to access the online courses on your own at all times.
- Acknowledge that the school district has full and complete access to the work submitted or the comments posted within the online course.
- Seek help from the online instructor or course provider as needed.

Parent Expectations

Parents, because you have formally offered your support of this online experience, we would like you to help us and your student by doing the following:
- Ensure that your student has the necessary equipment and internet access to participate in the online course.
- Provide your student with a safe and appropriate place to work while at home.
- Ensure that your student has sufficient time in his/her schedule to work each day on the courses.
- Become familiar with the means by which you can receive progress reports and regularly check his/her course work and progress.
- Encourage your student to seek help when stuck or frustrated.
- Monitor that all tests and work is done by your student without the aid of others.
- Be aware of all course deadlines and pacing guides and monitor adherence.
- Communicate academic concerns with online instructors as needed.
- Confirm with the school counselor that the chosen course of study is consistent with your student's plan for graduation.

District Expectations

Parents and students can expect the following from their district and its employees:
- A school counselor will meet and/or discuss with each parent and student with regard to their decision and determine if the course fits with the student's graduation plan.
- If the student has an active 504 Plan or IEP, the district will help determine if the accommodations and support can be delivered virtually or would have to be modified. The school will provide support to facilitate success during this online experience.
- Supply Chromebook if needed

Students and parents fully acknowledge that success is largely dependent upon the work and effort put forth by the students. Student who are not successful may fall off pace and may have to pursue other means to make up credits.

ACKNOWLEDGMENT AND UNDERSTANDING

I have read, understand, and acknowledge the expectations and policies set forth in the contract.

Student Signature_____

Date_____

Parent Signature_____

Date_____

Coordinator Signature_____

Date_____